



# Course Libraries 2021/22

## Courses N – Z

Course	Pages
Offshore Engineering	3 – 21
Operations Excellence	22 – 35
Pre-Masters Course in Engineering	36 – 46
Procurement and Supply Chain Management	47 – 61
Programme and Project Management	62 – 74
Renewable Energy	75 – 91
Retail and Digital Banking	92 - 103
Robotics	104 – 117
Safety and Accident Investigation	118 – 137
Safety and Human Factors in Aviation	138 – 150
Senior Leader Executive Programme (December 2021 intake)	151 – 168
Senior Leader Executive Programme (October 2021 in take)	169 – 186
Strategic Marketing	187 – 198
Sustainability	199 – 217
Systems Engineering	218 – 235

Systems Engineering for Defence Capability	236 – 251
Systems Thinking Practice	252 – 267
Thermal Power	268 – 290
Through Life System Sustainment	291 -307
Vehicle and Weapon Engineering	308 – 323
Water and Sanitation for Development	324 – 338
Water and Wastewater Engineering	339 – 353
Weapon and Vehicle Systems Programme	354 - 368
Welding Engineering	369 - 382

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** 24/03/21

## 1. What is the course?

### Course information

<b>Course Title</b>	Offshore Engineering
<b>Course code</b>	MSOFFFTC, MSOFFPTC, PDOFFFTC, PDOFFPTC, PCOFFFTC, PCOFFPTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	PgCert, PgDip, MSc
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time, Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield
<b>School(s)</b>	School of Water, Energy & Environment
<b>Theme</b>	Energy & Power
<b>Centre</b>	Centre for Thermal Energy Systems and Materials
<b>Course Director</b>	Dr Patrick Verdin
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	No
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	No
<b>Is the Mastership offered as an open and/or closed course?</b>	No

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc - one year, Part-time MSc - up to three years
<b>Course Start Month(s)</b>	October

### **Institutions delivering the course**

This course is delivered by the Centre for Thermal Energy Systems and Materials in the Energy and Power theme where the research interests include:

Aero/hydrodynamic design, analysis and testing of novel wind, wave and tidal energy devices;  
 Materials and Corrosion;  
 Computational Fluid Dynamics (CFD) for single and multiphase flows, particle transport, sand erosion and phase change;  
 Analysis and testing of multiphase flows in pipeline systems including horizontal pipes and risers.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Mechanical Engineers (IMechE) until August 2026 and the Energy Institute (EI) until August 2022 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng). Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

The main aims of this course are:

To provide students with the new skills needed across the Offshore Engineering fast-developing sector, together with the fundamental engineering knowledge necessary to meet the challenges of the offshore renewable energy and oil and gas industries. In addition to its traditional relevance to the oil & gas industry, Cranfield's MSc in Offshore Engineering is expanding to embrace the novel engineering challenges present in the offshore renewable energy industry.

This programme is intended for the following range of students:

New graduates with an engineering, mathematics or science background (dependent upon route chosen);  
 Experienced professionals working within the offshore industry, who wish to further their careers within this field;  
 Experienced professionals working in other industries who wish to diversify their career toward the offshore renewable energy and oil & gas field.



### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Critically evaluate the key concepts and issues associated with the construction and maintenance of offshore assets within the renewable energy and oil & gas sectors.
- ILO 2. Design and analyse offshore renewable energy and oil & gas assets by applying the engineering principles and technologies that pertain to the maintenance of offshore assets
- ILO 3. **Engineering Route specific:** Design and apply modelling solutions to examine impacts of environmental loads on offshore structures and associated structural issues, and design and apply modelling solutions to renewable energy systems.
- ILO 4. **Management Route specific:** Identify advanced technology, management and environmental issues, relevant for the offshore energy industry, to enable the development of risk-based solutions for a safe and secure industry.

#### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. Integrate knowledge, understanding and skills from the taught modules in a real-life situation to address problems faced by industrial clients; creating new problem diagnoses, designs, or system insights; and communicating findings in a professional manner in written, oral and visual forms.

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 6. Define a research question, develop aim(s) and objectives, select and execute a methodology, analyse data, evaluate findings critically and draw justifiable conclusions, demonstrating self-direction and originality of thought.
- ILO 7. Communicate their individual research via a thesis and in an oral presentation in a style suitable for academic and professional audiences.

### **4. How is the course taught?**

The course has been developed, and is delivered, by leading academics in the field of offshore renewable energy and offshore oil & gas. Students have access to some of the technical facilities at Cranfield University.

The taught modules vary in style from traditional lectures for subject based learning to practical sessions with a more problem-based learning style. The different teaching styles are designed to address the need for different learning styles, to reduce gender bias and increase appeal to mid-career change applicants. The course embraces diversity and provides equality of opportunity to all learners.

The taught programme is generally delivered from October to February and is divided into 4 core and 4 applied modules. Each core module is generally delivered over one week (this was changed to two weeks to adapt to the online delivery due to the COVID-19 pandemic situation), whereas each applied module is delivered over two weeks at Cranfield. Each module is allocated two weeks on the timetable and will be delivered flexible during this time, using a combination of online and face to face interactions. The modules will be assessed by either an exam or an assignment.

**Offshore Engineering** course specification: Version 1.0 June 2021

The group project work for PgDip and MSc students provides a framework for the development of acquired skills in terms of analysis, presentations, report writing, team working, project management and the use, and/or development, of offshore renewable energy and offshore oil & gas technologies.

Students will be supported in their learning and personal development by:

- The provision of a comprehensive set of course notes
- The use of the VLE, a virtual learning environment
- Face-to-face meetings with the Course Directors and members of the Course Team as required
- The Course Director, who is the student's main point of contact prior to the course and in the early stages of the course, and supports the student throughout the course
- The Course Administrator, who supports the student throughout the course regarding any administrative matter
- The module leaders, who are available to support the technical content of the taught modules and discuss the assessment of each module
- Course lecturers, who are the primary contact for students on individual lecture content
- The Group Project Supervisor, who provides direction and supervision throughout the duration of the Group Project and its assessment
- The Individual Project Supervisor, who provides direction and personal supervision to a student throughout their MSc project and its assessments

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 7. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits<sup>3</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>ENGINEERING ROUTE - COMPULSORY MODULES:</b>	
Induction	0
Materials & Corrosion Core	10
Fluid Mechanics and Loading	10
Engineering Stress Analysis: Theory and Simulations	10
Applied Materials and Corrosion	10
Engineering Project Management	10
Design of Offshore Energy Structures	10
<b>ELECTIVE MODULES:</b>	
<b>N/A</b>	
<b>TOTAL:</b>	60

<sup>3</sup> Senate Regulations require a minimum of 60 learning credits to be accumulated for the Award of PgCert. The number of learning credits for individual courses is set during course validation.

Description	Credits
<b>MANAGEMENT ROUTE - COMPULSORY MODULES:</b>	
Induction	0
Materials & Corrosion Core	10
Risk and Reliability Engineering	10
Applied Materials and Corrosion	10
Health, Safety, Sustainability and Environment	10
Engineering Project Management	10
Short Research Project	10
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	60

## B. Postgraduate Diploma

The accumulation of 120 credits<sup>4</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>ENGINEERING ROUTE - COMPULSORY MODULES:</b>	
Induction	0
Materials & Corrosion Core	10
Fluid Mechanics and Loading	10
Engineering Stress Analysis: Theory and Simulations	10
Applied Materials & Corrosion	10
Computational Fluid Dynamics for Renewable Energy	10
Structural Integrity	10
Design of Offshore Energy Structures	10
Engineering Project Management	10
Group Project	40
<b>ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	120

<sup>4</sup> Senate Regulations require a minimum of 120 learning credits to be accumulated for the Award of PgDip. The number of learning credits is set during course validation.

Description	Credits
<b>MANAGEMENT ROUTE - COMPULSORY MODULES:</b>	
Induction	0
Materials & Corrosion Core	10
Risk and Reliability Engineering	10
Energy Economics and Policy	10
Applied Materials & Corrosion	10
Health, Safety, Sustainability and Environment	10
Structural Integrity	10
Short Research Project	10
Engineering Project Management	10
Group Project	40
<b>ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	120

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>ENGINEERING ROUTE - COMPULSORY MODULES:</b>	
Induction	0
Materials & Corrosion Core	10
Fluid Mechanics and Loading	10
Engineering Stress Analysis: Theory and Simulations	10
Applied Materials & Corrosion	10
Computational Fluid Dynamics for Renewable Energy	10
Structural Integrity	10
Design of Offshore Energy Structures	10
Engineering Project Management	10
Group Project	40
Individual Research Project	80
<b>ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	200

Description	Credits
<b>MANAGEMENT ROUTE - COMPULSORY MODULES:</b>	
Induction	0
Materials & Corrosion Core	10
Risk and Reliability Engineering	10
Energy Economics and Policy	10
Applied Materials & Corrosion	10
Health, Safety, Sustainability and Environment	10
Structural Integrity	10
Short Research Project	10
Engineering Project Management	10
Group Project	40
Individual Research Project	80
<b>ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee); <sup>5</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.

<sup>5</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in October and are expected to complete the course within 12 calendar months.

Part-time students register for the course in October and are expected to complete the course within 3 years.

The course comprises three elements:

Coursework – the taught element which is given as a series of two-week modules. Students are required to complete eight modules. All the modules are determined by the route chosen. The modules comprise lectures, tutorials, case studies, laboratory demonstrations, and workshop exercises in varying proportions as appropriate. The modules are scheduled during the period October to February. Students are expected to spend additional time over and above the contact hours within the week of the module.

For full-time students, a Group Project, in which groups of typically 4 to 6 students work as a team on a multi-disciplinary problem of industrial relevance.

Part time students are required to complete either the group project or a dissertation, which is concerned with a topic of their choice, following consultation with the Course Director.

For full-time students, the Individual Research Project officially starts in May and finishes early in September.

## 7. Course Level Assessment Strategy<sup>6</sup>

The assessment tasks enable students from both options of the Offshore Engineering course to demonstrate a full range of skills and attributes to be applied either to Offshore Engineering or to Offshore Asset Management.

The core modules (Materials and Corrosion Core, Fluid Mechanics and Loading, Structural Integrity, and Engineering Stress Analysis: Theory and Simulations for the Engineering route, and Risk & Reliability Engineering, Materials and Corrosion Core, Structural Integrity, and Energy Economics and Policy for the Management route) will introduce students to all aspects of offshore oil and gas exploration, underwater engineering, risk management in offshore and marine operations, and offshore renewable energy industry. The applied modules (Applied Materials and Corrosion, Design of Offshore Energy Structures, Computational Fluid Dynamics for Renewable Energy, and Engineering Project Management for the Engineering route, and Applied Materials and Corrosion, Health, Safety Sustainability and Environment, Short Research Project, and Engineering Project Management for the Management route) will give students practical experience on problems and situations encountered in the Offshore field.

Students from the Offshore Engineering course will be assessed through oral presentations, exams, assignments, essays and reports, depending on the modules. Assignment, essays and reports will be of varying lengths. Writing short length documents can be challenging and can develop different skills relevant to professional practice. However, some specific topics cannot be assessed in a short length article as fundamental/simulation work is required prior to discussing results. The length of each assessment task is clearly stated within the module descriptor.

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<sup>6</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

Students will write documents to equip them with the skills they require to succeed in the Offshore Engineering field, and to address the specific award ILOs: 1) Critically evaluate the key concepts and issues associated with the construction and maintenance of offshore assets within the renewable energy and oil & gas sectors. 2), Design and analyse offshore renewable energy and oil & gas assets by applying the engineering principles and technologies that pertain to the maintenance of offshore assets. 3), Engineering Route specific: Design and apply modelling solutions to examine impacts of environmental loads on offshore structures and associated structural issues, and design and apply modelling solutions to renewable energy systems. 4.) Management Route specific: Identify advanced technology, management and environmental issues, relevant for the offshore energy industry, to enable the development of risk-based solutions for a safe and secure industry. 5), Integrate knowledge, understanding and skills from the taught modules in a real-life situation to address problems faced by industrial clients; creating new problem diagnoses, designs, or system insights; and communicating findings in a professional manner in written, oral and visual forms. 6), Define a research question, develop aim(s) and objectives, select and execute a methodology, analyse data, evaluate findings critically and draw justifiable conclusions, demonstrating self-direction and originality of thought. 7), To communicate their individual research via a thesis and in an oral presentation in a style suitable for academic and professional audiences. ILOS 1-4 apply to students enrolled in Postgraduate Certificate studies, ILOS 1-5 apply to students targeting a Postgraduate Diploma, and ILOS 1-7 apply to MSc students.

Students then have opportunities to develop their communication skills, as they are required to give a group presentation and individual presentation. The ability to work effectively in groups is a highly desirable skill which has translated into ILOs 1, 5, 6 and 7. Feedback is given immediately after the group presentation. Most modules are supported by a number of formative tasks such as case studies. Several modules such as Materials and Corrosion Core, Health, Safety, Sustainability and the Environment, Short Research Project, Engineering Project Management, Applied Materials and Corrosion, Risk and Reliability Engineering, Renewable Energy Structures also include group discussion and oral presentations. Formative feedback is given verbally within the classroom following discussions, via a written summary for case studies from the module leader and oral feedback provided by the tutor and peers for presentations. Students will also engage with an interactive learning activity which incorporates formative feedback. Feedback is given immediately after the group presentation. Formative feedback is given verbally within the classroom following discussions, via a written summary for case studies from the module leader and oral feedback provided by the tutor and peers for presentations. Students will also engage with an interactive learning activity which incorporates formative feedback.

The taught components precede the research project, so assessment can be used to develop skills required for the individual research project. Students are generally expected to be more self-directed in their learning during this research project and guidance will be provided through discussions with their course director, supervisor, and relevant staff members. The research project addresses ILOs 1, 2 (3 and/or 4), 5-7 and takes the form of a Thesis.

## Course modules

The following modules outline all parts of the programme leading to **MSc.** Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
1	I-ENE-INWK Occ A	Induction	Gill Drew	24		0	Y		04/10/21	08/10/21	N/A	AO	N/A					
2	N-AME-RR. Occ A	Risk and Reliability Engineering	TBC	27		10	Y		11/10/21	22/10/21	50	EX	100				w/c 04/01/22	05/22
3	I-OOT-A1078	Materials & Corrosion Core	Joy Sumner	32		10	Y		25/10/21	05/11/21	50	EX	100				w/c 04/01/22	05/22

<sup>7</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>8</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>9</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is  $\geq 50\%$ .

<sup>10</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>11</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>12</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>13</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Offshore Engineering** course specification: Version 1.0 June 2021



Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
4	N-RNE-EEP	Energy Economics and Policy	P Mirzania	27		10	Y		08/11/21	19/11/21	50	ICW	100				FT 20/11/21 PT 04/12/21	05/22
5	N-AME-ESA Occ A	Engineering Stress Analysis: Theory and Simulations	Ali Mehmanparast	32		10	Y		08/11/21	19/11/21	50	ICW	100				FT 20/11/21 PT 04/12/21	05/22
6	N-AME-SI	Structural Integrity	Ali Mehmanparast	38.5		10	Y		22/11/21	03/12/21	50	EX	100				w/c 04/01/22	05/22
7	N-OFF-HSSE. Occ A	Health, Safety, Sustainability and Environment	Gill Drew	25		10	Y		06/12/21	17/12/21	50	ICW	100				FT 18/12/21 PT 15/01/22	05/22
8	N-AME-FML. Occ A	Fluid Mechanics and Loading	Liang Yang	30		10	Y		06/12/21	17/12/21	50	ICW	100				FT 18/12/21 PT 15/01/22	05/22
9	I-OOT-A1076 Occ A	Applied Materials and Corrosion	Joy Sumner	30		10	N		10/01/22	21/01/22	50	ICW	100				FT 22/01/22 PT 05/02/22	05/22
10	N-OFF-SRP	Short Research Project	P Verdin	10		10	N		24/01/22	04/02/22	50	ICW	100				FT 05/02/22 PT 19/02/22	05/22

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Offshore Engineering** course specification: Version 1.0 June 2021

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
11	N-REE-CFDR	Computational Fluid Dynamics for Renewable Energy	Patrick Verdin	30		10	Y		24/01/22	04/02/22	50	ICW	100				FT 05/02/22 PT 19/02/22	05/22
12	N-RNE-RES	Design of Offshore Energy Structures	L Yang	25		10	Y		07/02/22	18/02/22	50	ICW	100				FT19/02/22 PT 05/03/22	05/22
13	N-AME-EPM	Engineering Project Management	P Hart	20		10	Y		21/02/22	04/03/21	50	ICW	100				FT 05/02/22 PT 19/03/22	05/22
14	I-ENE-GRPP Occ A	Group Project	Gill Drew	16		40	Y		07/03/22	13/05/22	50 50 50 50	GCW GPRES ICW RP	64 16 10 10				06/05/22 10/05/22 13/05/22 14/05/22	
15	I-ENE-DISS Occ A	Dissertation (part-time option)	Gill Drew	10		40	Y		07/03/22	30/09/22	50	I PROJ IPRES	80 20				30/09/22 wc 26/09/22	
16	I-ENE-THESIS Occ A	Individual Research Project	Gill Drew	20		80	Y		16/05/22	09/09/22	50  50	OR  THESIS	10  90				w/c 29/08/22 & w/c 05/09/22  05/09/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; I PROJ – Individual Project (>20 credits); G PROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Offshore Engineering** course specification: Version 1.0 June 2021

		Offshore Engineering – Engineering Route			Offshore Engineering – Management Route		
		PgCert	PgDip	MSc	PgCert	PgDip	MSc
I-ENE-INWK	Induction	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
I-OOT-A1078	Materials & Corrosion Core	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
I-AME-FML	Fluid Mechanics and Loading	Compulsory	Compulsory	Compulsory	N/A	N/A	N/A
N-AME-RR	Risk and Reliability Engineering	N/A	N/A	N/A	Compulsory	Compulsory	Compulsory
G-MTI	Engineering Project Management	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
N-AME-ESA	Engineering Stress Analysis: Theory and Simulations	Compulsory	Compulsory	Compulsory	N/A	N/A	N/A
N-RNE-EEP	Energy Economics & Policy	N/A	N/A	N/A	N/A	Compulsory	Compulsory
N-AME-SI	Structural Integrity	N/A	Compulsory	Compulsory	N/A	Compulsory	Compulsory
N-REE-CFDR	Computational Fluid Dynamics for Renewable Energy	N/A	Compulsory	Compulsory	N/A	N/A	N/A
N-RNE-RES	Design of Offshore Energy Structures	Compulsory	Compulsory	Compulsory	N/A	N/A	N/A
N-OFF-HSSE	Health, Safety, Sustainability and Environment	N/A	N/A	N/A	Compulsory	Compulsory	Compulsory
I-OOT-A1076	Applied Materials & Corrosion	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
N-OFF-ESCS	Short Research Project	N/A	N/A	N/A	Compulsory	Compulsory	Compulsory
I-ENE-GRPP	Group Project	N/A	Compulsory FT Elective PT	Compulsory FT Elective PT	N/A	Compulsory FT Elective PT	Compulsory FT Elective PT

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Offshore Engineering** course specification: Version 1.0 June 2021

I-ENE-DISS	Dissertation (part-time option)	N/A	Elective PT	Elective PT	N/A	Elective PT	Elective PT
I-ENE-THESIS	Individual thesis project	N/A	N/A	Compulsory	N/A	N/A	Compulsory

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Offshore Engineering** course specification: Version 1.0 June 2021

Please list all modules that are used by another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Other course(s)/ programme(s) that use the module</u></b>
N-AME-ESA	Engineering Stress Analysis: Theory and Simulations	Advanced Mechanical Engineering	Advanced Mechanical Engineering Offshore Engineering (Engineering route) Renewable Energy (Engineering route) Mechanical Engineering (Jiangsu)
N-AME-SI	Structural Integrity	Advanced Mechanical Engineering	Advanced Mechanical Engineering Offshore Engineering (Engineering and Management route) REMS EngD
N-OFF-HSSE	Health, Safety, Sustainability and Environment	Offshore Engineering	Offshore Engineering (Management route) Renewable Energy (Management route) Engineering Management (Jiangsu)
N-AME-RR	Risk and Reliability Engineering	Advanced Mechanical Engineering	Advanced Mechanical Engineering Offshore Engineering (Management route) Advanced Process Engineering Mechanical Engineering (Jiangsu)
I-OOT-A1076	Applied Materials & Corrosion	Offshore Engineering	Advanced Mechanical Engineering Offshore Engineering (Engineering and Management route) PhD Materials and Corrosion for Energy Systems (Jiangsu)
N-RNE-RES	Design of Offshore Energy Structures	Renewable Energy	Offshore Engineering (Engineering route) Renewable Energy (Engineering route)
I-AME-FML	Fluid Mechanics and Loading	Advanced Mechanical Engineering	Offshore Engineering (Engineering route) Renewable Energy (Engineering route) Mechanical Engineering (Jiangsu)
N-RNE-EEP	Energy Economics & Policy	Renewable Energy	Offshore Engineering (Management route)
N-AME-EPM	Engineering Project Management	Advanced Mechanical Engineering	Advanced Mechanical Engineering Offshore Engineering (Engineering route)

			Offshore Engineering (Management route) Energy Systems and Thermal Processes Energy Systems and Thermal Processes (Muscat) Process Systems Engineering (Muscat) Advanced Chemical Engineering (Engineering route) Advanced Chemical Engineering (Biorefining route)
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## 8. How are the ILOs assessed?

The following assessment types are utilised:

The assessment methods used on the course are designed to enable students to achieve the learning outcomes of the course in the following ways:

Written examination and coursework assignments (100% of PgCert, 66.7% of PgDip and 40% of MSc)

Each of the 8 modules undertaken by the student is assessed by a written examination or coursework assignments.

Formal written examinations are designed to demonstrate each student's level of understanding and knowledge of the subject area, through their ability to select and apply this knowledge to the questions set.

Coursework assignments take the form of reports and the output from the practical application of software. These assignments will demonstrate skills in the areas including information retrieval, problem solving and analysis, writing style and computer application competence.

Group Project (33.3% of PgDip and 20% of MSc)

For the Group Project (full time students) are assessed by means of a written group report, presentations and an individual contribution component.

Dissertation (33.3% of PgDip and 20% of MSc)

For the dissertation (part time students) an individual assessment for each student is done, based on a written report and an oral presentation with the support of a poster. 90% of the mark is based on the written report, while 10% on the oral presentation.

Individual Research Thesis (40% of MSc)

The individual project thesis is assessed by taking into account the quality of its introduction and literature review, the work carried out and results, the analysis/discussion and its style and presentation. The application and effort of the student is taken into account. Students are also required to undertake an oral presentation that has a 10% weighting within the individual project assessment.

This approach has been adopted because:

This is the standard criteria within the School of Water, Energy and Environment

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

**Offshore Engineering** course specification: Version 1.0 June 2021

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

Award ILOs Module No.	ILO 1.	ILO 2.	ILO 3. Engineering Route	ILO 4. Management Route
2	EX	EX		EX
3	EX	EX		
5			ICW	
7	ICW			ICW
8		ICW	ICW	
9	ICW	ICW	ICW	
10				ICW
12			ICW	
13	ICW		ICW	ICW

### B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 1.	ILO 2.	ILO 3. Engineering Route	ILO 4. Management Route	ILO 5.
4				ICW	
6	EX	EX	EX		
11			ICW		
14					GCW GPRES ICW RP
15					IPROJ IPRES

### C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 6.	ILO 7.
16	THESIS OR	THESIS OR

Offshore Engineering course specification: Version 1.0 June 2021

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

**9. How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

**Offshore Engineering** course specification: Version 1.0 June 2021



Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

Students successfully completing the course should have gained the knowledge and skills required to enable them to gain employment at a professional level within the offshore engineering industrial sector. Offshore engineering is a rapidly developing discipline. In addition to its traditional relevance to the oil & gas industry, it is expanding to embrace the novel engineering challenges presented by the offshore renewable energy industry.

Cranfield's MSc in Offshore Engineering is able to provide the new skills needed across this fast-developing sector, together with the fundamental engineering understanding necessary, whatever the application.

Students applying for this MSc will be able to choose between two routes: one focusing on detailed engineering aspects, and the other focusing on offshore asset management.

Graduates with an MSc in Offshore Engineering will be able to work in a range of different industries including offshore renewables and offshore oil & gas, and beyond. Also, suitable graduates may have the opportunity of continuing their studies in a related area in pursuance of a research degree such as a PhD

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** July 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc in Operations Excellence
<b>Course code</b>	MSOPXPTC, PDOPXPTC, PCOPXPTC, , PDOPXPAC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc, PgDip,
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University, University of Cambridge, remote online delivery
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Manufacturing
<b>Centre</b>	Sustainable Manufacturing Systems Centre
<b>Course Director</b>	Dr Patrick McLaughlin
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Senior Leadership
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Non-integrated
<b>Is the Mastership offered as an open and/or closed course?</b>	Open
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Part-time MSc - up to three years
<b>Course Start Month(s)</b>	Part-time: October

### **Institutions delivering the course**

This course is delivered by School of Aerospace, Transport and Manufacturing, Manufacturing Theme, Sustainable Manufacturing Systems Centre where the research interests include:

- Manufacturing Systems Engineering
- Product-Service Systems and Innovation Management
- Simulation and Modelling
- Supply Chain Management

Cranfield University interacts with the following institutions and in the following ways:

The course is overseen by an Industrial Advisory Panel that formally meets twice a year. The names and affiliations of current members of the Industrial Advisory Panel can be found in the course manual.

Students undertake course related project components off campus. In recent years, projects have been undertaken within sponsoring organisations including Rolls-Royce, BAE Systems and Weetabix.

Cranfield University interacts with the Institute of Manufacturing at Cambridge University, as a strategic partner to deliver one course module.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Engineering and Technology (IET) until August 2025, the Institution of Mechanical Engineers (IMechE) until August 2026 and the Royal Aeronautical Society (RAeS) until August 2026 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng). Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- To prepare individuals for a role in a changing world of manufacturing operations, that will lead to an improvement of manufacturing competitiveness within their company.
- To engage individuals in independent and critical evaluation of the use of operations management knowledge and tools to address manufacturing industry problems.
- To equip individuals in transferable skills such as communication, administration, team-working, and personal and professional effectiveness.
- To enhance an individual's career in the manufacturing and related sectors.
- To assess an individual's ability to demonstrate the application of management and technical knowledge and transferable skills to address operations management problems in industry.

This programme is intended for the following range of students:

- Those wishing to work nationally or internationally with organisations that need to address operations management problems.
- Those wishing to work in manufacturing and operations management consultancy.
- Those wishing to work in the public/government sector on industry competitiveness and productivity issues.
- Those wishing to develop leadership competencies that allow business change to be designed and led

### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Demonstrate a thorough understanding and critical awareness of the key concepts of Operations Excellence within the context of a representative organisation (i.e. manufacturing, service, pharmaceutical organisation).
- ILO 2. Critically evaluate appropriate methodologies, based on previous observations, practice and experience, to acquire knowledge of products, processes and systems.
- ILO 3. Critically evaluate internationally recognised standard procedures and processes, using tools including systems analysis and mapping that are representative of operational systems.
- ILO 4. Develop coherent strategies to manage, apply and transfer principles of Operations Excellence to demonstrate and initiate responsibility at a professional level, and optimise operational performance.
- ILO 5. Demonstrate understanding of a range of management competencies, styles and techniques to enable critical evaluation of personal strengths and weaknesses.
- ILO 6. Demonstrate an ability to make informed judgements at a professional level independently or as part of a team.

#### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

ILO 7. Demonstrate an ability to design, evaluate and disseminate effectively an operational improvement based solution to a practical business problem within a research work program both individually and as part of a team.

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

ILO 8. Demonstrate the ability to apply sound experimental design principles and appropriate research methods to obtain, analyse and evaluate data through the individual research project.

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Use of case studies and class exercises to help develop knowledge and skills in analysis and critical evaluation.
- Use of the VLE as a source of information on learning and assessment materials plus routes to additional information and sources of help if required.
- Provision of lectures from external speakers to strengthen teaching in selected areas from academia and industry outside the University's area of expertise.
- Access to library resources, both on-campus and online, which are introduced at the beginning of the course by the Manufacturing Information Specialist.
- Focused tutorial sessions to support the development of information assimilation, written communication and critical evaluation skills.
- Course is taught on a face-to-face basis with online delivery where appropriate
- Study tour takes place at operations business premises across the UK
- Use of an operations investigation requiring technical and management output supported by a self-directed activity of reflection and action planning, designed to encourage independent development of transferable skills such as oral presentation, written communication and project management.
- The opportunity to carry out a research project in the student's place of employment to enable practical application of the theory learned during the taught course and development of research skills.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction (1)	0
Six modules from Modules 2 to 5 and 7 to 10	60
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	60

### B. **Postgraduate Diploma**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction (1)	0
Modules 2-10	80
Group Project (11)	40
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	120

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction (1)	0
Modules 2-10	80
Group Project (11)	40
Thesis Project (12)	80
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

*The Level 7 Senior Leader apprenticeship standard does not have a mandatory qualification attached to it. The training programme for this apprenticeship is delivered through registration on the PgDip in Operations Excellence, which is aligned with the relevant Knowledge, Skills and Behaviours (KSBs) as detailed in the apprenticeship standard. The Apprenticeship is successfully completed through passing the End Point Assessment (EPA) only. Apprentices who successfully complete the requirements of the PgDip in Operations Excellence as part of their apprenticeship training programme will receive that award from the University following the completion of their End Point Assessment. Following the culmination of the apprenticeship (through successful EPA completion, failure or withdrawal) apprentices who have not met the requirements for a PgDip may be awarded academic credit for any module successfully completed as part of their training programme, which may entitle them to a PgCert award in Operations Excellence.*

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);

- it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

MSc students are expected to complete the course within 36 calendar months.

It is envisaged that the (40 credit) Group Project component would commence alongside Module 5 and be conducted over a five month calendar period. Conduct of the Group Project would be in the form of an operations investigation requiring technical and management output and would be presented in a form to provide clear business benefit by students to collaborating organisations. Scheduling of the Group Project allows interim reviews for students with academics and peers during the parallel module delivery and a phased assessment process to encourage student progression and appropriate formative assessment whilst remote from the University.

The (80 credit) Thesis Project, typically conducted with support of the student's sponsoring organisation, would be delivered over nine calendar months using regular meetings with an academic

## 7. Course Level Assessment Strategy<sup>4</sup>

The assessment tasks are focused on assessing the learning from the module whilst building evidence of the application of skills and behaviours in the students' own workplaces. Both formative and summative assessment is utilised in the taught modules.

The assessments are work based to align with the purpose of the course – to create employees who can implement operational excellence in a work environment. Taught module assessments are between 3000 and 5000 words depending on the nature and content of the assignment. The students have around six weeks to complete the assessment after module completion. Where relevant, formative feedback is provided during class discussion of both module related aspects and work-based instances relevant to the module content. Formative assessment is also provided as part of in-module activity that requires individual and group presentation of findings to the class.

The group project is a work based operations issue that requires the students to work in a team to deliver a group based report and presentation. The group project also has an individual component that self-gauges the skill development during the course of the project.

The thesis project is aligned with the module ILOs to evaluate the implementation of project based findings in the students' own workplaces.

Assessments are focused on application of learning, within and following the module. They relate module ILOs and to students' own workplace issues that are used as a basis of analysis, evaluation and synthesis of potential solutions.

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

## Course modules

The following modules outline all parts of the programme leading to an MSc **enter highest award here**. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	I-OPX-INWK	Induction	Dr Patrick McLaughlin	10.5		0	N	12/10/21	12/10/21	13/10/21	N/A	AO	N/A				N/A	
2	I-OPX-EF	Effective Factories	Mr John Patsavellas	35		10	N	08/11/21	08/11/21	19/11/21	50	ICW	100				14/01/22	At the next available opportunity which may not be until the course runs the following year

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
3	I-OPX-BMS	Business and Manufacturing Strategy	Dr Abdelkader Aoufi	16	0	10	N	10/01/22	10/01/22	14/01/22	50	GCW	100				25/02/22	At the next available opportunity which may not be until the course runs the following year
4	I-OPX-TMT	Team Management	Dr Sandeep Jagtap	35	15	10	N	14/02/22	14/02/22	25/02/22	50	ICW	100				08/04/22	At the next available opportunity which may not be until the course runs the following year
5	I-OPX-IM	Innovation Management	Dr Mohamed Shararah	35	15	10	Y	21/03/22	21/03/22	01/04/22	50	ICW	100				13/05/22	At the next available opportunity which may not be until the course runs the following year
6	I-OPX-ST	Manufacturing in Practice (study tour)	Dr Patrick McLaughlin	35		0	N		Not currently scheduled	Not currently scheduled	0	AO	N/A				N/A	N/A

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
7	I-OPX-TM-B21	Technology Management (delivered at Cambridge)	Dr Patrick McLaughlin	35	10	10	N	20/06/22	20/06/22	01/07/22	50	ICW	100				12/08/22	At the next available opportunity which may not be until the course runs the following year
8	I-OPX-SCM	Supply Chain Management	Dr Hamid Moradlou	35	10	10	N	05/09/22	05/09/22	16/09/22	50	ICW	100				28/10/22	At the next available opportunity which may not be until the course runs the following year
9	I-OPX-MAI	Operations Assessment and Improvement	Mr John Patsavellas	35	10	10	N	28/11/22	28/11/22	09/12/22	50	GCW	100				03/02/23	At the next available opportunity which may not be until the course runs the following year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
10	I-OPX-LCO	Leading Change in Operations	Dr Colin Pilbeam	35	10	10	N	06/02/23	06/02/23	17/02/23	50	ICW	100				31/03/23	At the next available opportunity which may not be until the course runs the following year
11	I-OPX-GP	Group Project	Dr Patrick McLaughlin	40		40	N	04/04/22	04/04/22	26/08/22	50 50 50	GCW GPRES ICW	64 16 20				26/08/22 05/09/22 26/08/22	
12	I-OPX-THES	Thesis Project	Dr Patrick McLaughlin	40		80	N	03/01/23	03/01/23	25/08/23	50 50	THESIS IPRES	90 10				25/08/23 04/09/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
I-OPX-IM	Innovation Management	Operations Excellence	EngD in Sustainable Manufacturing Systems

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The course uses a range of assessment types by submitted work: which include oral and written pieces in individual and group contexts plus a research thesis, and an element of assessment by formal presentation.

The course assessment strategy includes a diverse range of assessments that reflect application of learning in an operations environment. Both individual and group assessments are used. Formative assessment will be used as required in the course modules.

This approach has been adopted because:

This approach has been adopted in order to develop and assess the knowledge and skills required in addition to providing both formative and summative assessments of a student's ability to integrate and apply information in a practical setting.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

*For Example:*

<b>Award ILOs</b> <b>Module No.</b>	<b>ILO 1.</b>	<b>ILO 2.</b>	<b>ILO 3.</b>	<b>ILO 4.</b>	<b>ILO 5.</b>	<b>ILO 6.</b>	<b>ILO 7.</b>	<b>ILO 8.</b>	
98	ICW				EX	EX	ICW		
99	ICW1		ICW1	ICW2					

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	<b>ILO 1</b>	<b>ILO 2</b>	<b>ILO 3</b>	<b>ILO 4</b>	<b>ILO 5</b>	<b>ILO 6</b>			
2	ICW	ICW	ICW	ICW					
3	GCW	GCW		GCW		GCW			
4					ICW	ICW			
5		ICW	ICW	ICW	ICW				
7		ICW	ICW	ICW	ICW				

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6			
8	ICW	ICW	ICW	ICW	ICW				
9			GCW	GCW	GCW				
10				ICW	ICW	ICW			

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7		
11	GPRES					GPRES			
11	GCW	GCW	GCW	GCW	GCW	GCW	GCW		
11	ICW	ICW	ICW	ICW	ICW	ICW	ICW		

## C. Master of Science

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	
12	THESIS	THESIS	THESIS	THESIS	THESIS	THESIS	THESIS	THESIS	
12	IPRES					IPRES		IPRES	

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

It is anticipated that completion of this course will enhance career progression by providing a broader appreciation of complex systems of operation. As the students taking this course are already in employment, completion of the course is expected to provide formal recognition of the skills and knowledge acquired during the course and in their field of work. Integration of the theory and practice is a key objective of the course.

In terms of the likely career paths and employability of graduates completing the course, please refer to section 2. Students are sponsored by an employing organisation and are generally seeking a change in

role that brings higher levels of formal responsibility, a broadening of existing skills and capabilities and a greater level of professionalism.



### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** March 2021

### **1. What is the course?**

#### **Course information**

<b>Course Title</b>	Pre-Masters Course in Engineering
<b>Course code</b>	QPSOEFQC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	Not Applicable
<b>Additional exit routes</b>	Not Applicable
<b>Mode of delivery</b>	Full-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Aerospace
<b>Centre</b>	Centre for Aeronautics
<b>Course Director</b>	Dr Amir Zare Shahneh
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Ordinary degree or HND (with 3 years' experience) in engineering and physical science disciplines. Previous experience, aptitude and level of academic achievement will be assessed. EU or international students will

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



	need to provide evidence of a satisfactory test result in an English qualification, the minimum requirements are IELTS 6.5 or equivalent.
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 6/Level 7
<b>Benchmark Statement(s)</b>	Not Applicable
<b>Registration available Period(s)</b>	10 Months
<b>Course Start Month(s)</b>	September

### **Institutions delivering the course**

This course is delivered by School of Aerospace, Transport and Manufacturing, Aerospace Theme, Centre for Aeronautics where the research interests include:

- Design of Environmentally Friendly Aircraft
- Blended Wing Body (BWB) Aircraft
- Unmanned Air Vehicles (UAV's)

Cranfield University remains fully responsible for the quality of the delivery of the course.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- develop the personal and professional skills needed in the Master's courses and later during the development of the student's career;
- introduce the students to the different aspects of aeronautical and mechanical engineering and lead them into their chosen MSc disciplines;
- refresh and enhance student understanding of engineering sciences and mathematics as applied to the appropriate engineering industries;
- enhance students' knowledge of research methods before entering their chosen MSc courses;
- give students experience of working on open ended project problems in preparation for their MSc Courses and subsequently their careers.

This programme is intended for the following range of students:

- Wish to change career direction.
- Have been out of formal education for some time and wish to enhance their knowledge before entering our engineering MSc courses.
- Has a first degree in engineering, physics or mathematics that does not meet the standard entry requirements for a Cranfield MSc.
- Students wishing to enhance their knowledge of research methods before entering our engineering MSc courses.
- Hold a UK Ordinary/Pass degree in engineering & physical science disciplines (or equivalent).

This access course is unique and distinctive because it will develop the student's personal and professional skills needed for a Master's degree and their future career development. In addition, the course will refresh and enhance the student understanding of engineering sciences and mathematics as applied to the appropriate engineering industries.

### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Pre-Masters Course in Engineering**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Obtain a working knowledge of engineering fundamentals and demonstrate understanding of concepts, theories and principles of engineering subject relevant to the chosen MSc course. These are achieved by successfully completing the modules offered within the course, such as Mechanical Design, Propulsion & Power, Basic Aerodynamics, Aeronautical Engineering, etc.;
- ILO 2. Reinforce the necessary facility in mathematics to be applied when solving engineering problems;
- ILO 3. Apply appropriate engineering tools to the analysis of problems by gaining confidence in working with modern computer systems and software packages, such as Visual Basic and CATIA;
- ILO 4. Gain some experience in the use of appropriate practical engineering equipment and skills such as test machines and workshops;
- ILO 5. Manage their time and individual study necessary to undertake a project or other assignment needing creative initiative from the student;
- ILO 6. Develop their skills in presenting work and results successfully to a variety of audiences;
- ILO 7. Undertake a structured approach to research for individual projects at masters level.

### **4. How is the course taught?**

The course consists of two major groups of elements:

- Lecture Courses; all the lecture courses are mandatory.
- Individual Project; the Individual Project aims to provide students wishing to progress to MSc. courses, with exposure to, and experience of, research projects similar to the Individual Research Projects to be performed during the MSc year.

Students will be supported in their learning and personal development by:

- Extensive computer network and IT facilities.
- Library facilities including journals, papers, and numerous databases.
- A dedicated course Virtual Learning Environment

### **5. What do students need to achieve in order to proceed to a Masters Course?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to proceed to a Masters Course:

**A. Pre-Masters Course in Engineering**

The accumulation of 200 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1-12	140
Module 13 (Individual Project)	60
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	200

**Pass Criteria**

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $< 40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $< 50\%$ ).

## **6. How is the course structured?**

Full-time students register for the course in September and are expected to complete the course by July of the following year.

The majority of the taught components are structured to be delivered during October to April while formal examinations will take place between December and April. The majority of the individual project activities will take place between March and July. The individual project will end by submitting an individual report and presenting the work to a panel of staff members and supervisors.

## **7. Course Level Assessment Strategy<sup>4</sup>**

Formative assessments and summative assessments are chosen to align with the stated intended learning outcomes based on the nature of modules. Summative assessments including assignments, final year theses and oral presentations are supported by means of formative feedback to enhance learning potential. The assessments enrich the communication skills of students in all aspects of writing and speaking. Examination is used as a type of assessment for modules such as Basic Aerodynamics and Mathematics to align with the learning outcomes of the modules which include formative feedback to help students to identify their strengths and weaknesses while helping teachers to recognize where students are struggling.

Appropriate provision is also made on a case-by-case basis for students with a Learning Support Agreement.

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

## Course modules

The following modules outline all parts of the programme leading to **Pre-Masters Course in Engineering**. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	N-PY-MD	Mechanical Design	Jack Stockford	20		10	N	17/01/22	17/01/22	02/02/22	40	ICW	100				07/03/22	05/2022
2	N-PY-ESA	Engineering Stress Analysis	Dr Haibao Liu	20		10	N	01/11/21	01/11/21	11/11/21	40	ICW	100				03/12/21	04/2022
3	N-PY-AE	Aeronautical Engineering	Jack Stockford	20		10	N	18/10/21	18/10/21	19/11/21	40	EX	100				07/01/22	04/2022

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is  $\geq 50\%$ .

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

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Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
4	N-PY-BAEM	Basic Aerodynamics	Dr Amir Zare Shahneh	28		10	N	04/10/21	04/10/21	19/10/21	40	EX	100				14/12/21	04/2022
5	N-PY-PP	Propulsion and Power	Prof Pericles Pilidis	20		10	N	14/01/22	14/01/22	15/03/22	40	ICW	100				14/04/22	06/2022
6	N-PY-M1	Mathematics I	Peter Sherar	40	40	20	N	01/11/21	01/11/21	08/12/21	40	EX	100				09/02/22	04/2022
7	N-PY-M2	Mathematics II	Peter Sherar	40	40	20	N	24/01/22	22/01/22	16/03/22	40	EX	100				30/03/22	06/2022
8	N-PY-EMF	An Introduction to Engineering Materials and Failure Analysis	Dr David Ayre	30		10	N	21/02/22	21/02/22	18/03/22	40	ICW	100				08/04/22	06/2022
9	N-PY-T	Thermofluids	Dr Fernando Tejero Embuena	22		10	N	22/11/21	22/11/21	10/12/21	40	EX	100				05/01/22	04/2022
10	N-PY-CAD	Computer Aided Design (CATIA)	Dr Adrian Clarke	16		10	N	10/01/22	10/01/22	13/01/22	40	ICW	100				07/02/22	05/2022
11	N-PY-CF90	Computing Course	Dr Jafar Jamshidi	30		10	N	25/10/21	25/10/21	29/10/21	40	ICW	100				10/12/21	04/2022
12	N-PY-RM	Research Methods	Dr Amir Zare Shahneh	24		10	N	18/01/22	18/01/22	17/02/22	40	IPRES	100				17/02/22	04/2022

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

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Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
13	N-PY-IP2	Individual Project	Dr Amir Zare Shahneh	30		60	N	17/01/22	17/01/22	08/07/22	50	THESIS	100				08/07/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**QA&E USE ONLY:** Version 01 October 2019

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
N/A			

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The Students are assessed by a combination of 9 written examinations, 6 pieces of assessment by written assignments. In addition the Individual Project will be examined by a report and oral presentation.

This approach has been adopted to ensure that students develop their personal and professional skills needed for a Master's degree and the use the methodologies, philosophies and tools used in industry to provide them with the experience of working on engineering related projects.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

#### A. Pre-Masters Course in Engineering

<b>Award ILOs Module No.</b>	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7
1	ICW	ICW	ICW		ICW		
2	ICW	ICW	ICW		ICW		
3	EX						
4	EX	EX	EX				
5	EX	EX	EX				
6	EX	EX					
7	EX	EX					
8	EX	EX	EX				
9	EX	EX	EX				
10	ICW	ICW	ICW	ICW	ICW		
11	ICW	ICW	ICW	ICW	ICW		
12			IPRES		IPRES	IPRES	
13	THESIS	THESIS	THESIS		THESIS		THESIS



**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
N/A			

**9. How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

The course has one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

The course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

The course has an Industry Advisory Panel which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as

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a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

**10. What opportunities are graduates likely to have on completing the course?**

The Pre-Masters Course in Engineering covers many aspects of general engineering fields including aerospace, automotive and offshore. On successful completion of this programme the School of Aerospace, Transport and Manufacturing and the School of Water, Energy and Environment offer students entry to their MSc courses in these sectors.

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** August 2020/ April 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc in Procurement and Supply Chain Management
<b>Course code</b>	MSPSCFTC, PDPSCFTC, PCPSCFTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield Campus
<b>School(s)</b>	School of Management
<b>Theme</b>	Leadership and Management
<b>Centre</b>	Centre for Logistics, Procurement and Supply chain Management
<b>Course Director</b>	Hendrik Reefke
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	No
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	n/a
<b>Is the Mastership offered as an open and/or closed course?</b>	n/a
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc - one year
<b>Course Start Month(s)</b>	September

### **Institutions delivering the course**

This course is delivered by the School of Management/Centre for Logistics, Procurement and Supply chain Management, where the research interests include procurement, logistics, supply chain management and marketing.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited formally by The Chartered Institute of Logistics & Transport until 2022 and The Chartered Institute of Purchasing and Supply annually until August 2022.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to fulfil a market demand for highly capable graduates in the field of Procurement and Supply Chain Management. This is addressed through the aims of the course, which are to provide students with:

- An overall appreciation of procurement and supply chain management and their importance to modern business.
- Appropriate technical knowledge in the key areas of procurement and supply chain management.
- Analytical, managerial and critical thinking skills that will enable them to apply this knowledge within a business environment.
- A critical understanding of the need to manage and plan supply chains within an overall business environment in an integrated and co-ordinated manner.
- Development in their ability to manage in complex and uncertain situations by focusing on soft skills such as communication, team-working and negotiation,
- Development in their ability to analyse, synthesise and critically evaluate information to take more effective management decisions.
- An understanding of the ethical and environmental implications of procurement and supply chain management decisions,

This programme is intended for graduates from a wide range of backgrounds who are interested in developing a career in procurement and supply chain management. This course may also appeal to candidates who want to move into procurement from a different management field.

Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) exit routes are provided for students who do not progress to the full MSc.

## **3. What should students expect to achieve in completing the course?**

### **Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Be able to identify appropriate techniques to address specific challenges in supply chain management.
- ILO 2. Analyse and solve supply chain problems systematically.
- ILO 3. Make reasoned judgements in the absence of complete data.
- ILO 4. Critically evaluate the application of current supply chain management research and evaluate its relevance to organisational practice.
- ILO 5. Communicate their conclusions clearly to specialist and non-specialist audiences.

## **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 6. Possess a systematic understanding of supply chain knowledge, and a critical awareness of current supply chain problems and new thinking at the forefront of their discipline.
- ILO 7. Be able to be original in the application of knowledge, together with a practical understanding of the analytical and managerial skills that will enable them to apply this knowledge within an overall business environment in a logical and coherent manner.
- ILO 8. Be able to analyse and solve complex procurement and supply chain problems systematically and creatively.
- ILO 9. Demonstrate self-direction and originality in solving supply chain problems and to act professionally in planning and implementing tasks and projects.
- ILO 10. Demonstrate additional transferrable skills, including; effective communication, consultancy, project management, negotiation, cultural awareness and leadership.

## **C MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 11. Independently and confidently be able to apply procurement and supply management theories, tools and techniques to a variety of situations.
- ILO 12. Demonstrate the ability to adapt appropriate procurement and supply management frameworks and contextualise for a specific organisational issue accurately.
- ILO 13. Display practical ability in self-directed research, data gathering, data analysis and interpretation, report writing and presentation skills.
- ILO 14. Judge appropriate research methodologies for conducting research, and draw justifiable inferences from the data and analysis generated.
- ILO 15. Critically evaluate and synthesis the published literature.
- ILO 16. Undertake independent study on a relevant procurement and supply management subject, demonstrating the ability to plan, manage and execute an industrial (private or public sectors) or research based project with specified time scales.
- ILO 17. Produce a high quality thesis and critically evaluate the interpretations of the data.

## **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Lectures
- Student centred learning/reflection
- Case studies
- Workshops
- Video and audio materials
- Simulation
- Tutorials
- Problem based learning projects
- The supply chain game played over an extended period is designed to develop team working skills and also as activity which acts to integrate skills and knowledge learned elsewhere on the course.

- Individual research project with academic supervisors

In addition to these methods the programme offers:

- Orientation week
- An international study tour which takes place in Term 3
- A programme of visits and lectures by external speakers
- Learning teams supported by an academic tutor
- Extensive use is made of BlackBoard (VLE) as a means of delivering material to support and augment classroom learning
- Library induction, referencing and plagiarism sessions
- PDP specifically supported through SOM careers development sessions

The aim is to provide a varied, stimulating and experiential learning environment. All taught modules consist of formal lectures, in-class case discussions, group and self-study. Group project work, reflective practice and class exercises are used to develop problem solving skills. The students are exposed to leading procurement and supply chain concepts through the use of expert external speakers and the output of faculty research.

Two of the key elements of the teaching and learning strategy of the course are centred on the individual thesis where the focus is on problem analysis and solution development of a sponsoring organisations supply chain problem. Tutorial support is given to aid the students to develop their own skills and to apply what has been taught on the course.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 7. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module 1 plus any 50 credits from modules 2 to 10	60
<b>ELECTIVE MODULES:</b>	
N/A	N/A
<b>TOTAL:</b>	<b>60</b>

### B. **Postgraduate Diploma**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1 to 10	100
<b>ELECTIVE MODULES:</b>	

4 modules from modules 11 to 25	20
<b>TOTAL:</b>	<b>120</b>

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1 to 10)	100
Module 26	0
Thesis Module 27	80
<b>ELECTIVE MODULES:</b>	
4 modules from modules 11 to 25	20
<b>TOTAL:</b>	<b>200</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3 4</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);

<sup>3</sup> For students who were registered before 1 August 2015, the requirement to obtain a minimum mark for a taught assessment will not apply for taught assessment taken before 31 August 2015 (unless the assessment was designated as a "key assessment" under the previous Assessment Rules).

<sup>4</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

- it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in September and are expected to complete the course in September the following year.

The course is structured around four eleven week terms. In the first from September to December the students are given a thorough grounding in procurement and supply chain management through a series of six compulsory core elements, including the participation in a supply chain game, which integrates students' learning from the course and develops their team working skills.

In the second term from January to March, students study the remaining four compulsory 10 credit modules, two procurement 5 credit modules and two 5 credit options. The electives allow the students to start to specialise and to tailor their learning to their own interests within procurement and supply chain management.

The third and fourth terms are effectively merged and during this period the students undertake an individual thesis project. It is expected that the majority of students will undertake this thesis project within an organisation, which can be in the profit or not for profit sector. Alternatively, students can undertake a Cranfield led research based thesis project

## 7. Course Level Assessment Strategy<sup>5</sup>

The aim is to provide a varied, stimulating and experiential learning environment. All taught modules consist of formal lectures, in-class case discussions, group and self-study. Group project work, reflective practice and class exercises are used to develop problem solving skills.

The course further aims to offer personal and specialist skills development for candidates with extensive industrial experience.

The assessment strategy of this course is challenging and diverse and enable students to demonstrate a full range of skills and attributes.

Summative assessment will include a range of assessment types including the preparation of individual and group reports and written exams.

This approach has been adopted in order to ensure that students demonstrate their understanding through a wide range of learning techniques, but are not disadvantaged through any one approach.

Written coursework will be of varying lengths, recognising that writing coursework to a short length can be more challenging for some and can develop different skills relevant to professional practice. The length of each assessment task is usually stated within the module descriptor. Students then have opportunities to develop their communication and group working skills, as they are required to give group presentations. Feedback for all assessments is given in a timely fashion, dependent on the type of assessment, but always within 20 working days.

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<sup>5</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>



Many modules *SCSS, PSP, IOM, ATS, FRT, ACF, PMI, SSE and NCM* are supported by a number of formative tasks including group discussion, case studies, oral presentations. Formative feedback will be provided through in-class discussion on the conceptual material introduced during each session

#### Formative feedback

The taught components precede the research project, so assessment can be used to develop skills required for the individual research project. Students are generally expected to be more self-directed in their learning during this research project and guidance will be provided through the *Evidence-Based Management* module and meetings with their thesis supervisor.

## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>6</sup>	Total hours delivered by Visiting Lecturers <sup>7</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>8</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>9</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>11</sup>	Assessment Submission and/or exam date <sup>12</sup>	Assessment / Exam Retake date
1	M-L/PSP	Principles of Strategic Procurement	Dr Farooq Habib	20		10	Y	08/11/21	08/11/21	08/12/21	40	ICW	100				14.01.22	
2	M-L/SCS S	Supply Chain Strategy and Sustainability	Dr Heather Skipworth	20		10	Y	05/10/21	05/10/21	25/10/21	40	ICW	100				15.11.21	
3	M-L/ACF	Accounting and Finance	Dr Simon Templar	20		10	Y	27/10/21	27/10/21	07/12/21	40	EX	100				TBC W/c 13/12/21	
4	M-L/ATS	Analytical Techniques for	Prof Emel Aktas	20		10	Y	04/10/21	04/10/21	07/12/21	40	ICW	100				03.12.21	

<sup>6</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>7</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>8</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is  $\geq 50\%$ .

<sup>9</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>10</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>11</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>12</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>6</sup>	Total hours delivered by Visiting Lecturers <sup>7</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>8</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>9</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>11</sup>	Assessment Submission and/or exam date <sup>12</sup>	Assessment / Exam Retake date
		Supply Chain Management																
5	M-L/FRT	Freight Transport	Prof Melvyn Peters	20		10	Y	01/11/21	01/11/21	06/12/21	40	ICW	100				12.01.22	
6	M-L/IOM	Inventory and Operations Management	Dr Anurag Tewari	20		10	Y	04/10/21	04/10/21	10/11/21	40	GCW	100				01.12.21	
7	M-L/ISB	Information Systems and e-Business	Dr Abhijeet Ghadge	20		10	Y	04/10/21	04/10/21	03/11/21	40	GCW	100				25.11.21	
8	M-L/PMI	Project Management Introduction	Dr Denyse Julien	20		10	Y	Occ-A 07/02/22	07/02/22	09/02/22	40	GCW	100				09/02/22	
								Occ-C 16/02/22	16/02/22	18/02/22	40						18/02/22	
								Occ-D 28/02/22	28/02/22	02/03/22	40						02/03/22	
9	M-P/SSE	Supplier Selection and Evaluation	Dr Soroosh Saghiri	20		10	N	10/01/22	10/01/22	27/01/22	40	ICW	100				17/02/22	
10	M-P/NC M	Negotiation and Contract Management	Dr Farooq Habib	20		10	N	10/01/22	10/01/22	24/01/22	40 40	GPRAC ICW	30 70				14/02/22 14/02/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>6</sup>	Total hours delivered by Visiting Lecturers <sup>7</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>8</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>9</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>11</sup>	Assessment Submission and/or exam date <sup>12</sup>	Assessment / Exam Retake date
11	M-P/BPO	Business Process Outsourcing	Dr Soroosh Saghiri	12		5	Y	13/01/22	13/01/22	14/01/22	40	GCW	100				04.02.2022	
12	M-P/RSC	Designing and Managing Resilient Supply Chains	Dr Uta Jüttner	12		5	Y	01/02.22	01/02/22	02/02/22	40	GCW	100				23.02.2022	
13	M-L/OUT	Logistics Outsourcing	Prof Melvyn Peters	12		5	Y	19/01/22	19/01/22	21/01/22	40	ICW	100				11.02.2022	
14	M-L/PRR	Planning and Resourcing Road Freight Transport	Prof Melvyn Peters	12		5	Y	21/02/22	21/02/22	23/02/22	40	GCW	100				16.03.2022	
15	M-L/HLR	Humanitarian Logistics	Dr Hendrik Reefke	12		5	Y	09/03/22	09/03/22	11/03/22	40	ICW	100				01.04.2022	
16	M-L/SIM	Simulation	Dr Nicky Yates	12		5	Y	21/03/22	21/03/22	23/03/22	40	ICW	100				13.04.2022	
17	M-L/SXS	Six Sigma	Dr Farooq Habib	12		5	Y	24/02/22	24/02/22	25/02/22	40	GCW	100				18.03.2022	
18	M-L/PFM	Performance Measurement in the Supply Chain	Dr Andrey Pavlov	12		5	Y	08/03/22	08/03/22	11/03/22	40	GCW	100				01.04.2022	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRA – Individual Practical; GPRA – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>6</sup>	Total hours delivered by Visiting Lecturers <sup>7</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>8</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>9</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>11</sup>	Assessment Submission and/or exam date <sup>12</sup>	Assessment / Exam Retake date
19	M-L/SOP	Sales and Operations Planning	Dr Heather Skipworth	12		5	Y	24/03/22	24/03/22	25/04/22	40	ICW	100				18.04.2022	
20	M-L/RLO	Retail Logistics	Prof Michael Bourlakis	12		5	Y	14/03/22	14/03/22	15/03/22	40	ICW	100				05.04.2022	
21	M-L/BM G	Business Model Generation	Dr Denyse Julien	12		5	Y	28/02/22	28/02/22	02/03/22	40	GCW	100				30.03.2022	
22	M-P/FDP	Future of Digital Procurement	Dr Farooq Habib	12		5	Y	21/03/22	21/03/22	23/03/22	40	GCW	100				13.04.2022	
23	M-L/BDA	Big Data Analytics for Supply Chain Management	Dr Abhijeet Ghadge	12		5	Y	24/02/22	24/02/22	17/03/22	40	ICW	100				07.04.2022	
24	M-L/CSC	Circular Supply Chains	Dr Denyse Julien	12		5	Y	24/01/22	24/01/22	04/02/22	40	GCW	100				25.02.2022	
25	M-L/SNC C	Social Network Analysis in a Supply Chain Context	Dr Leila Alinaghian	12		5	Y	10/02/22	10/02/22	15/02/22	40	ICW	100				08.03.2022	
26	M-L/RSM	Research Methods	Hendrik Reefke	12		0	Y	19/04/22	19/04/22	22/04/22	N/A	AO	N/A				N/A	
27	M-L/THS	Thesis	Hendrik Reefke	0		80	Y	19/04/22	19/04/22	02/09/22	50	THESIS	100				02/09/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Other course(s)/ programme(s) that use the module</u></b>
M-L/PSP	Principles of Strategic Procurement	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/SCSS	Supply Chain Strategy and Sustainability	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/ACF	Accounting and Finance	Logistics and Supply Chain Management	Procurement and Supply Chain Management; Management; Management and Corporate Sustainability; Management and Entrepreneurship; Strategic Marketing; Exec LSCM
M-L/ATS	Analytical Techniques for Supply Chain Management	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/FRT	Freight Transport	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/IOM	Inventory and Operations Management	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/ISB	Information Systems and e-Business	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/PMI	Project Management Introduction	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-P/BPO	Business Process Outsourcing	Procurement and Supply Chain Management	Logistics and Supply Chain Management
M-P/RSC	Designing and Managing Resilient Supply Chains	Procurement and Supply Chain Management	Logistics and Supply Chain Management
M-L/OUT	Logistics Outsourcing	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/PRR	Planning and Resourcing Road Freight Transport	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/HLR	Humanitarian Logistics	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/SIM	Simulation	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/SXS	Six Sigma	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/PFM	Performance Measurement in the Supply Chain	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/SOP	Sales and Operations Planning	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/RLO	Retail Logistics	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/SNCC	Social Network Analysis in a Supply Chain Context	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/BMG	Business Model Generation	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/PDV	Personal Development	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/RSM	Research Methods	Logistics and Supply Chain Management	Logistics and Supply Chain Management
M-L/THS	Individual Thesis	Logistics and Supply Chain Management	Logistics and Supply Chain Management

## 8. How are the ILOs assessed?

The following assessment types are utilised:

- Technical reports, case analysis, simulations, use of computer packages to analyse problems, and examinations.
- The individual thesis is focused on real world problems and is also used in assessing the course.

This approach has been adopted because:

A wide range of assessments are used on the course in order to determine whether or not course, module and lesson learning objectives are achieved. These assessments are used to monitor student progress and to inform the teaching learning strategies of the course and individuals teaching on the course.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

Award ILOs																	
Module No.	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9	ILO10	ILO11	ILO12	ILO13	ILO14	ILO15	ILO16	ILO17
	PG Certificate in Supply Chain Management						PG Diploma in Procurement and Supply Chain Management				MSc in Procurement and Supply Chain Management						
1	✓	✓		✓	✓	✓				✓		✓					
2		✓	✓	✓	✓	✓			✓	✓		✓					
3				✓				✓									
4	✓	✓	✓	✓		✓	✓	✓				✓					
5		✓		✓	✓	✓											
6	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓					
7	✓			✓						✓							
8	✓		✓		✓				✓	✓							
9	✓	✓	✓		✓	✓	✓	✓	✓								
10	✓	✓	✓		✓	✓			✓	✓							
11			✓		✓	✓				✓	✓	✓					
12	✓	✓	✓		✓	✓	✓	✓		✓	✓						
13	✓	✓				✓					✓	✓					
14	✓	✓				✓	✓				✓	✓					
15	✓				✓	✓				✓	✓						
16	✓	✓				✓	✓				✓	✓					
17	✓	✓	✓		✓	✓				✓	✓	✓					
18					✓	✓				✓	✓		✓				
19	✓	✓	✓		✓	✓				✓	✓						
20	✓	✓					✓	✓		✓	✓						
21	✓	✓	✓			✓	✓	✓		✓	✓						
22		✓				✓	✓	✓		✓							
23			✓		✓				✓			✓	✓			✓	
24				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
N/A	N/A	N/A	N/A
		N/A	N/A

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the



learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

As supply chains become longer and more complex, the job market increasingly demands graduates with procurement skills and expertise. Hays' (2014) survey indicates that the most important recruitment requirement for many organisations is to attract in new procurement talent. In manufacturing sectors, professionals with analytical, planning and leadership skills who can manage complex procurement and supply processes are increasingly sought after. The situation in the public sector is also promising, as the role procurement plays in containing costs has resulted in increased public scrutiny and government interest. Thus, there is a strong demand for a range of procurement professionals across the private and public sectors.

In the UK, the job market is confronting a shortage of procurement professionals. Hays' (2014) survey underlines the existing concerns about finding experienced, qualified, skilful candidates for available vacancies. The survey shows that more than one third of companies cannot find well-qualified procurement professionals, and skills shortage is a problem for nearly half of the companies. This trend is not only limited to the UK; research in Europe, the USA and the Asia Pacific region also indicate a shortage of talent in procurement and supply. This situation presents candidates with a fertile ground to find job opportunities after completing the course.

Reference: Hays (2014), Driving strategic value creating a higher profile. HAYS Recruiting Experts in Procurement, [hays.co.uk](http://hays.co.uk).

## **COURSE SPECIFICATION**



### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**COURSE TITLE:** MSc in Programme and Project Management

**Date of first publication/latest revision:** January 2022

#### **1. What is the course?**

##### **Course information**

<b>Course Title</b>	MSc in Programme and Project Management
<b>Course code</b>	MSPPMPTTR, PDPPMPTR, PCPPMPTR, SPPPMPTRD
<b>Academic Year</b>	2021-2022
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Shrivenham
<b>School(s)</b>	Cranfield School of Management and Cranfield Defence and Security
<b>Theme</b>	Leadership and Management
<b>Centre</b>	Cranfield University, School of Management
<b>Course Director</b>	Pete Ito
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	Yes
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Entry requirements</b>	UK 1st or 2nd class honours degree in relevant subject areas or international equivalent or relevant work experience in combination with or without a degree below 2nd class honours
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Pg Cert – 2 years Pg Dip – 2 years MSc – 3 years
<b>Course Start Month(s)</b>	January

### **Institutions delivering the course**

This course is delivered by Cranfield University School of Management and Cranfield Defence and Security where the research interests include a wide range of private and public sector management issues.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

The MSc is accredited formally by Association for Project Management APM until April 2023.

## **2. What are the aims of the course?**

Cranfield University aims to bring together programme and project managers to maximise their understanding, develop new skills and competences and encourage new solutions for previously unsolved project and programme related problems. In particular:

1. To equip students so that upon completion of their MSc dissertation, students will be able to facilitate the development of future knowledge in the subject area from a practice perspective.
2. To develop the capabilities to conduct independent research into an aspect of programme management, strategic project management or programme leadership in a defence management or government context.
3. To enable students to demonstrate critical awareness and evaluation of current research and advanced practice in the field of managing programmes of projects.

This post-experience programme is intended for project/programme professionals or those who are actively involved in projects/programmes in their organisations. A typical participant would normally:

1. Have been in a management or command position for at least 2 years and have had relevant experience for a minimum of 5 years **and**
2. Hold a relevant recognised UK degree with honours in class 1 or 2 **or**
3. Hold academic or professional qualifications judged equivalent to a degree **or**
4. Have met specific standards, as prescribed by Cranfield University, designed to assess numeracy, verbal reasoning, report writing, presentation and interview skills to MSc entrance level.

## **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

### **A. *Postgraduate Certificate***

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Assess the basic theoretical concepts that underpin programme and project management
- ILO 2. Evaluate programme and project management literature to ensure competence in a wide range of related project management techniques
- ILO 3. Appraise the general theory of strategic management and contrast its implementation through the strategic management of programmes and projects

#### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected:

- ILO 4. Appraise the fundamental principles underpinning effective teams, motivation and leadership
- ILO 5. Assess the key management issues that affect the success of programmes and projects
- ILO 6. Evaluate current problems in the execution of programmes especially in the context of Defence related programmes
- ILO 7. Conclude and evaluate projects /programmes carried out in a real-world context

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 8. Assess learning from the PgCert and PgDip and apply it to a research topic appropriate to their organisation
- ILO 9. Evaluate the techniques and literature applicable to their own research and scholarship
- ILO 10. Defend professional judgements about how established techniques of enquiry are used to create and interpret knowledge that is applicable to a practical context

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

Each of the course modules is delivered via two, 2 ½-days residential workshops at Cranfield Defence and Security which is based at the Defence Academy of the United Kingdom in Shrivenham.

Students will be supported in their learning and personal development by a varied and stimulating learning environment. A typical session will consist of a mix of formal lectures, in-class case discussions, scenario simulation and role-play, 'hot-topic' debate, group work and self-study. Group project work, reflective practice, and class exercises are used to develop problem solving and communication skills. Additional practical expertise will be provided through visiting lecturers and guest speakers. Demonstrations, role plays and simulations are also part of the learning experience.

Assessments for the course come in the form of written coursework and presentations. All pieces of coursework for all modules on the MSc have a submission deadline of 1200hrs.

Students have access to the extensive library and on-line facilities both at Shrivenham and at the Management Information and Resources Centre at the School of Management. Students are encouraged to make regular contact by e-mail or phone with the relevant module leader. During the thesis phase, students are encouraged to meet with supervisors at least twice per six month cycle.

### **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

**A. Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1-4	15 credits per module
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	60

**B. Postgraduate Diploma**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1-8	15 credits per module
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	120

**C. MSc**

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete module 9 and the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1-8	120
Module 9 Research Methods	15
Module 10 Thesis	65
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

**Pass Criteria**

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Part-time students register for the course in January and are expected to complete the course within 3 years. Whilst students are registered for five years, the normal time to complete the course is three. The first four modules are delivered in year 1 (Certificate level) and the next four modules are delivered in year 2 (Diploma level). Year 3 is set aside for the final module on Research Methods and for students to work on their thesis. To achieve the award of Diploma the Certificate level must be completed successfully. To be considered for the award of MSc the Certificate and Diploma must be completed successfully.

## 7. Course Level Assessment Strategy

The assessment tasks are challenging and enable students to demonstrate a full range of skills and attributes. The pre-requisite modules will introduce students to critical aspects of Masters level work. In individual modules, those skills will be assessed through essays and reports reflecting individual work or group work. These will be of varying lengths, recognising that writing articles to a short length can be more challenging for some and can develop different skills relevant to professional practice. The length of each assessment task is clearly stated within the module descriptor. Students will write employability relevant policy briefing documents to equip them with the skills they require to succeed in their particular work areas and to address the specific award ILOs. Some students then have opportunities to develop their communication skills, as they are required to give a group presentation and individual presentation. The ability to work effectively in groups is a highly desirable skill which has translated into ILOs on certain modules. Feedback is given immediately after the group presentation. Some modules have assessments which are supported by a number of formative tasks including group discussion or other presentations. In some modules, students will also engage with an interactive learning activity which incorporates formative feedback. In some modules, peer review informs practice and tutorials guide progress. Students are generally encouraged to support each other by asking and answering questions

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

via the VLE. The taught components precede the research project, so assessment can be used to develop skills required for the individual research project. Students are generally expected to be more self-directed in their learning during the research project and guidance will be provided. The final requirement for the student takes the form of a Thesis accessed at the end of the period of study.

## Course modules

The following modules outline all parts of the programme leading to the MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments <sup>8</sup>	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
1	R-PPM-FPPM  R-PPM-FPPM2	Foundations of Programme and Project Management	Pete Ito	40	Variable	15	N		Part 1: <b>Module not Running in 2021/22</b>  Part 2: <b>Module not Running in 2021/22</b>		40  40	ICW  ICW	80  20					

<sup>4</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>5</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>6</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>7</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>8</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>9</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>10</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or less	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
2	R-PPM-BCFM	Business Case and Financial Management	Dr Robert Lambert	40	Variable	15	N		Part 1: <b>Module not Running in 2021/22</b>		40	GCW	80					
	Part 2: <b>Module not Running in 2021/22</b>								40		ICW	20						
3	R-PPM-PC	Planning, Control and Performance Management	Dr Liz Lee-Kelley (Peter Simon)	40	Variable	15	N		Part 1: <b>Module not Running in 2021/22</b>		40	ICW	70					
	Part 2: <b>Module not Running in 2022/23</b>								40		GCW	30						
4	R-PPM-ROM	Risk and Uncertainty Management	Dr Elmar Kutsch	40	Variable	15	N		Part 1: <b>Module not Running in 2022/23</b>		40	ICW	100				Part 1: No submissions	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRACT – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or less	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
	R-PPM-ROM2								Part 2: <b>Module not Running in 2022/23</b>									
5	R-PPM-OI	The Reflective Manager: The Craft of Managing Projects and Programmes	Jeremy Hilton	40	Variable	15	N	05/01/22	Part 1: 05/01/22	07/01/22	40	ICW	50				09/02/22	
	Part 2: 09/02/22								11/02/22	40	ICW	50				21/03/22		
6	R-PPM-SCSM	Supply Chain and Strategic Management	Part 1: Dr Yannis Koliousis  Part 2: Will Lewis	40	Variable	15	N	21/03/22	Part 1: 21/03/22	23/03/22	40	ICW	50				04/05/22	
	Part 2: 04/05/22								06/05/22	40	ICW	50				20/06/22		
7	R-PPM-LTCOL	Organisational Learning and Leading Transformational Change	Part 1: Dr Neil Turner  Part 2: Dr Jacquie Drake	40	Variable	15	N	20/06/22	Part 1: 20/06/22	22/06/22	40	ICW	50				17/10/22	
	Part 2: 17/10/22								19/10/22	40	ICW	50				16/01/23		
8	R-PPM - AP	Group Action Project	Dr Liz Lee-Kelley	40	Variable	15	N	05/09/22	Part 1: 05/09/22	07/09/22	40 40	GCW ICW	85 15				14/12/22 14/12/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or less	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
									Part 2: N/A	Part 2: N/A								
9	R-PPM-RM  R-PPM-RM2	Research Methods and Developing Personal Performance	Dr Abdelkade Aoufi	40	Variable	15	N	24/01/22	Part 1: 24/01/22  Part 2: 28/02/22	Part 1: 26/01/22  Part 2; 02/03/22	50	ICW	100				06/04/22	
10	R-PPM-THESIS	Thesis	Dr Abdelkade Aoufi	0	0	65	N	24/02/22	06/04/22	16/12/22	50	THESIS	100				16/12/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The course uses a range of assessment types. Students can expect to have a mixture of individual and group written assessments and presentations with a final thesis dissertation.

This approach has been adopted in order to create a fit with the module contents, the mix assessment approaches and to enable formative assessment (with feedback, for instance, supporting students in their group projects and theses work).

This approach has been adopted because:

The variety of modules involved in this course requires a broad variety of ILO assessment methods and flexibility in application. It would be inappropriate to try a “one size fits all” approach for this course, and module managers are best placed to decide which method or combination of methods would be most appropriate for the particular ILOs for any module. Finally, students are given every opportunity to comment on the assessment methods which have been utilised, and module managers have been encouraged to keep that feedback in mind in deciding whether a modification of assessment is warranted.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

#### A. PgCert

Award ILOs Module No.	ILO1	ILO2	ILO3
1	ICW	ICW	ICW
2	GCW		GCW
3		ICW	
4			ICW

#### B. PgDip

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO4	ILO5	ILO6	ILO7
5	ICW	ICW	ICW	
6		ICW		
7			ICW	
8	ICW			GCW

## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO8	ILO9	ILO10
9	ICW	ICW	
10	THESIS	THESIS	THESIS

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

The course was originally developed in response to the Ministry of Defence's need for quality project and programme personnel. Central funding was available for MOD civilians and military personnel each year. The anticipation was that the students would move to project/programme management roles upon completion of the course. The MOD have recognised the benefits from previous graduates and have identified PPM as a key skill by increasing the number of students they sponsor on the course.

Cranfield University and this programme also provide opportunities for you to network with fellow professionals, leading figures from industry and academic experts.

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** 11/03/21

## 1. What is the course?

### Course information

<b>Course Title</b>	Renewable Energy
<b>Course code</b>	MSRNEFTC, MSRNEPTC, PDRNEFTC, PDRNEPTC, PCRNEFTC, PCRNEPTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time, Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield
<b>School(s)</b>	School of Water, Energy and Environment
<b>Theme</b>	Energy & Power
<b>Centre</b>	Centre for Renewable Energy Systems
<b>Course Director</b>	Dr Mounia Karim and Dr Heather Almond
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	NA
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	NA
<b>Is the Mastership offered as an open and/or closed course?</b>	NA

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc, PgDip and PgCert - one year; Part-time MSc, PgDip and PgCert - up to three years
<b>Course Start Month(s)</b>	October

### **Institutions delivering the course**

This course is delivered by the Centre for Renewable Energy Systems where the research interests include:

Solar Energy systems and applications  
 Concentrated Solar Power technology  
 Photovoltaic systems  
 Design of solar plants  
 Materials durability of solar field components  
 Aero/hydrodynamic design, analysis and testing of novel wind, wave and tidal energy devices  
 Structural Integrity of offshore structures including inspection and testing  
 Computational Fluid Dynamics (CFD)  
 Finite Element Analysis (FEA)  
 Thermal energy storage  
 Energy harvesting  
 Geothermal process  
 Hydro-electricity generation

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

The course is accredited by the Institute of Mechanical Engineers (IMechE) until August 2026 and the Energy Institute (EI) until August 2025.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- Prepare applied science and engineering graduates to meet the increasing demands of the renewable energy industry, consultancies and public sectors.
- Provide applied science graduates with the knowledge of technical principles, economic consequences and risks of renewable energy production technologies.
- Provide engineering graduates with the advanced interdisciplinary skills required to design, optimise and evaluate the technical and economic viability of renewable energy schemes.
- Provide graduates with the knowledge needed to manage technology in the renewable energy industry and create businesses in renewable energy.

Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) exit routes are provided for students who wish to access only parts of the course provided.

This programme is intended for the following range of students:

**Renewable Energy** course specification: Version 1.0 June 2021



Engineering, mathematics and applied science graduates keen to specialise in renewable energy technologies.

- Graduates currently in employment and keen to extend their qualifications or pursue a career change.

### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Critically evaluate the engineering principles that underpin the production, distribution and use of renewable energy resources; and the specific technologies available to generate energy and power.
- ILO 2. Systematically assess the challenges involved in the design and/or operation of whole energy conversion systems, including power generation, storage and demand; and taking economics, regulation and policy into consideration,
- ILO 3. **Engineering Route specific:** Apply a range of software to the modelling, design and optimisation of renewable energy conversion systems
- ILO 4. **Management Route specific:** Analyse relevant energy engineering problems using risk management techniques and design appropriate solutions taking account of social, environmental, economic, technical, regulatory and commercial constraints

#### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. Integrate knowledge, understanding and skills from the taught modules in a real-life situation to address problems faced by industrial clients; creating new problem diagnoses, designs, or system insights; and communicating findings in a professional manner in written, oral and visual forms.

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 6. Define a research question, develop aim(s) and objectives, select and execute methodology, analyse data, evaluate findings critically and draw justifiable conclusions, demonstrating self-direction and originality of thought
- ILO 7. To communicate their individual research via a thesis and in an oral presentation in a style suitable for academic and professional audiences.

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

A dedicated VLE site; practical workshops in MATLAB and commercial CFD/FEA packages; and experimental testing using laboratories.

The taught programme is generally delivered from October to February and is divided into 4 core and 4 applied modules. Each module is allocated two weeks on the timetable and will be delivered flexibly during this time, using a combination of online and face to face interactions. The modules will be assessed by assignments.

The group project is delivered between February and April. Each group will typically include 4-6 students and at least one academic supervisor will be assigned to each group. A formal project review meeting will

**Renewable Energy** course specification: Version 1.0 June 2021

be held on a weekly basis. All students taking the group project (i.e. both full-time and part-time) are required to participate in at least 80% of the weekly project review meetings. Additionally, it is expected that students will be responsible to ensure that these meetings are used to good effect, and that appropriate minutes are taken and findings reported to the supervisory academic team. Students are allowed to use tele-conferencing, video-conferencing and web-conferencing facilities to participate in the group project review meetings when they are not able to attend the physical meetings. However, all students will be required to attend in person the initial and final project review meetings.

Part-time students have the option of completing a dissertation as an alternative to the Group Project. Students opting for the part-time dissertation will be assigned by the Course Director to a supervisor and will agree with the supervisor an appropriate topic of study. This may be related to a workplace/industrial activity that is relevant to the student's work environment. The dissertation will include a comprehensive review of classical and contemporary related material and also a discussion and properly argued conclusions. Where appropriate the dissertation will acknowledge the work and contribution of others. The dissertation module will be assessed in a similar way to the group project by presentation and formal report.

The individual research project is typically delivered between May and September. Each student is allocated an academic supervisor who will guide and assess the students work. Again, it is expected that a formal weekly review meeting will occur at which the students will provide a brief presentation on the work performed between meetings and record minutes and arising actions to be performed.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits<sup>3</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>Engineering Route -COMPULSORY MODULES:</b>	
Induction	0
Renewable Energy Technologies 1	10
Renewable Energy Technologies 2	10
Engineering Stress Analysis: Theory & Simulations	10
Fluid Mechanics and Loading	10
<b>Engineering Route - ELECTIVE MODULES:</b>	
<b>SELECT 2 MODULES FROM:</b>	
Energy Entrepreneurship	10
Solar Energy Engineering	10
Design of Offshore Energy Structures	10
Energy Systems Case Studies	10
<b>TOTAL:</b>	<b>60</b>

<sup>3</sup> Senate Regulations require a minimum of 60 learning credits to be accumulated for the Award of PgCert. The number of learning credits for individual courses is set during course validation.

Description	Credits
Management Route - <b>COMPULSORY MODULES:</b>	
Induction	0
Renewable Energy Technologies 1	10
Renewable Energy Technologies 2	10
Health Safety Sustainability and Environment	10
Energy Economics and Policy	10
Management Route - <b>ELECTIVE MODULES:</b>	
SELECT 2 MODULES FROM:	
Energy Entrepreneurship	10
Sustainability and Environmental Assessment	10
Research Methods and Project Management	10
Energy Systems Case Studies	10
<b>TOTAL:</b>	60

## B. Postgraduate Diploma

The accumulation of 120 credits<sup>4</sup> through the assessment of taught modules as detailed below:

Description	Credits
Engineering route - <b>COMPULSORY MODULES:</b>	
Induction	0
Renewable Energy Technologies 1	10
Renewable Energy Technologies 2	10
Solar Energy Engineering	10
Engineering Stress Analysis: Theory & Simulations	10
Energy Entrepreneurship	10
Energy Systems Case Studies	10
Fluid Mechanics and Loading	10
Design of Offshore Energy Structures	10
Group Project	40
Engineering route - <b>ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	120

Description	Credits
Management Route - <b>COMPULSORY MODULES:</b>	
Induction	0
Renewable Energy Technologies 1	10
Renewable Energy Technologies 2	10
Sustainability and Environmental Assessment	10

<sup>4</sup> Senate Regulations require a minimum of 120 learning credits to be accumulated for the Award of PgDip. The number of learning credits is set during course validation.

Energy Entrepreneurship	10
Energy Systems Case Studies	10
Health Safety Sustainability and Environment	10
Research Methods and Project Management	10
Energy Economics and Policy	10
Group Project	40
<b>Management Route - ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	120

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>Engineering Route - COMPULSORY MODULES:</b>	
Induction	0
Renewable Energy Technologies 1	10
Renewable Energy Technologies 2	10
Engineering Stress Analysis: Theory & Simulations	10
Solar Energy Engineering	10
Energy Entrepreneurship	10
Energy Systems Case Studies	10
Fluid Mechanics and Loading	10
Design of Offshore Energy Structures	10
Group Project	40
Individual Research Project	80
<b>Engineering Route - ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	200

Description	Credits
<b>Management route - COMPULSORY MODULES:</b>	
Induction	0
Renewable Energy Technologies 1	10
Renewable Energy Technologies 2	10
Research Methods and Project Management	10
Energy Entrepreneurship	10
Energy Systems Case Studies	10
Energy Economics and Policy	10
Health Safety Sustainability and Environment	10
Sustainability and Environmental Assessment	10
Group Project	40
Individual Research Project	80
<b>Management route - ELECTIVE MODULES:</b>	
Part time students only select one from the following:	
Dissertation	40
Group project	40
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>5</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in October and are expected to complete the course within 12 calendar months.

Part-time students register for the course in October and are expected to complete the course within 3 years.

Each core module is taught over one week, with the second week largely free of structured teaching to allow time for more independent learning and reflection, and completion of assignments. Each applied module is delivered over two weeks at Cranfield.

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<sup>5</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

## 7. Course Level Assessment Strategy<sup>6</sup>

### **Taught modules:**

This course offers 8 taught modules that are delivered using a combination of short face-to-face/online lectures, case studies, workshops, and practical sessions. The assessment for each module depends on the nature of the module. All modules have a summative assignment. This includes high value skills required in future employment and professional practice e.g. working as part of team, presenting verbally, writing a consultancy style report, and so on. By the end of the taught modules, the student is expected to achieve all of the ILOs mentioned in the module descriptors.

### **Group Project:**

The group project provides the students with the opportunity to gain professional skills expected of the workplace. In addition to technical skill practice, students develop a range of soft skills such as team working, problem solving, communication skills and reflective practice. The students work in small consultancy teams typically on a client sponsored project for a period of 10 weeks. Many teams will be made up of students from different background giving the students the opportunity of working in an interdisciplinary team. The students are responsible for interpreting the brief, developing a project plan, selecting and implementing a methodology, deriving results, analysing the results and drawing conclusions in alignment with the aims and objectives. All students participate in a peer review activity providing them with the opportunity to reflect on the practices of their colleagues as well as their own. The group is supervised with at least one academic staff.

A single group report is produced and the project is presented orally at the concluding Exhibition Day, both elements are assessed by independent markers and a group mark is assigned for element. Individual assessment is derived from supervisor observation and meeting minute actions and an individual reflective report where the students reflect on the development of three soft skill competencies based on objectives that they set for themselves. The team working competency is mandatory as one of the three skills that should be acquired by the students.

### **Dissertation:**

Part time students are not required to complete the Group Project undertaken by the full time registered students on Renewable Energy MSc course. An alternative assignment takes the form of a dissertation or design project, which in most situations will be based around a topic relevant to the work of the part-time student. It is evident that some aspects of the Group Project experience that the work-based dissertation replaces – for example the client interaction and group dynamics components will not directly replicated by undertaking this assignment. It is expected that these experiences would normally be a part of the normal working life of the part-time student.

It is expected that the dissertation will normally consist of the following elements: Abstract, Background context, Introduction to the theme(s) addressed within the dissertation, setting out the issues that will be covered, Methodology, In depth analysis/discussion of the topics discussed, Concluding remarks, References, Appendices (if relevant). At least one supervisor is allocated to the dissertation and supervision follows the model used for the independent research project. The student will submit a 6000 word report and will give an oral presentation of their work. Both elements of assessment will be marked by independent assessors.

### **Individual Research Project/Thesis:**

The individual research project requires students to further develop problem definition, hypothesis setting, select and execute a methodology, analyse data, and evaluate findings and draw appropriate conclusions in the context of research questions relevant to the course followed by a student. The student is required

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<sup>6</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

to communicate their findings successfully via a thesis report and an oral presentation based around a poster. The projects are designed to integrate knowledge gained during the taught modules and apply understanding and skills from the group project, to deliver a high-quality written thesis and oral presentation. The individual research project/thesis is typically delivered through collaboration with an industrial sponsor, or it may be an 'internal' project reflecting the research interests of the School.

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>11</sup> (if any)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
1	I-ENE-INWK Occ A	Induction	Gill Drew	24		0	Y		04/10/21	08/10/21	N/A	AO	N/A				N/A	
2	N-BPE-PRET	Renewable Energy Technologies 1	Chris Sansom	30		10	N		11/10/21	22/10/21	50	ICW	100				FT 23/10/21 PT 06/11/21	05/22
3	N-RNE-PGERE	Renewable Energy Technologies 2	Jerry Luo	40		10	N		25/10/21	05/11/21	50	ICW	100				FT 06/11/21 PT 20/11/21	05/22

<sup>7</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>8</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>9</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is  $\geq 50\%$ .

<sup>10</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>11</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>12</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>13</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Renewable Energy** course specification: Version 1.0 June 2021



Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>11</sup>	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
4	N-RNE-EEP	Energy Economics & Policy	Pegah Mirzania	27		10	Y		08/11/21	19/11/21	50	ICW	100				FT 20/11/21 PT 04/12/21	05/22
5	N-AME-ESA. Occ A	Engineering Stress Analysis: Theory & Simulations	Ali Mehmanparast	32		10	Y		08/11/21	19/11/21	50	ICW	100				FT 20/11/21 PT 04/12/21	05/22
6	N-RNE-SEE	Solar Energy Engineering	Peter King	30		10	N		22/11/21	03/12/21	50	ICW	100				FT 04/12/21 PT 18/12/21	05/22
7	N-ACE-SEA Occ A	Sustainability and Environmental Assessment	Gill Drew	25		10	Y		22/11/21	03/12/21	50	ICW	100				FT 04/12/21 PT 18/12/21	05/22
8	N-AME-FML. Occ A	Fluid Mechanics and Loading	Liang Yang	30		10	Y		06/12/21	17/12/21	50	ICW	100				FT 18/12/21 PT 15/01/22	05/22
9	N-OFF-HSSE. Occ A.	Health, Safety, Sustainability and Environment	Gill Drew	25		10	Y		06/12/21	17/12/21	50	ICW	100				FT 18/12/21 PT 15/01/22	05/21
10	N-RNE-EEP	Energy Entrepreneurship	Stephanie Hussels	28		10	Y		10/01/22	21/01/22	50	GCW	100				FT 22/01/22 PT 05/02/22	05/22

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Renewable Energy** course specification: Version 1.0 June 2021

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>11</sup>	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
11	N-OFF-ESCS Occ A	Energy Systems Case Studies	Nazmiye Ozkan	32		10	Y		24/01/22	04/02/22	50	ICW	100				FT 05/02/22 PT 19/02/22	05/22
12	N-RNE-RES	Design of Offshore Energy Structures	Liang Yang	25		10	Y		07/02/22	18/02/22	50	ICW	100				FT 19/02/22 PT 05/03/22	05/22
13	N-APE-RMPM	Research Methods and Project Management	Gill Drew	20		10	Y		21/02/22	04/03/22	50	ICW	100				FT 05/03/22 PT 19/03/22	05/22
14	I-ENE-GRPP Occ A	Group Project	Gill Drew	16		40	Y		07/03/22	13/05/22	50 50	GCW GPRES	64 16				06/05/22 10/05/22	
											50 50	ICW RP	10 10				13/05/22 14/05/22	
15	I-ENE-DISS Occ A	Dissertation (part-time option)	Gill Drew	10		40	Y		07/03/22	30/09/22	50	I PROJ IPRES	80 20				30/09/22 wc 26/09/21	
16	I-ENE-THESIS Occ A	Individual Research Project	Gill Drew	20		80	Y		09/05/22	09/09/22	50	OR	10				w/c 29/08/22 & w/c 05/09/22	
											50	THESIS	90				05/09/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRA – Individual Practical; GPRAC – Group Practical; I PROJ – Individual Project (>20 credits); G PROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Renewable Energy** course specification: Version 1.0 June 2021

## Module type for Renewable Energy

	Renewable Energy - Engineering Route			Renewable Energy - Management Route		
	PgCert	PgDip	MSc	PgCert	PgDip	MSc
Induction	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
Renewable Energy Technologies 1	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
Renewable Energy Technologies 2	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
Solar Energy Engineering	Elective	Compulsory	Compulsory	N/A	N/A	N/A
Sustainability and Environmental Assessment	N/A	N/A	N/A	Elective	Compulsory	Compulsory
Research Methods and Project Management	N/A	N/A	N/A	Elective	Compulsory	Compulsory
Engineering Stress Analysis: Theory & Simulations	Compulsory	Compulsory	Compulsory	N/A	N/A	N/A
Energy Entrepreneurship	Elective	Compulsory	Compulsory	Elective	Compulsory	Compulsory
Energy Systems Case Studies	Elective	Compulsory	Compulsory	Elective	Compulsory	Compulsory
Fluid Mechanics and Loading	Compulsory	Compulsory	Compulsory	N/A	N/A	N/A
Design of Offshore Energy Structures	Elective	Compulsory	Compulsory	N/A	N/A	N/A
Energy Economics and Policy	N/A	N/A	N/A	Compulsory	Compulsory	Compulsory
Health, Safety, Sustainability and Environment	N/A	N/A	N/A	Compulsory	Compulsory	Compulsory
Group Project	N/A	Compulsory FT Elective PT	Compulsory FT Elective PT	N/A	Compulsory FT Elective PT	Compulsory FT Elective PT
Dissertation (part-time option)	N/A	Elective PT	Elective PT	N/A	Elective PT	Elective PT
Individual Research Project	N/A	N/A	Compulsory	N/A	N/A	Compulsory

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Renewable Energy** course specification: Version 1.0 June 2021

Please list all modules that are used by another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Other course(s)/ programme(s) that use the module</u></b>
N-AME-FML	Fluid Mechanics and Loading	Advanced Mechanical Engineering	Offshore Engineering (Engineering route) Advanced Mechanical Engineering Renewable Energy (Engineering route) <b>Mechanical Engineering (Jiangsu)</b>
N-AME-ESA	Engineering Stress Analysis: Theory and Simulations	Advanced Mechanical Engineering	Offshore Engineering (Engineering route) Advanced Mechanical Engineering Renewable Energy (Engineering route) Mechanical Engineering (Jiangsu)
N-OFF-HSSE	Health, Safety, Sustainability and Environment	Offshore Engineering (Management route)	Renewable Energy (Management route) Offshore Engineering (Management route) Engineering Management (Jiangsu)
N-OFF-ESCS	Energy Systems Case Studies	Offshore Engineering	Renewable Energy (Engineering route) Renewable Energy (Management route) Advanced Digital Energy Systems Energy Systems and Thermal Processes (Muscat)
N-APE-RMPM	Research Methods and Project Management	Advanced Process Engineering	Advanced Process Engineering Renewable Energy (Management route)
N-RNE-EE	Energy Entrepreneurship	Renewable Energy	Advanced Digital Energy Systems Renewable Energy (Management route) Renewable Energy (Engineering route) Advanced Process Engineering
N-ACE-SEA	Sustainability and Environmental Assessment	Advanced Chemical Engineering	Renewable Energy (Management route)
N-RNE-EEP	Energy Economics and Policy	Renewable Energy	Offshore Engineering (Management route) Renewable Energy (Management route)
N-RNE-RES	Design of Offshore Energy Structures	Renewable Energy	Renewable Energy (Engineering route) Offshore Engineering (Engineering route)

## 8. How are the ILOs assessed?

The following assessment types are utilised:

- the taught modules (40%) are assessed by in-module assessment (including coursework or exams, which focuses on application of principles studied and class tests, which support underpinning knowledge).
- group projects (20%) are assessed by means of a written group report, presentations and an individual contribution component. For part time students a dissertation based around a topic relevant to the student work will be evaluated through a report and oral presentation.

This approach has been adopted because:

This is the standard criteria within the School of Water, Energy and Environment.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

#### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	ILO 1.	ILO 2.	ILO 3. Engineering Route	ILO 4. Management Route
2	ICW	ICW		
3	ICW	ICW		
4				ICW
5			ICW	
6	ICW	ICW	ICW	
7				ICW
8			ICW	
9				ICW
10		GCW		GCW
11	ICW	ICW	ICW	ICW
12	ICW	ICW	ICW	
13				ICW

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 5.
14	GCW GPRES ICW RP
15	IPROJ IPRES

## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 6.	ILO 7.
16	THESIS OR	THESIS OR

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality

**Renewable Energy** course specification: Version 1.0 June 2021

Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

On completion, graduates will have a broad knowledge, skills and increased career opportunities in the fields of renewable energy engineering and management.

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** March / April 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc in Retail and Digital Banking
<b>Course code</b>	MSRDBPTC; MSRDBPAC
<b>Academic Year</b>	2020/21
<b>Valid entry routes</b>	MSc in Retail and Digital Banking, PGDip in Retail and Digital Banking
<b>Additional exit routes</b>	PGCert in Retail and Digital Banking; PGDip in Retail and Digital Banking
<b>Mode of delivery</b>	Part-time; blended
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Management
<b>Theme</b>	Leadership and Management
<b>Centre</b>	Finance & Economics
<b>Course Director</b>	Professor Catarina Figueira
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Level 7 Senior Investment/Commercial Banking Professional
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Non-integrated
<b>Is the Mastership offered as an open and/or closed course?</b>	Closed
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	MSc - part-time - maximum of 5 years PG Certificate – 3 years PG Diploma – 4 years
<b>Course Start Month(s)</b>	March 2021

### **Institutions delivering the course**

This course is delivered by Cranfield School of Management where the research interests include:

A wide range of management functions, as well as specialist knowledge and interest in aspects of Economics and Finance relevant to the Financial Services Industry.

Cranfield University interacts with the following institutions and in the following ways:

All students will undertake both a group consulting project and an in-company project and will be expected to present their findings to senior managers from the organisation involved;  
Each module will incorporate input from senior managers/practitioners where appropriate;  
Some of the modules require learning teams to engage with an organisation to audit their approach;

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Chartered Banker Institute. As a result, the students will obtain a Chartered Banker Diploma (professional qualification), following successful completion of the taught modules (PGDip) as well as an MSc, following successful completion of the thesis.

## **2. What are the aims of the course?**

The PGDip/MSc in Retail and Digital Banking (RDB) will provide students with an advanced-level conceptual foundation of the various dimensions of retail banking (and product management) and several aspects of general management (e.g., analysis of the economic environment, financial management, organisational management, marketing and business strategy). The MRB is developed on the basis of the Senior Investment/Commercial Banking Professional (Level 7) Apprenticeship Standard, which requires the completion of a professional qualification, hence the PGDip as an additional entry route. This course incorporates SOM's experiences and learning from both the Master in Finance & Management as well as the MSc in Management and the Executive MBA. The proposed course will be particularly attractive to financial institutions who want to use their apprenticeship levy to develop their early career employees in retail banking.

The aim of the programme is to add value to applicants' first degrees by developing individuals' knowledge and skills, necessary for them to perform effectively and efficiently in the highly competitive and fast changing retail and digital banking sector.

The programme also aims at improving learners' critical awareness of management and organisations and enhancing their skills to successfully address financial and, more generally, management challenges in their banks. In addition, the workplace-based project allows learners to tackle a substantial product management task within their organisations, under the guidance of academic supervisors. Upon completion of the programme, the learners should be able to advance their careers within the retail and digital banking sector and contribute to the enhancement of banks' performance.

The objectives are fivefold:

1. To prepare students to tackle the world of retail and digital banking, partly through a strong balanced focus between theoretical perspectives and application. The learning objectives are based on those set out in the Senior Investment/Commercial Banking Professional apprenticeship standard and will be applied in practice during simulations, case study discussions, role plays within the taught part and in the workplace-based project.
2. The advanced study of retail and digital banking, the analysis of changing external context (particularly the digital environment) in which retail banks operate as well as the general management of banks
3. Development of a range of business knowledge and skills, including ethical behaviour and an ethical approach to business, together with self-awareness and personal development appropriate for career progression
4. Development of the ability to apply concepts and theories to complex management issues, both systematically and creatively, to advance the effectiveness and competitiveness of the employing organisation
5. Enhancement of lifelong learning through the development of transferable intellectual and study skills, personal development to enable self-direction and creativity, in order to contribute to business, the economy and society at large.

This programme is intended for the following range of students:

Primarily employees of banking institutions:

- with a technical background (e.g. IT, mathematics, etc) who wish to gain a good knowledge of finance, management and retail banking
- with a background in finance, who wish to have a fine-grained understanding of the link between finance, management and technology in financial services.

### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Diploma (PG Dip) in Retail and Digital Banking**

In completing this course, and achieving the associated award, a diligent student should be able to:

- |        |   |
|--------|---|
| ILO 1. | Examine the role of the Financial Services Industry and, in particular, of retail and digital banking in the wider economy.   |
| ILO 2. | Identify effectively key business objectives and measurements of success.   |
| ILO 3. | Relate the Financial Services legal and regulatory framework and ethics to their purpose.   |
| ILO 4. | Explain the purpose, technical content, features and benefits of financial service (including digital) products and services that they support and deliver to clients/ customers  |
| ILO 5. | Assess the client/customer segments that the organisation delivers to, the various channels, including the digital channel, that they use and the approach to delivering fair client/customer outcomes across the business in a financial services setting, including best practice |
| ILO 6. | Identify the organisation's technical policies and procedures, as well as the systems, tools and processes used in the role, together with the standards to be met.   |
| ILO 7. | Lead others in the development of strategic and operational plans; effectively planning service delivery for their teams, as appropriate.   |
| ILO 8. | Take ownership of the business changes from development through to implementation.  |
| ILO 9. | Evaluate complex information quickly and draw accurate conclusions.   |

#### **B. MSc in Retail and Digital Banking**

In completing this course, and achieving the associated award, a diligent student should be able to achieve the ILOs stated above in A (i.e. ILOs 1 to 9). In addition, the student should also be able to:

- ILO 10. Engage and carry out an evidence-led project within a financial organisation which engages in retail and digital banking and critically discuss it in a substantial project report, developing justified recommendations and/or action plans. The student should demonstrate self-guided project and analytical skills, initiative and critical thinking when producing the report.

#### 4. How is the course taught?

Students will be supported in their learning and personal development by:

Part-time students register for the course in March and are expected to complete the course within 2 years. They are expected to attend sessions one day a month at Cranfield University.

Tutorial support throughout the course, including meetings with a personal tutor regularly.

Extensive use is made of Canvas as a means of delivering material to support and augment classroom learning.

#### 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

##### A. **Postgraduate Diploma (PG Dip) in Retail and Digital Banking**

A PG Dip will be awarded on successful completion of 130 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1-12	130
<b>ELECTIVE MODULES:</b>	
N/A	0
<b>TOTAL:</b>	130

The number of credits stated above is also required so the student can obtain the professional qualification **Chartered Banker Diploma** (130 credits) provided that a minimum average mark of 50% is achieved following successful completion of all taught modules.

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists, and the student meets the requirements of that lower award.

To be eligible for the PG Certificate students must successfully complete Module 7 Retail Banking and Product Management.

##### B. **MSc in Retail and Digital Banking**

An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	

Modules 1-12	130
Thesis	70
<b>ELECTIVE MODULES:</b>	
N/A	0
<b>TOTAL:</b>	200

If the MSc is completed successfully, the student will also obtain the professional qualification **Chartered Banker Diploma** provided that a minimum average mark of 50% is achieved following successful completion all taught modules.

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Part-time students register for the course in March and are expected to complete the course within two to three years.

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

## 7. Course Level Assessment Strategy<sup>4</sup>

The assessment tasks are challenging and enable students to demonstrate a full range of skills and attributes. The initial modules introduce students to the rigour of academic writing, and assessments are in the form of essays and reports. These will be of varying lengths, recognising that writing articles of a short length can actually be more challenging and can develop different skills relevant to professional practice. The length of each assessment task is clearly stated within the module descriptor and the requirements for each will be discussed by the module leader. Some modules will include a number of formative tasks including group discussions, case studies, and oral presentations. Formative feedback is given verbally within the classroom following discussions and presentations, and written feedback given for submitted assignments.

Students have opportunities to develop their communication skills, as they are required to give both group and individual presentations. The ability to work effectively in groups is a highly desirable skill and this is developed throughout the course, specifically through the two group projects. The taught components precede the research project, so assessment can be used to develop skills required for the thesis phase. The two group projects help develop skills in reviewing literature, developing appropriate research methods, collecting and analysing data, and drawing appropriate conclusions. This builds the skills necessary for the individual thesis, where students are generally expected to be more self-directed in their learning, whilst being guided by an academic supervisor. The 10,000-word thesis is expected to be both academically rigorous and beneficial to their organisation in terms of addressing a specific business issue

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

## Course modules – Cohort 3 – March 2021

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1		MXR/EFS Occ F20	Economics of Financial Services	Prof Catarina Figueira	16		10	N	29/03/21	29/03/21	25/05/21	40	GCW	100				05/06/21	
2		MXR/OBM Occ F20	Organisational Behaviour for Managers	Dr Deirdre Anderson	16		10	N	07/06/21	07/06/21	03/08/21	40	ICW	100				28/08/21	
3		MXR/FMR E Occ F20	Financial Markets, Regulation and Ethics	Dr Walter Gontarek	16	20	10	N	19/07/21	19/07/21	14/09/21	40	IPRAC	100				25/09/21	

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andrological reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
4		MXR/ACB Occ F21	Accounting for Business	Dr Matthias Nnadi	16		10	N	27/09/21	27/09/21	08/11/21	40	ICW	100				13/11/21	
5		MXR/DIB Occ F21	Digital Banking	Prof Catarina Figueira	16	20	10	N	15/11/21	15/11/21	13/12/21	40	ICW	100				08/01/22	
6		M-M/FIN Occ F21	Financial Management	Dr Nemanja Radic	16		10	Y	17/01/22	17/01/22	28/02/22	40	EX	100				12/03/22	
7		MXR/RBM Occ F21	Retail Banking and Product Management	Prof Catarina Figueira	32	40	20	N	14/03/22	14/03/22	26/10/22	40	ICW	100				27/08/22	
8		MXM/P2M Occ F21	Programme and Project Management	Dr Stephen Carver	16		10	Y	09/05/22	09/05/22	23/05/22	40	GCW GPRAC	50 50				04/06/22 04/06/22	
9		MXR/GCAL Occ F21	Group Project Challenge and Action Learning	Prof Catarina Figueira	16		10	N	TBC	TBC	TBC	40	GCW	100				04/03/22	
10		MXR/MAM Occ F22	Modelling & Analysis for Management	Dr Andy Angus/ Dr Costas Alexiou	16		10	N	13/06/22	13/06/22	18/07/22	40	GCW	100				13/08/22	
11		MXR/NPS D Occ F22	New Product and Service Development	Dr Kader Aoufi	16		10	N	24/10/22	24/10/22	04/11/22	40	GCW	100				19/11/22	
12		MXR/MKT Occ F22	Strategic Marketing	Prof Stan Maklan	16		10	N	21/11/22	21/11/22	09/01/23	40	ICW	100				21/01/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
13		MXR/THS Occ F20	Thesis	Prof Catarina Figueira			70	N	28/11/22	28/11/22	23/05/23	50	THS	100				26/06/2023	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
M-M/FIN	Financial Management	Full-time MBA	MSc Retail & Digital Banking
MXM/P2M	Programme & Project Management	Exec MBA	MSc Business and Strategic Leadership, MSc Retail & Digital Banking, MSc Management and Leadership

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The programme uses a range of assessment types. In addition to written examinations, students undertake a wide range of group and individual projects. These assessments provide excellent training for writing business reports. Students will also be exposed to simulations. Towards the end of the programme there will be the opportunity for students to work on company based projects, assessed through a presentation and a written report.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

<b>Award ILOs</b> <b>Module No.</b>	<b>ILO 1</b>	<b>ILO 2</b>	<b>ILO3</b>	<b>ILO4</b>	<b>ILO5</b>	<b>ILO6</b>	<b>ILO 7</b>	<b>ILO8</b>	<b>ILO9</b>	<b>ILO10</b>
<i>Economics of Financial Services</i>	GCW	GCW			GCW					
<i>Organisational Behaviour for Managers</i>						ICW				
<i>Financial Markets, Regulation and Ethics</i>			IPRAC							
<i>Accounting for Business</i>						ICW				
<i>Digital Banking</i>				ICW						
<i>Financial Management</i>						ICW				
<i>Retail Banking and Product Management</i>	ICW	ICW		ICW	ICW			ICW	ICW	
<i>Project and Programme Management</i>							GCW, GPRAC	GCW, GPRAC		
<i>Group Project Challenge and Action Learning</i>							GCW	GCW		

<b>Award ILOs</b> <b>Module No.</b>	<i>ILO 1</i>	<i>ILO 2</i>	<i>ILO3</i>	<i>ILO4</i>	<i>ILO5</i>	<i>ILO6</i>	<i>ILO 7</i>	<i>ILO8</i>	<i>ILO9</i>	<i>ILO10</i>
<i>Modelling &amp; Analysis for Management</i>									GCW	
<i>New Product &amp; Service Development</i>				GCW			GCW			
<i>Strategic Marketing</i>				ICW	ICW					
<i>Thesis</i>										THS

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

**9. How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6-year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

We expect that, following completion, the students will be able to progress faster in their career, particularly within the financial sector industry.

## **COURSE SPECIFICATION**



### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** May 2020

#### **1. What is the course?**

##### **Course information**

<b>Course Title</b>	MSc in Robotics
<b>Course code</b>	MSRBTFTC MSRBTPTC PCRBTFCTC PCRBTPTC PDRBTFTC PDRBTPTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time, Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Aerospace
<b>Centre</b>	Centre for Structures, Assembly and Intelligent Automation
<b>Course Director</b>	Dr Gilbert Tang
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Entry requirements</b>	Standard University Entry Requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc - one year, Part-time MSc – three years
<b>Course Start Month(s)</b>	September

### **Institutions delivering the course**

This course is delivered by the School of Aerospace, Transport and Manufacturing, Aerospace Theme, Centre for Structures, Assembly and Intelligent Automation and Centre for Computational Engineering Sciences where the research interests include:

Development and deployment of Industrial Robot Systems  
Human-Robot Collaboration  
Automation in Aerospace Manufacturing  
Metrology Assisted Assembly and Systems Installations  
Industrial Psychology and Human Factors  
Human Factors in Automation  
Computer and Machine Vision  
Artificial Intelligence and Machine Learning in Computer Vision  
Computation Techniques in Engineering

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Mechanical Engineers (IMechE) until August 2026 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng). Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

- Provide students with relevant theoretical knowledge and practical skills for developing robotic solutions in solving real world problems.
- To offer students the opportunity to gain practical robot programming experience and to work on industrial, mobile and other real life robotics applications.
- Improve the employment prospects and broaden career options of students by providing them the skills required to become robotics engineers, automation engineers, research scientists/engineers and project engineers.
- To meet rising global demands across many industries for graduates who can apply practical knowledge in the development of industrial, social, medical and domestic robotic systems.

This programme is intended for the following range of students:

Any 1st or 2nd class UK honours degree (or equivalent) in an engineering related discipline.

## **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

## **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Design and develop a working programme for the control of a robotic system.
- ILO 2. Appraise the functionalities of different robot configurations and mode of operations, and examine their applications in solving real world problems.
- ILO 3. Examine fundamental robot control theories, describe and appraise the characteristics of different control mechanisms and identify for developing practical robotic solutions suitable applications.

## **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 4. Design autonomous robot systems using artificial intelligence and machine learning approaches.
- ILO 5. Examine the societal impact of robotics and the implications of psychology, ethics and standards in human-robot interaction.
- ILO 6. Create automated and semi-automated robot systems via the use of offline programming and implementation of sensing technologies.
- ILO 7. Examine current and existing robotic developments and critically appraise the outcome of each research.
- ILO 8. Design original robotic solution to solve practical problems and execute research work program individually and as part of a team.

## **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 9. Execute the development of novel robotic solutions systemically and implement experimental techniques to evaluate the performance of developed systems, and critique their research findings

## **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Lectures
- Computer labs
- Robotics Labs
- Online contents on Virtual Learning Environment
- IT and Library Training Course
- Robot simulation and virtual reality workshop
- Group project
- Individual project

## **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. Postgraduate Certificate

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction (module 1)	0
Modules 2 & 3	20
<b>ELECTIVE MODULES:</b>	
4 modules from module 4-9	40
<b>TOTAL:</b>	60

### B. Postgraduate Diploma

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction (module 1)	0
Modules 2-9	80
Group Project (f/t 10a) or Dissertation (p/t 10b)	40
<b>TOTAL:</b>	120

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction (module 1)	0
Modules 2-9	80
Group Project (f/t 10a) or Dissertation (p/t 10b)	40
Individual Research Project	80
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of

your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>

- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in September and are expected to complete the course within 12 calendar months.

Part-time students register for the course in September and are expected to complete the course within 3 years.

A 10-credit module is taught over a week followed by a week free for completing assignments and facilitate private study and reflection. The group project will take place between February and May. For part-time students who are unable to attend during that period, a dissertation could be completed instead. Individual research project runs from April until August. A typical path for part-time students is to complete module 2,3, 5 and another taught module during the first year, and complete the rest of the taught modules in the second year. Students can choose to complete the group project/ dissertation and the individual research project in the second year after completing all the taught modules, or in the third year.

## 7. Course Level Assessment Strategy<sup>4</sup>

Majority of the taught modules will be assessing skills and knowledge using assignments. The intention is to examine students' comprehension of theoretical knowledge and their ability in applying practical skills in problem solving.

The group project will provide students the opportunity to work within a team of engineers to design and develop robotic solutions. It will assess the ability to create and execute a research programme in a team working environment as well as the ability to evaluate results and present the research outcome. Part-time students unable to complete the group project will undertake a dissertation.

Further knowledge and application will be assessed by the individual thesis. It will also assess

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<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>



as well as develop research skills in terms of the ability to assemble a technical literature review and the ability to plan and implement an independent research project.

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	N-RBT-IND	Induction week for Robotics MSc	Dr Gilbert Tang	12		0	N	04/10/21	04/10/21	08/10/21		AO						
2	N-RBT-FR	Fundamentals of Robotics	Dr Gilbert Tang	30		10	N	11/10/21	11/10/21	15/10/21	40	GCW	100				FT 01/11/21 PT 15/11/21	At the next available opportunity within the same academic year

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Minimum Mark <sup>7</sup> - 40% or 50%	Assessment						
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date		Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
3	N-RBT-RC	Robotics Control	Dr Seemal Asif	35		10	N	01/11/21	01/11/21	05/11/21	40	ICW	100				FT 04/01/22 PT 18/01/22	At the next available opportunity within the same academic year
4	N-RBT-AIML	Artificial Intelligence and Machine Learning for Robotics	Dr Karl Jenkins	30		10	N	08/11/21	08/11/21	12/11/21	40	ICW	100				FT 03/01/22 PT 17/01/22	At the next available opportunity within the same academic year
5	N-RBT-PMR	Programming Methods for Robotics	Dr Irene Moulitsas	20		10	N	22/11/21	22/11/21	26/11/21	40	ICW	100				FT 10/01/22 PT 24/01/22	At the next available opportunity within the same academic year
6	N-RBT-HRI	Human-Robot Interaction	Dr Gilbert Tang	24		10	N	06/12/21	06/12/21	10/12/21	40	ICW	100				FT 24/01/22 PT 07/02/22	At the next available opportunity within the same

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
																	academic year	
7	N-RBT-MVR	Machine Vision for Robotics	Dr Zeeshan Rana	35		10	N	24/01/22	24/01/22	28/01/22	40	ICW	100				FT 28/02/22 PT 14/03/22	At the next available opportunity within the same academic year
8	N-RBT-ARS	Autonomy in Robotic Systems	Dr Leonard Felicetti	28		10	N	14/02/22	14/02/22	18/02/22	40	ICW	100				FT 04/04/22 PT 10/04/22	At the next available opportunity within the same academic year
9	N-RBT-PES	Psychology, Ethics and Standards	Dr Iveta Eimontaite	30		10	N	17/01/22	17/01/22	21/01/22	40	ICW	100				FT 19/04/2022 PT 03/05/2022	At the next available opportunity within the same academic year
10a	N-RBT-GP	Group Project in Digital Robotics	Dr Gilbert Tang	30		40	N	28/02/22	28/02/22	13/05/22	50	GC W/ GPR ES	80/ 20				13/05/22 13/05/22	At the next available opportunity which may

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
																	not be until the course runs the following year	
10b	N-RBT-DISS	Dissertation in Digital Robotics	Dr Gilbert Tang	20		40	N	28/02/22	28/02/22	13/05/22	50	ICW	100				13/05/22	At the next available opportunity which may not be until the course runs the following year
11	N-RBT-THESIS	Individual Research Project	Dr Gilbert Tang	20		80	N	16/04/22	16/04/21	12/08/22	50	THESIS/ IPRES	80/20				19/08/22 12/08/22	As specified by the Board of Examiners

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
N/A	N/A	N/A	N/A

## 8. How are the ILOs assessed?

The following assessment types are utilised:

Exam, assignment, group project or dissertation and individual projects.

This approach has been adopted because:

Majority of the taught modules will be assessing skills and knowledge using assignments. The intention is to examine students' comprehension of theoretical knowledge and their ability in applying practical skills in problem solving. Exam is applied in modules where students should be able to explain fundamental concepts of the subject as well as to recall facts in supporting their judgements. The group project will provide students the opportunity to work within a team of engineers to design and develop robotic solutions. It will assess the ability to create and execute a research programme in a team working environment as well as the ability to evaluate results and present the research outcome. Part- time students unable to complete the group project will undertake a dissertation. Further knowledge and application will be assessed by the individual thesis. It will also assess as well as develop research skills in terms of the ability to assemble a technical literature review and the ability to plan and implement an independent research project.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9
1									
2	GCW	GCW	GCW						GCW
3	ICW	ICW	ICW				ICW		

### B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

<b>Award ILOs</b> <b>Module No.</b>	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9
4	ICW			ICW			ICW		

Award ILOs Module No.	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9
5	ICW								
6	ICW	ICW			ICW		ICW		ICW
7	ICW			ICW			ICW		
8	ICW	ICW					ICW		
9					ICW				
10a	GCW/G PRES	GCW/G PRES	GCW/G PRES	GCW/G PRES	GCW/G PRES	GCW/G PRES	GCW/G PRES	GCW/G PRES	
10b	ICW	ICW	ICW	ICW	ICW	ICW	ICW		

### C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9
11	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES	THESIS / IPRES

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
		N/A	N/A

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality

Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

The Robotics MSc course is designed with the aim to improve graduates' employability and to broaden their career options. The course will equip students with the skills and knowledge required to design and construct robotic systems for tackling real world problems as well as the fundamentals required for robotic systems integration, implementation and management. Upon completing the course, graduates will be exposed to the following opportunities:

- Complete double degree (EU students)
- Research degree - PhD
- Direct employment and graduate schemes in a number of industries - Automotive, aerospace, defence, automation, social robotics, distribution, nuclear, marine, food, etc.



- Among the industries there are various role available - Automation Engineer, Manufacturing Engineer, Research Scientist, Robotics Engineer, Technology Manager in Automation, Mechatronics Engineer, Technical Officer, etc.
- Consultancy - Robotics, AI in Robotics, Machine Vision in Robotics, etc.

## **COURSE SPECIFICATION**



### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** May 2021

#### **1. What is the course?**

##### **Course information**

<b>Course Title</b>	MSc in Safety and Accident Investigation
<b>Course code</b>	MSSACPTC PDSACPTC PCSACPTC
<b>Academic Year</b>	2021-22
<b>Valid entry routes</b>	MSc in Safety and Accident Investigation PgDip in Safety and Accident Investigation PgCert in Safety and Accident Investigation
<b>Additional exit routes</b>	Not Applicable
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Transport Systems
<b>Centre</b>	Centre for Safety and Accident Investigation
<b>Course Director</b>	Dr Leigh Dunn
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	Not Applicable
<b>Registration Period(s) available</b>	Part-time MSc - up to three years, Part-time PgDip - two years, Part-time PgCert - one year
<b>Course Start Month(s)</b>	January or May

### **Institutions delivering the course**

This course is delivered by School of Aerospace, Transport and Manufacturing, Transport Systems Theme, Centre for Safety and Accident Investigation where the research interests include:

- Safety management
- Accident investigation
- Risk management
- Human factors

Cranfield University interacts with the following institutions and in the following ways:

Teaching and assessment is also provided by other centres in the School of Aerospace, Transport and Manufacturing.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is not accredited by any external bodies.

## **2. What are the aims of the course?**

The aim of the course is to provide students with the knowledge and skills to conduct a safety-oriented accident investigation in accordance with the standards and recommended practices as inferred by the appropriate guidelines and legislations, including:

- Collection and preservation of evidence
- Health and safety of themselves and others on the accident site
- Scientific analysis of causes of accidents
- Preparation of defensible and practicable recommendations
- Dissemination of findings and safety promotion

Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) entry routes are provided, it is suggested that these qualifications may be more appropriate for students who have no need for a separate Individual Research Project.

This programme is intended for the following range of students:

- Those with a technical or operational background in transport or other safety critical industries
- Those employed as accident investigators
- Those employed in risk assessment and safety management

- Those employed in relevant roles in military, regulators and manufacturers

### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Demonstrate a detailed understanding of the theoretical, methodological and practical approaches in conducting safety-orientated investigations in transportation and other sectors.
- ILO 2. Plan, organise and conduct a safety-orientated investigation, including reviewing and selecting appropriate methodologies, whilst continuously evaluating their suitability and effectiveness.
- ILO 3. Flexibly and creatively apply knowledge and practiced skills to unfamiliar accident events, which will include systematically analysing information and evidence with rigour and generating transformative safety-orientated recommendations.
- ILO 4. Work effectively as part of an accident investigation team and work collaboratively with other stakeholders to ensure safety-orientated outcomes are achieved. This includes understanding the roles and responsibilities of an accident investigator and the competing interests of various stakeholders, whilst incorporating this into investigation processes
- ILO 5. Incorporate the principles of Human Factors, Organisational Factors and systems thinking into the investigation process
- ILO 6. Communicate safety and investigation-oriented information effectively via written statements / reports and verbal statements / discussions.

#### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 7. Develop knowledge and personal expertise in analysing evidence collected within specialist technical areas;

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 8. Demonstrate a considerably higher level of in-depth knowledge of a specific subject area / field of study, including demonstrating a high level of understanding of how to conduct scientific research.
- ILO 9. Clearly present and discuss their research in verbal and written English, which includes being able to demonstrate the high level of subject matter knowledge and explaining arguments that form the basis of their research outcomes.

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Lectures from academic staff and external speakers with expertise in particular aspects of the course;

- Access to library resources;
- Use of class and field exercises to help develop knowledge and techniques;
- Conducting an Individual Research Project (MSc only) with individual supervision.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules: 1	30
<b>ELECTIVE MODULES:</b>	
One module selected from 2, 14 or 15 or all of modules 7, 12, and 13	30
<b>TOTAL:</b>	60

### B. **Postgraduate Diploma**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules: 1	30
PgDip Project: 16	20
<b>ELECTIVE MODULES:</b>	
Three or more modules selected from 2, 4-15	70
<b>TOTAL:</b>	120

### C. **MSc**

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules: 1 and 3	40
Individual Research Project: 17	90
<b>ELECTIVE MODULES:</b>	
Three or more modules selected from 2, 4-15	70
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Part-time students register for the course in January or May and MSc students are expected to complete the course within three years. LQ applicants are encouraged to register as a Short Course for Credit Student and can apply for an award after successfully completing at least 30 credits through Short Course Accumulation (SCA). Prior "learning credits" obtained outside of the University (External Credit Accumulation - ECA), which a student wishes to submit as part of their application for an academic award, are subject to Cranfield University guidelines and approval. Furthermore, where a student has graduated from this programme with either a Postgraduate Certificate or Postgraduate Diploma and they want to extend their study to the award of an MSc, they are able to do this under the Transfer to Higher Award (THA) process. For ECA and THA there are limitations on the total number of credits that can be transferred.

The basic structure of the programme is summarised below:

### A. *Postgraduate Certificate (PgCert)*

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<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

Students start with compulsory module (Fundamentals of Accident Investigation), and then choose one of the following:

- Applied Aircraft Accident Investigation (30 credits)
- Applied Marine Accident Investigation (30 credits)
- Applied Rail Accident Investigation (30 credits) or
- All three 10-credit modules as follows:
  - Investigating Human Performance
  - Interviewing Techniques for Accident Investigators
  - Analysis Techniques for Accident Investigators

### *B. Postgraduate Diploma (PgDip)*

In addition to the modules attended in the PgCert route, students select additional modules up to 40 credits from differing specialist areas including:

- Advanced core skills in accident investigation
- Accident investigation techniques specific to a mode of transport/safety industry
- Safety management and risk assessment
- Investigations in engineering and operations

PgDip students are also required to complete a supervised research report on a subject of their choice within the field of safety management, accident investigation or an allied subject area.

### *C. MSc*

MSc students must take Fundamentals of Accident Investigation and Research Methods modules. In addition, they must complete a further 70 credits of modules from a choice of elective modules. They are also required to complete a supervised Individual Research Project on a subject of their choice within the field of accident investigation or safety management. The research is expected to go into much greater depth than that required for the PgDip.

## **7. Course Level Assessment Strategy<sup>4</sup>**

The assessment tasks are challenging and enable students to demonstrate a full range of skills and attributes. The compulsory module Fundamentals of Accident Investigation will introduce students to the assessment approach adopted by this course: a combination of group and individual practical exercises, complemented by individual coursework that elevates the CPD module into an M-Level module. All individual coursework are done post-module, but most of these coursework will be related to practical exercises carried out during the module, thereby ensuring a constructive alignment of teaching and assessments. Formative feedback during a module is an inherent part of the practical exercises, often involving reflective as well as peer feedback in addition to instructor feedback.

The course encourages the use of reflective writing as part of the coursework, to complete their Kolb cycle of experiential learning. Self-directed learning and self-evaluation is characteristic of andragogical approach, which is highly relevant to this course due to the type of students it attracts: relatively mature students with a high level of professional experience.

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

Students also have opportunities to develop their communication skills, as they are required to give a group presentation and individual presentation in various modules. The taught components precede the research project, so assessment can be used to develop skills required for the individual research project. Students are generally expected to be more self-directed in their learning during this research project and guidance will be provided through Research Methods module, extensive guidance material in the VLE, and periodic supervision meetings.



## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	N-SAI-FOI	Fundamentals of Accident Investigation	Dr Leigh Dunn	100		30	N	13/09/21 (Occ A21)	13/09/21 (Occ A21)	01/10/21 (Occ A21)	50 50 50	ICW (1) ICW (2) ICW (3)	20 50 30				29/11/21 29/11/21 29/11/21 (Occ A20)	At the next available opportunity which may not be until the course runs the following year
								10/01/22 (Occ B21)	10/01/22 (Occ B21)	28/01/22 (Occ B21)	50 50 50	ICW (1) ICW (2) ICW (3)	20 50 30				28/03/22 28/03/22 28/03/22 (Occ B21)	

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or less	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
	N-SAI-FOI	Fundamentals of Accident Investigation	Dr Leigh Dunn	100		30	N	16/05/22 (Occ C21)	16/05/22 (Occ C21)	03/06/22 (Occ C21)	50 50 50	ICW (1) ICW (2) ICW (3)	20 50 30				01/08/22 01/08/22 01/08/22 (Occ C21)	
2	N-SAI-AAAIT	Applied Aircraft Accident Investigation	Alan Parmenter,	100		30	N	04/10/21 (Occ A21)	04/10/21 (Occ A21)	22/10/21 (Occ A21)	50 50 50	ICW (1) GPROJ ICW (2)	30 20 50				11/10/21 18/10/21 04/01/22 (Occ A21)  13/06/22 20/06/22 22/08/22 (Occ B21)	At the next available opportunity which may not be until the course runs the following year
3	N-HFS-RMS	Research Methods	Dr Jim Nixon	30		10	Y	17/01/22	17/01/22	21/01/22	40	ICW	100				21/03/22	At the next available opportunity which may not be until the course runs the following year
3a	N-SAI-RM	Research Methods (only for students with start	Dr Jim Nixon	30		0	N	17/01/22	17/01/22	21/01/22	N/A	AO	N/A				N/A	N/A

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or more	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
		dates prior to Jan 2019)																
4	N-AEN-ASC	Introduction to Aircraft Structural Crashworthiness	Dr Hessam Ghasemnejad	25		10	Y	21/02/22	21/02/22	25/02/22	40	ICW	100				25/04/22	At the next available opportunity which may not be until the course runs the following year
5	N-HFS-FDM	Flight Data Monitoring	Dr David Barry	25		10	Y	20/09/21 (Occ B21)	20/09/21 (Occ B21)	24/09/21 (Occ B21)	40	ICW	100				22/11/21 (Occ B21)	At the next available opportunity which may not be until the course runs the following year
								14/03/22 (Occ A21)	14/03/22 (Occ A21)	18/03/22 (Occ A21)	40	ICW	100				16/05/22 (Occ A21)	
6	N-SAI-ISMS	Aviation Safety Management	Dr Simon Mitchell/Dr David Barry	30		10	Y	06/09/21 (Occ A21)	06/09/21 (Occ A21)	10/09/21 (Occ A21)	40	ICW	100				08/11/21 (Occ A21)	At the next available opportunity which may not be until the course runs the following year
								28/03/22 (Occ B21)	28/03/22 (Occ B21)	01/04/22 (Occ B21)							31/05/22 (Occ B21)	
7	N-SAI-IHP	Investigating Human Performance	Janos Rozsa	30		10	N	09/05/22	09/05/22	13/05/22	40	ICW	100				11/07/22	At the next available opportunity which may not

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or less	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
																		be until the course runs the following year
8	N-AW-SAAS	Safety Assessment of Aircraft Systems	Dr Leigh Dunn	35		10	Y	08/11/21 (Occ A21)	08/11/21 (Occ A21)	12/11/21 (Occ A21)	40	ICW	100				24/01/22	At the next available opportunity which may not be until the course runs the following year
								20/06/22 (Occ B21)	20/06/22 (Occ B21)	24/06/22 (Occ B21)	40	ICW	100				22/08/22	At the next available opportunity which may not be until the course runs the following year
9	R-FP-CS	Courtroom Skills	Peter Zioupos	25		10	Y	09/05/22	09/05/22	13/05/22	50	OR	60				13/05/22	At the next available opportunity which may not be until the course runs the following year
											50	ICW	40				08/04/22	At the next available opportunity which may not be until the course runs the following year
10	N-HFS-HFAM	Human Factors in Aviation Maintenance	Cengiz Turkoglu	30		10	Y	28/03/22	28/03/22	01/04/22	40	ICW	100				31/05/22	At the next available opportunity which may not be until the course runs the following year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or less	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
11	N-SAI-CMBC NEW CODE	Crisis Management and Business Continuity	Dr David Barry	24		10	Y	01/11/21	01/11/21	05/11/21	40	ICW	100				17/01/22	At the next available opportunity which may not be until the course runs the following year
12	N-SAI-ITAI	Interviewing Techniques for Accident Investigators	Janos Rozsa	35		10	N	28/02/22	28/02/22	04/03/22	40	ICW	100				03/05/22	At the next available opportunity which may not be until the course runs the following year
																		At the next available opportunity which may not be until the course runs the following year
13	N-SAI-ATAI	Analysis Techniques for	Graham Braithwaite	30		10	N	27/06/22	27/06/22	01/07/22	40	ICW	100				30/08/22	At the next available opportunity

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
		Accident Investigators																which may not be until the course runs the following year
14	N-SAI-AMAI	Applied Marine Accident Investigation	Alan Parmenter	100		30	N	31/01/22	31/01/22	18/02/22	50 50 50	ICW (1) GPROJ ICW (2)	30 20 50				07/02/22 16/02/22 19/04/22	At the next available opportunity which may not be until the course runs the following year
15	N-SAI-ARAI	Applied Rail Accident Investigation	Janos Rozsa	100		30	N	04/07/22	04/07/22	22/07/22	50 50 50	ICW (1) GPROJ ICW (2)	30 20 50				19/09/22 11/07/22 19/09/22	At the next available opportunity which may not be until the course runs the following year
16	N-SAI-DITHE S	PgDip Project	Craig Cattell	20		20	N	17/01/22	17/01/22	17/01/23	50	ICW	100				17/01/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRACT – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
17	N-SAI-THESIS	Individual Research Project	Craig Cattell	20		90	N	29/11/21 (Occ A21)	29/11/21 (Occ A21)	05/12/22 (Occ A21)	50	THESIS OR	90				05/12/22 19/12/22 (Occ A21)	
								13/01/22 (Occ B21)	13/01/22 (Occ B21)	13/01/23 (Occ B21)		THESIS OR	90				13/01/23 27/01/23 (Occ B21)	
								14/03/22 (Occ C21)	14/03/22 (Occ C21)	13/03/23 (Occ C21)		THESIS OR	90				13/03/23 27/03/23 (Occ C21)	
17a	N-SAI-THESIS	Individual Research Project (only for students with start dates prior to Jan 2019)	Craig Cattell	20		100	N	07/01/21 (Occ A20)	07/01/21 (Occ A20)	07/01/22 (Occ A20)	50	THESIS OR	80				07/01/22 21/01/22 (Occ A20)	
								25/01/21 (Occ B20)	25/01/21 (Occ B20)	25/01/22 (Occ B20)		THESIS OR	80				25/01/22 08/02/22 (Occ B20)	
								08/02/21 (Occ C20)	08/02/21 (Occ C20)	08/02/22 (Occ C20)		THESIS OR	80				08/02/22 22/02/22 (Occ C20)	
								11/08/21 (Occ A21)	11/08/21 (Occ A21)	11/08/22 (Occ A21)		THESIS OR	80				11/08/22 25/08/22 (Occ A21)	
								09/11/21	09/11/21	28/11/22		THESIS	80				28/11/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or less	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
								(Occ B21)	(Occ B21)	(Occ B21)		OR	20				12/12/22 (Occ B21)	
								14/09/21 (Occ C21)	14/09/21 (Occ C21)	14/09/22 (Occ C21)		THESIS OR	80 20				14/09/22 28/09/22 (Occ C21)	
								02/03/22 (Occ D21)	02/03/22 (Occ D21)	02/03/23 (Occ D21)		THESIS OR	80 20				02/03/23 16/03/23 (Occ D21)	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRACT – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Please list all modules that are used by another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Other course(s)/ programme(s) that use the module</u></b>
N-HFS-RMS	Research Methods	Safety and Human Factors in Aviation	
N-AEN-ASC	Introduction to Aircraft Structural Crashworthiness	Aircraft Engineering	Airworthiness Military Aerospace and Airworthiness
N-HFS-FDM	Flight Data Monitoring	Safety and Human Factors in Aviation	Safety and Accident Investigation
N-SAI-ISMS	Aviation Safety Management	Safety and Accident Investigation	Airworthiness Military Aerospace and Airworthiness Air Transport Management (Executive) Air Transport Management (Full Time) Safety and Human Factors in Aviation Defence and Security (Engineering)
N-AW-SAAS	Safety Assessment of Aircraft Systems	Airworthiness	Military Aerospace and Airworthiness
N-HFS-HFAM	Human Factors in Aviation Maintenance	Safety and Human Factors in Aviation	Airworthiness Military Aerospace and Airworthiness
N-SAI-CMBC	Crisis Management and Business Continuity	Safety and Accident Investigation	Executive Air Transport Management

R-FP-CS	Courtroom Skills	Forensic Programme	Counterterrorism Programme

## 8. How are the ILOs assessed?

The following assessment types are utilised:

### **Safety and Accident Investigation**

The course uses a range of assessment types. Overall, the MSc in Safety and Accident Investigation has **two** distinct but interrelated elements: the taught modules, and the Individual Research Project. All modules are assessed by written assignments, some of which are based on practical exercises that are carried out individually as well as in a group. In the case of the Individual Research Project, students are assessed by their written work and an oral presentation on their research findings.

Where applicable, module assignments are set to be challenging and to encourage the student to study the module topic areas in more depth. The objectives of the assignments are for the students to:

- Acquire the skill to efficiently search literature
- Acquire an in-depth knowledge of safety and accident investigation issues
- Apply skills and knowledge to assess specific techniques
- Develop the power to critically analyse data
- Compile succinct and informative reports to a high standard
- Formulate responses to specific questions against a time limit

This approach has been adopted because:

This approach has been adopted in order to facilitate the completion of the course by part-time students, often from abroad, without the need to return for examinations.

## **Assessment and ILO Mapping**

### **A. Postgraduate Certificate in Safety and Accident Investigation**

<b>Award ILOs</b> <b>Module No.</b>	<b>ILO 1</b>	<b>ILO 2</b>	<b>ILO 3</b>	<b>ILO 4</b>	<b>ILO 5</b>	<b>ILO 6</b>
<b>1</b>	ICW (1) ICW (2) ICW (3)	ICW (1) ICW (2) ICW (3)	ICW (1) ICW (3)	ICW (1) ICW (3)	ICW (1) ICW (2) ICW (3)	ICW (3)
<b>2</b>	ICW (1) GPROJ ICW (2)	GPROJ	GPROJ ICW (2)	GPROJ	ICW (1) GPROJ ICW (2)	GPROJ ICW (2)
<b>7</b>	ICW		ICW		ICW	ICW
<b>12</b>	ICW	ICW	ICW		ICW	ICW
<b>13</b>	ICW		ICW		ICW	ICW
<b>14</b>	ICW (1)	GPROJ	GPROJ	GPROJ	ICW (1)	GPROJ

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
	GPROJ ICW (2)	ICW (2)			GPROJ ICW (2)	
15	ICW (1) GPROJ ICW (2)	GPROJ ICW (2)	GPROJ	GPROJ	ICW (1) GPROJ ICW (2)	GPROJ ICW (2)

## B. Postgraduate Diploma in Safety and Accident Investigation

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 7
2	ICW (1) GPROJ ICW (2)
4	ICW
5	ICW
6	ICW
7	ICW
8	ICW
9	ICW OR
10	ICW
11	ICW
12	ICW
13	ICW
14	ICW (1) GPROJ ICW (2)
15	ICW (1) GPROJ ICW (2)
16	ICW

## C. MSc in Safety and Accident Investigation

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 8	ILO 9
3	ICW	

Award ILOs Module No.	ILO 8	ILO 9
17	THESIS	THESIS & OR

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

All students are part-time, and are usually in full-time employment. However the MSc prepares them for a higher level of responsibility in safety and accident investigation field, and allied careers. Feedback from past students (the course was launched in 2005) shows that employers regard Cranfield's provision in this area as being world-leading.

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** May 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc in Safety and Human Factors in Aviation
<b>Course code</b>	MSSHAFTC, MSSHAPTC, PDSHAFTC, PCSHAPTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc,
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Transport Systems
<b>Centre</b>	Centre for Safety and Accident Investigation
<b>Course Director</b>	Dr Wen-Chin Li
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	Not Applicable
<b>Registration Period(s) available</b>	Full-time all routes - one year,
<b>Course Start Month(s)</b>	September 12

### **Institutions delivering the course**

This course is delivered by the School of Aerospace, Transport and Manufacturing, Transport Systems Theme, Centre for Safety and Accident Investigation where the research interests include:

- Safety Sciences
- Human Factors
- Safety Management and Leadership
- Accident Investigation

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited formally by the Chartered Institute of Ergonomics and Human Factors (CIEHF).

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- Provide an understanding of the importance of human factors in safety and performance improvement in aviation.
- Provide students, engineers, scientists and professionals from industry, with an understanding of the factors contributing to human error and accidents and the skills to propose and evaluate safety improvements.

This programme is intended for the following range of students:

- Engineering
- Aeronautical/ aviation management
- Psychology and Social Sciences

## **3. What should students expect to achieve in completing the course?**

### **Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

ILO 1. Demonstrate a systematic understanding of the technological and human elements and

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

- interactions that contribute to aviation safety.
- ILO 2. Identify, evaluate and apply appropriate techniques for the evaluation of human performance, safety performance, safety management and risk in aviation systems;
- ILO 3. Design interventions to achieve high human performance in aviation systems with regard to international aviation standards and recommended practices.
- ILO 4. Work both independently and as a member of a team towards the solution of safety and human factors related problems in aviation;
- ILO 5. Use transferable skills developed through teamwork, communication and problem-solving to enhance their careers in safety and human factors.

## **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 6. Apply the techniques developed above into areas of specialism including; aviation maintenance, flight deck design, training and simulation, accident investigation, safety management.

## **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 7. Undertake an independent research project based on literature review; evaluation and selection of a suitable research methodology; collection and analysis of data, evaluating, appraising and defending findings.

## **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Lectures
- Practical exercises
- Private study
- Group work

## **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### **A. Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

For students registering in October 2020 onwards:

Description	Credits
<b>COMPULSORY MODULES:</b>	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module 1: Course Introduction Modules: 3, 4, 7 and 9	0 40
<b>ELECTIVE MODULES:</b>	
Any two other credit bearing modules chosen from course modules: 2, 5, 6, 8, 11, 12, 13	20
<b>TOTAL:</b>	60

## B. Postgraduate Diploma

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module 1: Course Introduction Modules: 2-9 10: Capstone Project	0 80 20
<b>ELECTIVE MODULES:</b>	
Modules selected from: 11-13 to the value of 20 credits	20
<b>TOTAL:</b>	120

## C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the Individual Research Project. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module 1: Course Introduction Modules: 2- 9 10: Capstone Project Individual Research Project: 14	0 80 20 80
<b>ELECTIVE MODULES:</b>	
Modules selected from: 11-13 to the value of 20 credits	20
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

## Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in September and are expected to complete the course within 12 calendar months.

The MSc course consists of studying eight compulsory modules, two optional modules, one group project module and submission of an individual research project. In addition, all students will complete the zero-credit induction module which will include the fundamentals of aeronautics, IT and library skills training to achieve MSc.

The PG Diploma consists of studying eight compulsory modules, two optional modules and the Capstone Group project. In addition, all students will complete the zero-credit induction module.

The PG Certificate consists of studying three compulsory modules and then three other modules selected by the student from the remaining modules excluding the Capstone project. In addition, all students will complete the zero-credit induction module.

## 7. Course Level Assessment Strategy<sup>4</sup>

The ILOs of the course have been developed in consultation with the teaching team and industry recipients of the course. Each module will consist of an initial part of declarative knowledge but will also facilitate the

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project ( $>20$  credits); GPROJ – Group Project ( $>20$  credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

development of functioning knowledge for each student. Each and every module will feature formative feedback as well as summative assessment, which will be diverse in nature and appropriate to the learning outcomes.

The structure promotes group work, with assessed projects in two modules, Applied Safety Assessment and Capstone (a two-week module) worth 20 credits. The course is intended to explain the background theory to safety and human factors in aviation, with a particular focus on regulation. The University's aviation operations are used as a *Living Laboratory* providing case studies and real-life examples to supplement teaching. This involves the Remote Tower facility, Accident Investigation Laboratory and Boeing 737. Using these facilities in teaching is something that the Safety and Accident Investigation Centre has a great deal of experience with and enhances the learning experience.

The ILOs of each module are linked to the teaching activities in order to meet the assessment. And these are diverse in order to give variety. The individual coursework are used in order to test the ability to construct a written argument and meet the requirements of the course. Presentation skills are also assessed as these are vital in the communication of safety and human factors. Both the Safety Assessment modules and Capstone Group project, assess the ability to work within a team environment.

The research aspect of the course is described by ILO7 and assessed by the IRP. A large part of this comprises a written thesis which will address some aspect of safety and/or human factors.

Figure 1 shows the interconnection between related courses in the Safety & Accident Investigation Centre. MSc in Safety & Human Factors in Aviation has some common themes with other safety-related and industry courses, and some of these are shown. However the course is unique in its combination of applied human factors, and is approved by the Chartered Institute of Ergonomics and Human Factors.

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Mod ule Lead er	Contact hours <sup>5</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or	Independent Assessment		Multi-part Assessment		Submission dates		
													Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1		N-HFS-IND	Safety and Human Factors in Aviation Course Induction	Dr Wen-Chin Li	15	0	0	N	04/10/21	04/10/21	08/10/21	N/A	AO	N/A				N/A	N/A
2		N-HFS-IHF	Cognitive Ergonomics	Dr Jim Nixon	30	0	10	N	11/10/21	11/10/21	15/10/21	40	ICW	100				FT 15/11/21 PT 13/12/21	At the next available opportunity which may not be until the course runs the following year
3		N-HFS-SAAS	Safety Assessment of Aircraft Systems	Dr Leigh Dunn	35	15	10	N	22/11/21	22/11/21	26/11/21	50	Integrated Assessment with N-HFS-ASA	3070				FT &PT 13/12/21 FT 24/01/22 PT 21/02/22	At the next available opportunity which may not be until the course runs the following year
													GCW ICW						

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Lead er	Contact hours <sup>5</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or	Independent Assessment		Multi-part Assessment		Submission dates		
													Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
4		N-HFS-HPE	Human Performance and Error	Dr Wen-Chin Li	30	10	10	N	25/10/21	25/10/21	29/10/21	50	ICW	100				FT 29/11/21 PT 10/01/22	At the next available opportunity which may not be until the course runs the following year
5		N-HFS-FDD	Human-Computer Interaction in Aviation	Dr Wen-Chin Li	30	10	10	N	08/11/21	08/11/21	12/11/21	40	ICW	100				FT 13/12/21 PT 10/01/22	At the next available opportunity which may not be until the course runs the following year
6		N-HFS-RMS	Research Methods	Dr Jim Nixon	30	0	10	Y	17/01/22	17/01/22	21/01/22	50	ICW	100				FT 21/02/22 PT 21/03/22	At the next available opportunity which may not be until the course runs the following year
7		N-SAI-ISMS Occ C	Aviation Safety Management	Dr David Barry	30	10	10	Y	07/02/22	07/02/22	11/02/22	50	ICW	100				FT 14/03/22 PT 11/04/22	At the next available opportunity which may not be until the course runs the following year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or	Independent Assessment		Multi-part Assessment		Submission dates		
													Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
8		N-HFS-AAI	Aircraft Accident Investigation and Response	Dr Leigh Dunn	30	10	10	Y	04/04/22	04/04/22	08/04/22	40	ICW	100				FT 09/05/22 PT 06/06/22	At the next available opportunity which may not be until the course runs the following year
9		N-HFS-ASA	Applied Safety Assessment	Dr Leigh Dunn	35	15	10	N	06/12/21	06/12/21	10/12/21	50	Integrated Assessment with N-HFS-SAA S GCW ICW	30 70				FT & PT 13/12/21 FT 24/01/22 PT 21/02/22	At the next available opportunity which may not be until the course runs the following year
10		N-HFS-SHC P20	Safety and Human Factors 'Capstone' Project	Prof G Braithwaite	10	0	20	N	03/05/22	03/05/22	13/05/22	40 40	GCW GPRES	70 30				FT & PT 16/05/22 FT & PT 13/05/22	At the next available opportunity which may not be until the course runs the following year
11		N-HFS-TS	Training and Simulation	Dr Wen-Chin Li	30	2	10	N	28/02/22	28/02/22	04/03/22	40	ICW	100				FT 04/04/22 PT 03/05/22	At the next available opportunity which may not be until the course runs the

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
																		following year	
12		N-HFS-HFAM	Human Factors in Aviation Maintenance	Cengiz Turkoglu	30	10	10	Y	28/03/22	28/03/22	01/04/22	40	ICW	100				FT 03/05/22 PT 31/05/22	At the next available opportunity which may not be until the course runs the following year
13		N-HFS-FDMA	Flight Data Monitoring	Dr David Barry	25	22	10	Y	14/03/22	14/03/22	18/03/22	40	ICW	100				FT 19/04/22 PT 16/05/22	At the next available opportunity which may not be until the course runs the following year
14		N-HFS-THE SIS	Individual Research Project	Dr Jim Nixon	20	0	80	N	04/10/21	04/10/21	05/09/22	50	THE SIS	100				05/09/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
N-SAI-ISMS	Aviation Safety Management	Safety and Accident Investigation	Airworthiness  Air Transport Management (Executive)  FT Air Transport Management  Military Aerospace and Airworthiness  Safety and Accident Investigation
N-HFS-AAI	Aircraft Accident Investigation and Response	Safety and Human Factors in Aviation	Airworthiness  Military Aerospace and Airworthiness  Forensic Engineering and Science
N-HFS-HFAM	Human Factors in Aviation Maintenance	Safety and Human Factors in Aviation	Airworthiness  Military Aerospace and Airworthiness  Safety and Accident Investigation
N-HFS-FDM	Flight Data Monitoring	Safety and Human Factors in Aviation	Safety and Accident Investigation
N-HFS-RMS	Research Methods	Safety and Human Factors in Aviation	Safety and Accident Investigation

## 8. How are the ILOs assessed?

The following assessment types are used Group work, Group Presentations, Individual coursework and Examinations.

Students are subject to two forms of assessment with regard to the group project. Firstly, they must submit group coursework and secondly, their group project oral presentation is also assessed. In the latter form of assessment, each presentation is judged on how well the presentation is organised, the quality of the presentation and visual aids and how well students are able to answer questions from the audience.

The individual research project is assessed through a written report

## **Assessment and ILO Mapping**

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.



(Module numbers should correspond with those used in the Course module table above.)

Award ILOs Module No.	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7
	<b>PgCert</b>					<b>PgDip</b>	<b>MSc</b>
1					AO		
2	ICW	ICW					
3	ICW			ICW	GCW		
4	ICW	ICW	ICW	ICW	ICW		
5	EX	EX	ICW				
6		ICW					ICW
7	ICW	ICW	ICW	ICW	ICW		
8	ICW	ICW					
9	ICW			ICW	GCW		
10				GCW	GPRES		
11	ICW	ICW	ICW			ICW	
12	ICW	ICW	ICW			ICW	
13	ICW	ICW				ICW	
14							THESIS

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
Integrated Assessment	N-HFS-SAAS and N-HFS-ASA	ICW	70%
		GCW	30%

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate. Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress. Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

Course graduates generally find suitable employment very quickly. Many continue employment with the organisations they were with when they began the course (changing direction towards safety/ Human Factors). Other former graduates are currently employed by various major airlines, within the rail industry, car manufacturers, defence, consultancy etc. These have included easyJet, Airbus graduate training, NATS graduate training, Baines Simmons, Metronet rail, Network Rail, EDF Energy, DHL and many others.

**Cranfield University: Course Specifications**

This Course specification should outline the content and structure of a non-award bearing apprenticeship course

**Date of first publication/latest revision:** 24/11/21

**1. What is the course?****Course information**

<b>Course Title</b>	Senior Leader Executive Programme (L7 Senior Leader Apprenticeship) December 2021 intake
<b>Course code</b>	NAASLPAC
<b>Academic Year</b>	21/22
<b>Mode of delivery</b>	Part-Time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield, Client Site
<b>School(s)</b>	School of Management
<b>Theme</b>	Leadership
<b>Centre</b>	Cranfield Executive Development
<b>Course Director</b>	Alasdair Poole
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Apprenticeship Standard the course is mapped to</b>	Senior Leader
<b>Is the apprenticeship offered as an open and/or closed course?</b>	Closed
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>• Entry requirements with a Bachelors' degree and 3 years' management experience</li><li>• 7 years' management experience without a Bachelors' degree</li></ul>
<b>Registration Period(s) available</b>	Rolling Starts
<b>Course Start Month(s)</b>	TBC

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

## **Institutions delivering the course**

This course is delivered by Cranfield Executive Development, School of Management.

Cranfield University interacts with the following institutions/partners and in the following ways:

- *Chartered Management Institute as Awarding Body for Accreditation of Level 7 Diploma in Strategic Management and Leadership Practice.*

Cranfield University remains fully responsible for the quality of the delivery of the course.

## **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This training provision is aligned to and accredited by the *Chartered Management Institute* (CMI) as meeting the requirements of its *Level 7 Diploma in Strategic Management and Leadership Practice* for the lifetime of the Apprenticeship programme. This is a wrap-around qualification to the Senior Leader Apprenticeship where CMI are the appointed End Point Assessment Organisation (EPAO). Details of what apprentices need to achieve to enable CMI to award its Diploma are set out in Appendix B.

Choice of EPAO is discretionary to sponsoring organisations who can request assessment and/or accreditation from the *Institute of Leadership and Management*.

## **2. What are the aims of the course?**

An apprentice should expect to be able to:

- Set direction, vision, governance and provide a clear sense of purpose for their area of responsibility.
- Provide clear and inclusive leadership.
- Identify longer-term opportunities and risks using data from internal intelligence sources and external influences.
- Develop ethical, innovative and supportive cultures that get the best from people and enable the delivery of results.
- Allocate resources that may include budgets, people, assets and facilities.
- Track innovation and champion its adoption.
- Keep pace with and respond to change by leading agile transformation.
- Lead and promote sustainable business practices.
- Respond and manage crisis situations.

This programme is intended for the following range of students:

- For emerging 'High Potential' Leaders
- Functional Leaders including Heads of Department and Existing Director's or organisational Exec members.

## **3. What should students expect to achieve in completing the course?**

- Having completed this programme an employee will be expected to deliver greater impact in their role and to progress in their career.
- Apprentices will be able to role model authentic and inclusive leadership practice whilst monitoring their own wellbeing and impact, using coaching and mentoring practice to lead, develop and retain talent in their function and organisation.
- Apprentices will be able to set direction, embed vision and a clear sense of purpose for their area of responsibility whilst tracking longer-term opportunities and risks using data from internal intelligence sources and external influences.

- Apprentices will be able to enhance innovation practice, create and sustain ethical and supportive cultures whilst delivering results through detailed scoping, planning and resource allocation including budget, people, assets and facilities.
- Apprentices will be able to monitor and interpret disruptive industry trends, technological change and champion the embedding of information technology within their function and organisational governance and change frameworks.
- Apprentices will deliver commercial and strategic business plans that fulfil the organisations long term purpose leveraging collaborative relationships and interpersonal excellence to land and embed transformational change.

#### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Lectures, case studies and experiential exercises blended across a mix of face-to-face, live online and asynchronous teaching.

#### **5. How is the course structured?**

Delivered for part-time learners through lectures, case studies and experiential exercises blended across a mix of face-to-face, live online and asynchronous teaching, learners are expected to complete this contextualised in-company programme in 15 months.

The richest topic themes Personal Development, Leadership and Organisational Behaviour are all delivered face-to-face/live online whereas the broader knowledge acquisition of commercial acumen is all delivered live online or asynchronously.

The Apprenticeship is summatively assessed by Portfolio of Evidence and 500 word scope of work informing off-programme Strategic Business Proposal.

Additionally, learner progression is formatively assessed and monitored using a workbook and project work aligned to and accredited by the *Chartered Management Institute* to achieve the *Level 7 Diploma in Strategic Management and Leadership Practice*. Refer to Appendix B for further detail.

Apprentices will be continuously monitored throughout their Apprenticeship Journey; gathering work-based evidence in a portfolio of evidence; progress monitoring further underpinned by Tripartite review's approximately every 13 weeks, ongoing line manager engagement, monitoring and support. This process is managed by Apprenticeship Tutors.

In addition, apprentices are expected to complete on programme a 500-word scope of work for the follow-on and original Strategic Business Plan ahead of the final End-Point-Assessment phase.

The following off programme phases will then be led by Employer and End Point Assessment Organisation (EPAO):

#### **End-point assessment gateway:**

- The employer must be content that the apprentice is working at or above the level of the occupational standard.
- Apprentices must have achieved English and mathematics Level 2.
- Apprentices must submit:
  - A portfolio of evidence
- The EPAO must sign-off the strategic business proposal title and scope, at the gateway, to confirm its suitability prior to the work commencing.

#### **End-point assessment (typically 5 months):**

## Assessment method

- 1: Strategic business proposal, presentation with questioning
- 2: Professional discussion underpinned by a portfolio of evidence

Performance in these assessment methods will determine the overall apprenticeship standard grade of: · Fail · Pass · Distinction

Delivery is aligned to the financial year and cadence of the sponsoring organisation with a monthly/quarterly tempo intended to align with the commercial cadence of sponsoring organisation:

- Taught sessions are delivered approx. every four weeks
- Pre-session content is briefed out two weeks prior to delivery
- Tri-partite reviews every 13 weeks

Sponsoring organisations typically adopt HEI programme cadence September / January / May albeit with one-off requests outside of this phasing including October or March.

## **6. What training provision do students need to achieve in order to meet the Gateway for End Point Assessment?**

The notional learning hours equate to the 20% off-the-job requirement of the Apprenticeship and are uniformly distributed across taught content and work based learning and self-study as follows:

- For those modules with business report/plan Apprentices will complete one and a half times the rate of taught delivery hours; encompassing additional work-based learning and self-study requirements to fulfil formative assessment criteria.
- For those modules without a business report/plan Apprentices will complete work-based learning and self-study using targeted resources and reflective journals on personal development, session and work-based learning experience; equating to an equal amount of time to taught delivery.

Description	Notional Learning Hours
<b>COMPULSORY MODULES:</b>	
Orientation	4
Impact, Influence and Identity	50
Applied Research for Strategic Leaders	45
Change Leadership and Systems Thinking	24
Developing Organisational Strategy	40
Macro Trends and Economics	16
Strategic Leadership	40
Corporate Strategy & Crisis Management	16
Finance for the Boardroom	24
Innovation and Intrapreneurship	16
Strategic Business Challenge and Organisational Behaviour	80
Stakeholder Management	24
Human Capital	24
Logistics, Supply Chain and Procurement	16
Marketing Strategy	16
Personal Development and Executive Review	24
<b>ELECTIVE MODULES:</b>	

N/A	
<b>TOTAL:</b>	<b>459</b>

## **7. How will student progression to Gateway be monitored**

Apprentices' progress is monitored through the Apprenticeship to Gateway by evidencing their knowledge, skills and behavioural work-based competencies in a portfolio of evidence.

Apprenticeship progression is monitored by the Apprenticeship Tutor at 13 week tripartite meetings.

Apprentices' overall academic progress will be monitored by the Course Director, Cohort Lead and CED course team.

The Course Programme Director will have oversight of learner performance on the apprenticeship and the CMI Diploma.

Cohort Leads will engage with the cohort day-to-day reporting on emergent issues, liaising with module leads on workbook and assignment marking, performance and queries; using knowledge of leadership development programmes to support and troubleshoot issues for learners.

Progression towards the CMI qualification is managed by the CED course team with formative assessment including journals and workbook providing midpoint check-ins approximately every 6 weeks on performance with the Cohort Lead reporting to the Course Director who has oversight of the apprentices' progression.

To align with the requirements of *CMI Level 7 Diploma in Strategic Management and Leadership Practice* apprentices will be formatively assessed by writing and presenting back short-form reports, reflective journals and a workbook simulating writing of the new strategic business proposal being developed and delivered in the EPA phase.

A Break in Learning (BIL) plan is provided in Appendix C.

## **8. How will students be formatively assessed**

Attendance will be recorded on modules.

Apprentices will be formatively assessed using monthly reflective journals; journaling their personal development, experimentation with different session themes and work-based learning forming the basis for a tripartite review.

Apprentices are also expected to write approximately every quarter short-form assignments; simulating writing of the new strategic business proposal being developed and delivered in the EPA phase.

Reports will be presented in recorded or live performance events across the entirety of the programme; initially to peers, then line manager's and finally employer executive simulating the performance pressure of the EPA's *Strategic Business Proposal* presentation with questioning.

In monitoring progress towards fulfilment of the Apprenticeship apprentices will undertake Tripartite reviews every 13 weeks.

Apprentices will complete a workbook linked to taught sessions providing guidance on inter-module work based learning and session follow-on actions; as well as integrating with CMI's virtual learning environment *Management Direct Toolkit*.

Apprentices will be formatively assessed using reflective journals and their progress monitored through the Tripartite reviews on a 13 week cycle. Their performance will be monitored using a report and RAG

rating with consistent underperformance on programme at two Tripartite progress reviews being a programme fail.

Apprentices are required to journal their on-the-job experience, experimenting with different session themes and using reflection as a personal development practice to enrich their leadership development journey.

Apprentices will also engage with CED's KSB quizzing tool *'Know it, Show it, Be it'* designed to increase awareness and recall of the Senior Leader Apprenticeship Knowledge, Skills and Behaviours.

This approach has been adopted because it simulates the end-point assessment process.

The assessment and design rationale has been validated throughout the market consultation phase; clients' expressing interest in direct delivery of the Senior Leader Apprenticeship and an applied work-based learning approach underpinned by professional accreditation.



## Course modules

The following modules outline all parts of the programme leading to Senior Leader Executive Programme.

Module Number	Module code	Module Title	Module Leader	Contact hours <sup>3</sup>	Total hours delivered by Visiting Lecturers <sup>4</sup>	Is the module shared? Y/N	Calendar			Assessment			
							Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Assessment		Submission dates	
										Type of Assessment	Weighting within module <sup>5</sup> (%) of independent assessments	Assessment Submission and/or exam date <sup>6</sup>	Assessment / Exam Retake date
0	A-SLEP-O-B21	Orientation	Alasdair Poole	2	TBC	N	14/12/21	14/12/21	14/12/21	AO	N/A	N/A	N/A
1	A-SLEP-III-B21	Impact, Influence and Identity	David Deegan	20	TBC	N	04/01/22	18/01/22	21/01/22	AO	100%	21/02/22	N/A
2	A-SLEP-ARSL-B21	Applied Research for Strategic Leaders	Neil Turner	18	TBC	N	25/01/22	08/02/22	29/03/22	AO	100%	13/02/23	27/03/23
3	A-SLEP-CLST-B21	Change Leadership and Systems Thinking	Jacquie Drake	12	TBC	N	09/03/22	23/03/22	24/03/22	AO	100%	24/04/22	N/A
4	A-SLEP-SL-B21	Strategic Leadership	Jacquie Drake	16	TBC	N	14/04/22	28/04/22	29/04/22	AO	100%	27/06/22	08/08/22
5	A-SLEP-MTE-B21	Macro Trends and Economics	Joe Nellis	8	TBC	N	05/05/22	19/05/22	20/05/22	AO	100%	20/06/22	N/A
6	A-SLEP-DOS-B21	Developing Organisational Strategy	Cliff Bowman	16	TBC	N	24/05/22	07/06/22	10/06/22	AO	100%	25/07/22	05/09/22

<sup>3</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>4</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>5</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually.

<sup>6</sup> Please ensure you include submission dates for both FT and PT students.

Module Number	Module code	Module Title	Module Leader	Contact hours <sup>3</sup>	Total hours delivered by Visiting Lecturers <sup>4</sup>	Is the module shared? Y/N	Calendar			Assessment			
							Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Assessment		Submission dates	
										Type of Assessment	Weighting within module <sup>5</sup> (%) of Independent assessments	Assessment Submission and/or exam date <sup>6</sup>	Assessment / Exam Retake date
7	A-SLEP-CSCM-B21	Corporate Strategy & Crisis Management	David Denyer	8	TBC	N	07/07/22	21/07/22	22/07/22	AO	100%	22/08/22	N/A
8	A-SLEP-FIB-B22	Finance for the Boardroom	Wasim Ahmed	12	TBC	N	23/08/22	06/09/22	08/09/22	AO	100%	08/10/22	N/A
9	A-SLEP-INIT-B22	Innovation & Intrapreneurship	Steffi Hussels	8	TBC	N	08/09/22	22/09/22	23/09/22	AO	100%	23/10/22	N/A
10	A-SLEP-SBOB-B22	Strategic Business Challenge and Organisational Behaviour	Philippa Thurgur	32	TBC	N	20/09/22	04/10/22	07/10/22	AO	100%	05/12/22	16/01/23
11	A-SLEP-STEN-B22	Stakeholder Engagement	Emma Parry	12	TBC	N	22/11/22	06/12/22	08/12/22	AO	100%	08/01/23	N/A
12	A-SLEP-HUC-B22	Human Capital	Emma Parry	12	TBC	N	18/12/22	10/01/23	12/01/23	AO	100%	12/02/23	N/A
13	A-SLEP-LSCP-B22	Logistics, Supply Chain and Procurement	Soroosh Saghiri	8	TBC	N	26/01/23	09/02/23	10/02/23	AO	100%	10/03/23	N/A
14	A-SLEP-MS-B22	Marketing Strategy	Vasilis Theoharakis	8	TBC	N	16/02/23	02/03/23	03/03/23	AO	100%	03/04/23	N/A
15	A-SLEP-PDER-B22	Personal Development & Executive Review	Alasdair Poole, Philippa Thurgur	16	TBC	N	13/04/23	27/04/23	28/04/23	AO	100%	N/A	N/A

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
N/A	N/A	N/A	N/A

## 9. Apprenticeship Standard Mapping

Complete the grid below by inserting in the boxes how each module ILO maps to the relevant Knowledge, Skills and Behaviours that a student needs to develop to enable assessment via the End Point Assessment Plan linked to the Apprenticeship Standard

(Module numbers should correspond with those used in the Course module table above.)

For example

Module No		<u>1</u>
KSB		
Knowledge	<u>K1</u>	<u>ILO 1, 4</u>
Skills	<u>S1</u>	<u>ILO 2</u>
Behaviours	<u>B1</u>	<u>ILO 3</u>

Module No		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
KSB																
Knowledge	K1				ILO1						ILO3					
	K2				ILO2	ILO1							ILO2			
	K3				ILO3										ILO1	
	K4				ILO3					ILO1						
	K5		ILO1	ILO1												
	K6						ILO1				ILO5					
	K7		ILO3							ILO2						
	K8					ILO2			ILO1							
	K9								ILO2					ILO1		
	K10						ILO4					ILO1, ILO2				
	K11										ILO4		ILO3			

	K12	ILO1									ILO1					
	K13	ILO1				ILO3		ILO2			ILO1, ILO2, ILO3	ILO4	ILO1			
	K14						ILO3, ILO4					ILO1				
	K15							ILO2							ILO2	
	K16				ILO4			ILO5								
	K17							ILO4			ILO2					
	K18	ILO3									ILO4					ILO2
	K19							ILO5			ILO2					
	K20						ILO2					ILO3				
Skills	S1				ILO5			ILO5								
	S2				ILO5		ILO2					ILO3				
	S3		ILO2								ILO2					
	S4			ILO2			ILO3									
	S5							ILO4								
	S6			ILO2, ILO3												
	S7							ILO3			ILO2					
	S8				ILO2			ILO1								
	S9			ILO3			ILO3									
	S10							ILO3	ILO3							
	S11							ILO3	ILO3							
	S12													ILO2		
	S13	ILO1		ILO2												
	S14	ILO2					ILO3					ILO2	ILO5			
	S15	ILO2														ILO1
	S16	ILO2, ILO4											ILO5			ILO1
	S17	ILO4					ILO4				ILO5	ILO1	ILO5			
	S18										ILO4		ILO4			

	S19	ILO4					ILO3, ILO5					ILO5	ILO1, ILO4	ILO5			
	S20	ILO1		ILO2			ILO4					ILO1	ILO2				
	S21	ILO4					ILO2										
Behaviours	B1	ILO1					ILO1, ILO5					ILO1					
	B2	ILO1					ILO1					ILO1, ILO3					
	B3									ILO1	ILO2						
	B4						ILO3				ILO1						
	B5	ILO3												ILO3			

**10. How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

**11. What opportunities are apprentices likely to have on completing the training?**

Having completed this programme the apprentice will be expected to deliver greater impact in their senior management role or to progress their career as a senior leader.

Apprentices will be able to set direction, embed vision and a clear sense of purpose for their area of responsibility whilst tracking longer-term opportunities and risks using data from internal intelligence sources and external influences.

Apprentices will be able to enhance innovation practice, create and sustain ethical and supportive cultures whilst delivering results through detailed scoping, planning and resource allocation including a budget, people, assets and facilities.

Apprentices will be able to monitor and interpret disruptive industry trends, technological change and champion the embedding of information technology within their function and organisational governance and change frameworks.

Apprentices will deliver commercial and strategic business plans that fulfil the organisations long term purpose leveraging collaborative relationships and interpersonal excellence to land and embed transformational change.

## **Appendix A: Apprenticeship Standard KSBs**

In completing this course, and achieving the associated award, an Apprentice will develop the following Knowledge, Skills and Behaviours:

### **Knowledge:**

- K1: How to shape organisational mission, culture and values.
- K2: Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.
- K3: New market strategies, changing customer demands and trend analysis.
- K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.
- K5: Systems thinking, knowledge/data management, research methodologies and programme management.
- K6: Ethics and values-based leadership theories and principles.
- K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.
- K8: Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information.
- K9: Financial governance and legal requirements, and procurement strategies.
- K10: Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.
- K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.
- K12: Influencing and negotiating strategies both upwards and outwards.
- K13: The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders.
- K14: Working with board and other company leadership structures.
- K15: Brand and reputation management.
- K16: Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.
- K17: Crisis and risk management strategies.
- K18: Coaching and mentoring techniques.
- K19: Approaches to developing a Corporate Social Responsibility programme.
- K20: The organisation's developing communications strategy and its link to their area of responsibility.

### **Skills:**

- S1: Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.
- S2: Set strategic direction and gain support for it from key stakeholders.
- S3: Undertake research, and critically analyse and integrate complex information.
- S4: Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement.
- S5: Lead and respond in a crisis situation using risk management techniques.
- S6: Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries.
- S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.
- S8: Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.
- S9: Drive a culture of resilience and support development of new enterprise and opportunities.
- S10: Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.
- S11: Uses financial data to allocate resources.
- S12: Oversee procurement, supply chain management and contracts.

S13: Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking.

S14: Create an inclusive culture, encouraging diversity and difference and promoting well-being.

S15: Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.

S16: Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.

S17: Lead and influence people, building constructive working relationships across teams, using matrix management where required.

S18: Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.

S19: Manage relationships across multiple and diverse stakeholders.

S20: Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.

S21: Shape and manage the communications strategy for their area of responsibility

## **Behaviours**

B1: Work collaboratively enabling empowerment and delegation.

B2: Take personal accountability aligned to clear values.

B3: Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions.

B4: Value difference and champion diversity.

B5: Seek continuous professional development opportunities for self and wider team.



## **Appendix B: Chartered Management Institute (CMI) Level 7 Diploma in Strategic Management and Leadership Practice**

The training provision provided by Cranfield University as part of the Senior Leader Executive Programme is aligned to and accredited by the *Chartered Management Institute (CMI)* as meeting the requirements of its *Level 7 Diploma in Strategic Management and Leadership Practice* for the lifetime of the Apprenticeship programme. This is a wrap-around qualification to the Senior Leader Apprenticeship where CMI are the appointed End Point Assessment Organisation (EPAO).

### **Assessment Plan**

To align with the requirements of *CMI Level 7 Diploma in Strategic Management and Leadership Practice* apprentices are expected to write four short-form assignments as well as presenting these back, completing reflective journals and a workbook.

This approach has been adopted to simulate the following EPA phase features of the Apprenticeship – compiling a portfolio of evidence, writing of the new strategic business plan, presentation with questioning and professional discussion delivered in the EPA phase.

The following Cranfield module assessments have been mapped to CMI Units as part of the accreditation process:

CMI Unit	Cranfield Module	Formative Assessment
<b>704 Developing Organisational Strategy</b>	<b>Developing Organisational Strategy</b>	<ul style="list-style-type: none"><li>• 3000 Word project</li><li>• Journal extract</li></ul>
<b>701 Strategic Leadership</b>	<b>Strategic Leadership</b>	<ul style="list-style-type: none"><li>• 2000 Word project</li><li>• Strategic leadership development planning presentation</li><li>• Journal extract</li></ul>
<b>712 Strategic Management Project</b>	<b>Strategic Business Challenge and Organisational Behaviour</b>	<ul style="list-style-type: none"><li>• 3000 word project - Strategic Business Plan</li><li>• Journal extract</li></ul>
<b>713 Applied Research for Strategic Leaders</b>	<b>Applied Research for Strategic Leaders</b>	<ul style="list-style-type: none"><li>• 2000 plus 500 words proforma for EPA</li><li>• Focus on this as a business case with applied action research</li><li>• Journal extract</li></ul>

The assessments identified have been approved as providing sufficient coverage against the Apprenticeship standards and the CMI unit learning outcomes as follows:

#### **CMI Learning Outcomes:**

Apprentices will be assessed against the Learning outcomes and criteria of *CMI's Level 7 Diploma in Strategic Management and Leadership Practice* units:

#### **Unit 704 Developing Organisational Strategy**

ILO Understand how to develop strategy

Assessment Criteria:

- 1.1 Critique the factors which drive the development of organisational strategy
- 1.2 Critically appraise approaches for the development of strategy
- 1.3 Discuss the challenges of developing and leading organisational strategy

## **Unit 701 Strategic Leadership**

ILO Understand the role and context for strategic leadership

Assessment Criteria:

- 1.1 Critically appraise the impact of organisational context on strategic leadership
- 1.2 Critically appraise the role of the strategic leader to set and realise organisational goals

## **Unit 712 Strategic Management Project**

ILO Know how to develop a strategic management project

- 1.1 Develop the business case for a strategic management project
- 1.2 Propose a research design to inform the direction of the strategic management project
- 1.3 Recommend a project management methodology and tools to structure project delivery

## **Unit 713 Applied Research for Strategic Leaders**

ILO Understand the research process

- 1.1 Critically appraise the role of applied research in strategic leadership
- 1.2 Consider the impact of research philosophies on work-based investigation
- 1.3 Discuss the principles of research methodologies and design in an organisational context

### **Marking Criteria**

The assignments, journals and workbook will be marked to rubrics, owned by Cranfield and developed with CMI, by Cranfield Module Leads in accordance with the University's Pass Criteria.

Only the reflective journal and workbook entries that have been passed can be used as evidence towards the CMI qualification.

### **Performance Monitoring**

Learners will be allowed one re-submission per assignment. Repeated failure of assignments, journals and workbook will mean apprentices are unable to obtain the Diploma.

Multiple failures in journaling and workbook by the apprentice will trigger a mid-point performance check-in with Cohort Lead.

Follow-on performance management in line with progress monitoring of the portfolio of evidence by Apprenticeship Tutor at 13 week Tripartite meetings.

### **Internal Quality Assurance Process**

Cranfield will undertake the following internal quality assurance process measures recommended by CMI:

- 1) *CMI Template: Pre-Assessment Internal Verification Form* - quality check and verify links to individual learning outcomes, word count, appropriateness of questions and descriptors
- 2) Marking – All assessments taken towards the CMI Diploma will be marked by Cranfield Module Leads to a rubrics developed between Cranfield University and CMI.
- 3) Sampling – CMI Template: *Internal Verification Feedback Form* for sampling, recommendation of 10% sample

## **External Moderation**

External Moderation is required before certification.

CMI will complete a 6 month external moderation as the programme is established.

Thereafter CMI will complete an annual external moderation process.

External moderation will be conducted by CMI's Lead Moderator.

## Appendix C: Senior Leader Executive Programme (Senior Leader Apprenticeship) – Break in Learning (BIL) Policy

Detail of Break in Learning (BIL) Requirement	Available Options	Return to Study Process (RTS)
<p>Where requirement of suspension of all programme activity is need for a period of over 28 days due to exceptional circumstances defined by Cranfield Handbook i.e.</p> <ul style="list-style-type: none"> <li>- Illness</li> <li>- Work Emergency</li> <li>- Family Emergency</li> </ul>	<p>Working with clients at contracting stage to offer students flexibility between cohorts and ability to attend the missed learning with another cohort. Student to sign NDA prior to attendance at module.</p> <p>Note – potential for future open programme that would allow students from a close cohort to attend missed modules to be considered.</p> <p><b>Virtual Module:</b></p> <p>Watch recordings of missed taught sessions. An extended training period including additional support with 1:1 or small group session led by module faculty could also be provided.</p> <p><b>Face-to-Face</b></p> <p>Option to attend module with alternative cohort. If option unavailable, online resources to be made available covering core content. Additional support provided with 1:1 or small group session led by module faculty (See 2 in RTS Process)</p>	<p>ESFA requires the employer to notify the Training Provider of any absences from the workplace longer than 28 days.</p> <p>Once notification of <b>Break In Learning (BIL)</b> is received, SAS/CED team to build out the <b>Return to Study (RTS)</b> plan. Once agreed internally, this is to be shared to apprentice and employer key contact via SAS/CED.</p> <p>Upon return:</p> <p>Cohort Lead to arrange a short call on “return” to learning/CED team to do a wellbeing check. Action Learning coach will also be in touch. Meeting with key contact and/or line manager to discuss arrangements/expectations/adjustments to original plan and any additional requirements being placed on employer to support completion.</p> <p>CED to arrange for a 1 hour session with module lead to assimilate learning and any further assignment questions. We would not expect to run this more than once we would ensure all follow up is brought into one call.</p> <p>Student to engage with coach/apprenticeship tutor to support with programme progression.</p>
	<p>Needs assessed upon enquiry. Options will be the same as detailed for short term BIL. However, due to duration of programme, may be advised to withdraw and re-join a future cohort (if running).</p>	<p>As above and we will also provide ongoing support for those who have the time on programme extended – to be resourced by CED.</p> <p>Discussion of application of KIT days to provide flexibility for those nearing the end of their programme to complete.</p>

**Cranfield University: Course Specifications**

This Course specification should outline the content and structure of a non-award bearing apprenticeship course

**Date of first publication/latest revision:** 21/07/21

**1. What is the course?****Course information**

<b>Course Title</b>	Senior Leader Executive Programme (L7 Senior Leader Apprenticeship) October 2021 intake
<b>Course code</b>	NAASLPACD
<b>Academic Year</b>	21/22
<b>Mode of delivery</b>	Part-Time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield, Client Site
<b>School(s)</b>	School of Management
<b>Theme</b>	Leadership
<b>Centre</b>	Cranfield Executive Development
<b>Course Director</b>	Alasdair Poole
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Apprenticeship Standard the course is mapped to</b>	Senior Leader
<b>Is the apprenticeship offered as an open and/or closed course?</b>	Closed
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>• Entry requirements with a Bachelors' degree and 3 years' management experience</li><li>• 7 years' management experience without a Bachelors' degree</li></ul>
<b>Registration Period(s) available</b>	Rolling Starts
<b>Course Start Month(s)</b>	November 2021

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

## **Institutions delivering the course**

This course is delivered by Cranfield Executive Development, School of Management.

Cranfield University interacts with the following institutions/partners and in the following ways:

- *Chartered Management Institute as Awarding Body for Accreditation of Level 7 Diploma in Strategic Management and Leadership Practice.*

Cranfield University remains fully responsible for the quality of the delivery of the course.

## **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This training provision is aligned to and accredited by the *Chartered Management Institute* (CMI) as meeting the requirements of its *Level 7 Diploma in Strategic Management and Leadership Practice* for the lifetime of the Apprenticeship programme. This is a wrap-around qualification to the Senior Leader Apprenticeship where CMI are the appointed End Point Assessment Organisation (EPAO). Details of what apprentices need to achieve to enable CMI to award its Diploma are set out in Appendix B.

Choice of EPAO is discretionary to sponsoring organisations who can request assessment and/or accreditation from the *Institute of Leadership and Management*.

## **2. What are the aims of the course?**

An apprentice should expect to be able to:

- Set direction, vision, governance and provide a clear sense of purpose for their area of responsibility.
- Provide clear and inclusive leadership.
- Identify longer-term opportunities and risks using data from internal intelligence sources and external influences.
- Develop ethical, innovative and supportive cultures that get the best from people and enable the delivery of results.
- Allocate resources that may include budgets, people, assets and facilities.
- Track innovation and champion its adoption.
- Keep pace with and respond to change by leading agile transformation.
- Lead and promote sustainable business practices.
- Respond and manage crisis situations.

This programme is intended for the following range of students:

- For emerging 'High Potential' Leaders
- Functional Leaders including Heads of Department and Existing Director's or organisational Exec members.

## **3. What should students expect to achieve in completing the course?**

- Having completed this programme an employee will be expected to deliver greater impact in their role and to progress in their career.
- Apprentices will be able to role model authentic and inclusive leadership practice whilst monitoring their own wellbeing and impact, using coaching and mentoring practice to lead, develop and retain talent in their function and organisation.
- Apprentices will be able to set direction, embed vision and a clear sense of purpose for their area of responsibility whilst tracking longer-term opportunities and risks using data from internal intelligence sources and external influences.

- Apprentices will be able to enhance innovation practice, create and sustain ethical and supportive cultures whilst delivering results through detailed scoping, planning and resource allocation including budget, people, assets and facilities.
- Apprentices will be able to monitor and interpret disruptive industry trends, technological change and champion the embedding of information technology within their function and organisational governance and change frameworks.
- Apprentices will deliver commercial and strategic business plans that fulfil the organisations long term purpose leveraging collaborative relationships and interpersonal excellence to land and embed transformational change.

#### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Lectures, case studies and experiential exercises blended across a mix of face-to-face, live online and asynchronous teaching.

#### **5. How is the course structured?**

Delivered for part-time learners through lectures, case studies and experiential exercises blended across a mix of face-to-face, live online and asynchronous teaching, learners are expected to complete this contextualised in-company programme in 15 months.

The richest topic themes Personal Development, Leadership and Organisational Behaviour are all delivered face-to-face/live online whereas the broader knowledge acquisition of commercial acumen is all delivered live online or asynchronously.

The Apprenticeship is summatively assessed by Portfolio of Evidence and 500 word scope of work informing off-programme Strategic Business Proposal.

Additionally, learner progression is formatively assessed and monitored using a workbook and project work aligned to and accredited by the *Chartered Management Institute* to achieve the *Level 7 Diploma in Strategic Management and Leadership Practice*. Refer to Appendix B for further detail.

Apprentices will be continuously monitored throughout their Apprenticeship Journey; gathering work-based evidence in a portfolio of evidence; progress monitoring further underpinned by Tripartite review's approximately every 13 weeks, ongoing line manager engagement, monitoring and support. This process is managed by Apprenticeship Tutors.

In addition, apprentices are expected to complete on programme a 500-word scope of work for the follow-on and original Strategic Business Plan ahead of the final End-Point-Assessment phase.

The following off programme phases will then be led by Employer and End Point Assessment Organisation (EPAO):

#### **End-point assessment gateway:**

- The employer must be content that the apprentice is working at or above the level of the occupational standard.
- Apprentices must have achieved English and mathematics Level 2.
- Apprentices must submit:
  - A portfolio of evidence
- The EPAO must sign-off the strategic business proposal title and scope, at the gateway, to confirm its suitability prior to the work commencing.

#### **End-point assessment (typically 5 months):**

## Assessment method

- 1: Strategic business proposal, presentation with questioning
- 2: Professional discussion underpinned by a portfolio of evidence

Performance in these assessment methods will determine the overall apprenticeship standard grade of: · Fail · Pass · Distinction

Delivery is aligned to the financial year and cadence of the sponsoring organisation with a monthly/quarterly tempo intended to align with the commercial cadence of sponsoring organisation:

- Taught sessions are delivered approx. every four weeks
- Pre-session content is briefed out two weeks prior to delivery
- Tri-partite reviews every 13 weeks

Sponsoring organisations typically adopt HEI programme cadence September / January / May albeit with one-off requests outside of this phasing including October or March.

## **6. What training provision do students need to achieve in order to meet the Gateway for End Point Assessment?**

The notional learning hours equate to the 20% off-the-job requirement of the Apprenticeship and are uniformly distributed across taught content and work based learning and self-study as follows:

- For those modules with business report/plan Apprentices will complete one and a half times the rate of taught delivery hours; encompassing additional work-based learning and self-study requirements to fulfil formative assessment criteria.
- For those modules without a business report/plan Apprentices will complete work-based learning and self-study using targeted resources and reflective journals on personal development, session and work-based learning experience; equating to an equal amount of time to taught delivery.

Description	Notional Learning Hours
<b>COMPULSORY MODULES:</b>	
Orientation	4
Impact, Influence and Identity	50
Applied Research for Strategic Leaders	45
Change Leadership and Systems Thinking	24
Developing Organisational Strategy	40
Macro Trends and Economics	16
Strategic Leadership	40
Corporate Strategy & Crisis Management	16
Finance for the Boardroom	24
Innovation and Intrapreneurship	16
Strategic Business Challenge and Organisational Behaviour	80
Stakeholder Management	24
Human Capital	24
Logistics, Supply Chain and Procurement	16
Marketing Strategy	16
Personal Development and Executive Review	24
<b>ELECTIVE MODULES:</b>	



N/A	
<b>TOTAL:</b>	<b>459</b>

## **7. How will student progression to Gateway be monitored**

Apprentices' progress is monitored through the Apprenticeship to Gateway by evidencing their knowledge, skills and behavioural work-based competencies in a portfolio of evidence.

Apprenticeship progression is monitored by the Apprenticeship Tutor at 13 week tripartite meetings.

Apprentices' overall academic progress will be monitored by the Course Director, Cohort Lead and CED course team.

The Course Programme Director will have oversight of learner performance on the apprenticeship and the CMI Diploma.

Cohort Leads will engage with the cohort day-to-day reporting on emergent issues, liaising with module leads on workbook and assignment marking, performance and queries; using knowledge of leadership development programmes to support and troubleshoot issues for learners.

Progression towards the CMI qualification is managed by the CED course team with formative assessment including journals and workbook providing midpoint check-ins approximately every 6 weeks on performance with the Cohort Lead reporting to the Course Director who has oversight of the apprentices' progression.

To align with the requirements of *CMI Level 7 Diploma in Strategic Management and Leadership Practice* apprentices will be formatively assessed by writing and presenting back short-form reports, reflective journals and a workbook simulating writing of the new strategic business proposal being developed and delivered in the EPA phase.

A Break in Learning (BIL) plan is provided in Appendix C.

## **8. How will students be formatively assessed**

Attendance will be recorded on modules.

Apprentices will be formatively assessed using monthly reflective journals; journaling their personal development, experimentation with different session themes and work-based learning forming the basis for a tripartite review.

Apprentices are also expected to write approximately every quarter short-form assignments; simulating writing of the new strategic business proposal being developed and delivered in the EPA phase.

Reports will be presented in recorded or live performance events across the entirety of the programme; initially to peers, then line manager's and finally employer executive simulating the performance pressure of the EPA's *Strategic Business Proposal* presentation with questioning.

In monitoring progress towards fulfilment of the Apprenticeship apprentices will undertake Tripartite reviews every 13 weeks.

Apprentices will complete a workbook linked to taught sessions providing guidance on inter-module work based learning and session follow-on actions; as well as integrating with CMI's virtual learning environment *Management Direct Toolkit*.

Apprentices will be formatively assessed using reflective journals and their progress monitored through the Tripartite reviews on a 13 week cycle. Their performance will be monitored using a report and RAG

rating with consistent underperformance on programme at two Tripartite progress reviews being a programme fail.

Apprentices are required to journal their on-the-job experience, experimenting with different session themes and using reflection as a personal development practice to enrich their leadership development journey.

Apprentices will also engage with CED's KSB quizzing tool *'Know it, Show it, Be it'* designed to increase awareness and recall of the Senior Leader Apprenticeship Knowledge, Skills and Behaviours.

This approach has been adopted because it simulates the end-point assessment process.

The assessment and design rationale has been validated throughout the market consultation phase; clients' expressing interest in direct delivery of the Senior Leader Apprenticeship and an applied work-based learning approach underpinned by professional accreditation.

## Course modules

The following modules outline all parts of the programme leading to Senior Leader Executive Programme.

Module Number	Module code	Module Title	Module Leader	Contact hours <sup>3</sup>	Total hours delivered by Visiting Lecturers <sup>4</sup>	Is the module shared? Y/N	Calendar			Assessment			
							Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Assessment		Submission dates	
										Type of Assessment	Weighting within module <sup>5</sup> (%) of independent assessments	Assessment Submission and/or exam date <sup>6</sup>	Assessment / Exam Retake date
0	A-SLEP-O-A21	Orientation	Alasdair Poole	2	TBC	N	05/10/21	19/10/21	19/10/21	AO	N/A	N/A	N/A
1	A-SLEP-III-A21	Impact, Influence and Identity	Richard Kwiatkowski	20	TBC	N	24/10/21	16/11/21	19/11/21	AO	100%	06/12/21	N/A
2	A-SLEP-ARSL-A21	Applied Research for Strategic Leaders	Neil Turner	18	TBC	N	23/11/21	07/12/21	28/01/22	AO	100%	07/11/22	08/12/22
3	A-SLEP-CLST-A21	Change Leadership and Systems Thinking	David Denyer	12	TBC	N	04/01/22	18/01/22	20/01/22	AO	100%	18/01/22	N/A
4	A-SLEP-SL-A21	Strategic Leadership	Jacquie Drake	16	TBC	N	01/02/22	15/02/22	16/02/22	AO	100%	18/04/22	19/05/22
5	A-SLEP-MTE-A21	Macro Trends and Economics	Catarina Figueira	8	TBC	N	01/03/22	15/03/22	16/03/22	AO	100%	15/04/22	N/A
6	A-SLEP-DOS-A21	Developing Organisational Strategy	Imran Zawwar	16	TBC	N	22/03/22	05/04/22	08/04/22	AO	100%	06/06/22	22/07/22

<sup>3</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>4</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>5</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually.

<sup>6</sup> Please ensure you include submission dates for both FT and PT students.

Module Number	Module code	Module Title	Module Leader	Contact hours <sup>3</sup>	Total hours delivered by Visiting Lecturers <sup>4</sup>	Is the module shared? Y/N	Calendar			Assessment			
							Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Assessment		Submission dates	
										Type of Assessment	Weighting within module <sup>5</sup> (%) of independent assessments	Assessment Submission and/or exam date <sup>6</sup>	Assessment / Exam Retake date
7	A-SLEP-CSCM-A21	Corporate Strategy & Crisis Management	David Denyer	8	TBC	N	03/05/22	17/05/22	18/05/22	AO	100%	17/06/22	N/A
8	A-SLEP-FIB-A21	Finance for the Boardroom	Keith Parker	12	TBC	N	31/05/22	14/06/22	16/06/22	AO	100%	14/07/22	N/A
9	A-SLEP-INIT-A21	Innovation & Intrapreneurship	Imran Zawwar	8	TBC	N	13/06/22	28/06/22	29/06/22	AO	100%	28/07/22	N/A
10	A-SLEP-SBOB-A21	Strategic Business Challenge and Organisational Behaviour	Chia-Yu K-B	32	TBC	N	27/06/22	12/07/22	15/07/22	AO	100%	12/09/22	26/10/22
11	A-SLEP-STEN-A22	Stakeholder Engagement	Ailsa Birkett	12	TBC	N	30/08/22	13/09/22	15/09/22	AO	100%	14/10/22	N/A
12	A-SLEP-HUC-A22	Human Capital	Emma Parry	12	TBC	N	04/10/22	18/10/22	20/10/22	AO	100%	18/11/22	N/A
13	A-SLEP-LSCP-A22	Logistics, Supply Chain and Procurement	Michael Bourlarkis	8	TBC	N	01/11/22	15/11/22	16/11/22	AO	100%	15/11/22	N/A
14	A-SLEP-MS-A22	Marketing Strategy	Vasilis Theoharakis	8	TBC	N	22/11/22	06/12/22	07/12/22	AO	100%	06/01/23	N/A
15	A-SLEP-PDER-A22	Personal Development & Executive Review	Philippa Thurgur	16	TBC	N	03/01/23	17/01/23	18/01/23	AO	100%	N/A	N/A

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
N/A	N/A	N/A	N/A

## 9. Apprenticeship Standard Mapping

Complete the grid below by inserting in the boxes how each module ILO maps to the relevant Knowledge, Skills and Behaviours that a student needs to develop to enable assessment via the End Point Assessment Plan linked to the Apprenticeship Standard

(Module numbers should correspond with those used in the Course module table above.)

For example

Module No		<u>1</u>
KSB		
Knowledge	<u>K1</u>	<u>ILO 1, 4</u>
Skills	<u>S1</u>	<u>ILO 2</u>
Behaviours	<u>B1</u>	<u>ILO 3</u>

Module No		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
KSB																
Knowledge	K1				ILO1						ILO3					
	K2				ILO2	ILO1							ILO2			
	K3				ILO3										ILO1	
	K4				ILO3					ILO1						
	K5		ILO1	ILO1												
	K6						ILO1				ILO5					
	K7		ILO3							ILO2						
	K8					ILO2			ILO1							
	K9								ILO2					ILO1		
	K10						ILO4					ILO1, ILO2				
	K11										ILO4		ILO3			

	K12	ILO1									ILO1					
	K13	ILO1				ILO3		ILO2			ILO1, ILO2, ILO3	ILO4	ILO1			
	K14						ILO3, ILO4					ILO1				
	K15							ILO2							ILO2	
	K16				ILO4			ILO5								
	K17							ILO4			ILO2					
	K18	ILO3									ILO4					ILO2
	K19							ILO5			ILO2					
	K20						ILO2					ILO3				
Skills	S1				ILO5			ILO5								
	S2				ILO5		ILO2					ILO3				
	S3		ILO2								ILO2					
	S4			ILO2			ILO3									
	S5							ILO4								
	S6			ILO2, ILO3												
	S7							ILO3			ILO2					
	S8				ILO2			ILO1								
	S9			ILO3			ILO3									
	S10							ILO3	ILO3							
	S11							ILO3	ILO3							
	S12													ILO2		
	S13	ILO1		ILO2												
	S14	ILO2					ILO3					ILO2	ILO5			
	S15	ILO2														ILO1
	S16	ILO2, ILO4											ILO5			ILO1
	S17	ILO4					ILO4				ILO5	ILO1	ILO5			
	S18										ILO4		ILO4			

	S19	ILO4					ILO3, ILO5					ILO5	ILO1, ILO4	ILO5			
	S20	ILO1		ILO2			ILO4					ILO1	ILO2				
	S21	ILO4					ILO2										
Behaviours	B1	ILO1					ILO1, ILO5					ILO1					
	B2	ILO1					ILO1					ILO1, ILO3					
	B3									ILO1	ILO2						
	B4						ILO3					ILO1					
	B5	ILO3												ILO3			

**10. How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

**11. What opportunities are apprentices likely to have on completing the training?**

Having completed this programme the apprentice will be expected to deliver greater impact in their senior management role or to progress their career as a senior leader.

Apprentices will be able to set direction, embed vision and a clear sense of purpose for their area of responsibility whilst tracking longer-term opportunities and risks using data from internal intelligence sources and external influences.

Apprentices will be able to enhance innovation practice, create and sustain ethical and supportive cultures whilst delivering results through detailed scoping, planning and resource allocation including a budget, people, assets and facilities.

Apprentices will be able to monitor and interpret disruptive industry trends, technological change and champion the embedding of information technology within their function and organisational governance and change frameworks.

Apprentices will deliver commercial and strategic business plans that fulfil the organisations long term purpose leveraging collaborative relationships and interpersonal excellence to land and embed transformational change.



## **Appendix A: Apprenticeship Standard KSBs**

In completing this course, and achieving the associated award, an Apprentice will develop the following Knowledge, Skills and Behaviours:

### **Knowledge:**

- K1: How to shape organisational mission, culture and values.
- K2: Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.
- K3: New market strategies, changing customer demands and trend analysis.
- K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.
- K5: Systems thinking, knowledge/data management, research methodologies and programme management.
- K6: Ethics and values-based leadership theories and principles.
- K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.
- K8: Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information.
- K9: Financial governance and legal requirements, and procurement strategies.
- K10: Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.
- K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.
- K12: Influencing and negotiating strategies both upwards and outwards.
- K13: The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders.
- K14: Working with board and other company leadership structures.
- K15: Brand and reputation management.
- K16: Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.
- K17: Crisis and risk management strategies.
- K18: Coaching and mentoring techniques.
- K19: Approaches to developing a Corporate Social Responsibility programme.
- K20: The organisation's developing communications strategy and its link to their area of responsibility.

### **Skills:**

- S1: Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.
- S2: Set strategic direction and gain support for it from key stakeholders.
- S3: Undertake research, and critically analyse and integrate complex information.
- S4: Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement.
- S5: Lead and respond in a crisis situation using risk management techniques.
- S6: Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries.
- S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.
- S8: Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.
- S9: Drive a culture of resilience and support development of new enterprise and opportunities.
- S10: Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.
- S11: Uses financial data to allocate resources.
- S12: Oversee procurement, supply chain management and contracts.

S13: Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking.

S14: Create an inclusive culture, encouraging diversity and difference and promoting well-being.

S15: Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.

S16: Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.

S17: Lead and influence people, building constructive working relationships across teams, using matrix management where required.

S18: Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.

S19: Manage relationships across multiple and diverse stakeholders.

S20: Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.

S21: Shape and manage the communications strategy for their area of responsibility

## **Behaviours**

B1: Work collaboratively enabling empowerment and delegation.

B2: Take personal accountability aligned to clear values.

B3: Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions.

B4: Value difference and champion diversity.

B5: Seek continuous professional development opportunities for self and wider team.

## **Appendix B: Chartered Management Institute (CMI) Level 7 Diploma in Strategic Management and Leadership Practice**

The training provision provided by Cranfield University as part of the Senior Leader Executive Programme is aligned to and accredited by the *Chartered Management Institute (CMI)* as meeting the requirements of its *Level 7 Diploma in Strategic Management and Leadership Practice* for the lifetime of the Apprenticeship programme. This is a wrap-around qualification to the Senior Leader Apprenticeship where CMI are the appointed End Point Assessment Organisation (EPAO).

### **Assessment Plan**

To align with the requirements of *CMI Level 7 Diploma in Strategic Management and Leadership Practice* apprentices are expected to write four short-form assignments as well as presenting these back, completing reflective journals and a workbook.

This approach has been adopted to simulate the following EPA phase features of the Apprenticeship – compiling a portfolio of evidence, writing of the new strategic business plan, presentation with questioning and professional discussion delivered in the EPA phase.

The following Cranfield module assessments have been mapped to CMI Units as part of the accreditation process:

CMI Unit	Cranfield Module	Formative Assessment
<b>704 Developing Organisational Strategy</b>	<b>Developing Organisational Strategy</b>	<ul style="list-style-type: none"><li>• 3000 Word project</li><li>• Journal extract</li></ul>
<b>701 Strategic Leadership</b>	<b>Strategic Leadership</b>	<ul style="list-style-type: none"><li>• 2000 Word project</li><li>• Strategic leadership development planning presentation</li><li>• Journal extract</li></ul>
<b>712 Strategic Management Project</b>	<b>Strategic Business Challenge and Organisational Behaviour</b>	<ul style="list-style-type: none"><li>• 3000 word project - Strategic Business Plan</li><li>• Journal extract</li></ul>
<b>713 Applied Research for Strategic Leaders</b>	<b>Applied Research for Strategic Leaders</b>	<ul style="list-style-type: none"><li>• 2000 plus 500 words proforma for EPA</li><li>• Focus on this as a business case with applied action research</li><li>• Journal extract</li></ul>

The assessments identified have been approved as providing sufficient coverage against the Apprenticeship standards and the CMI unit learning outcomes as follows:

#### **CMI Learning Outcomes:**

Apprentices will be assessed against the Learning outcomes and criteria of *CMI's Level 7 Diploma in Strategic Management and Leadership Practice* units:

#### **Unit 704 Developing Organisational Strategy**

ILO Understand how to develop strategy

Assessment Criteria:

- 1.1 Critique the factors which drive the development of organisational strategy
- 1.2 Critically appraise approaches for the development of strategy
- 1.3 Discuss the challenges of developing and leading organisational strategy

## **Unit 701 Strategic Leadership**

ILO Understand the role and context for strategic leadership

Assessment Criteria:

- 1.1 Critically appraise the impact of organisational context on strategic leadership
- 1.2 Critically appraise the role of the strategic leader to set and realise organisational goals

## **Unit 712 Strategic Management Project**

ILO Know how to develop a strategic management project

- 1.1 Develop the business case for a strategic management project
- 1.2 Propose a research design to inform the direction of the strategic management project
- 1.3 Recommend a project management methodology and tools to structure project delivery

## **Unit 713 Applied Research for Strategic Leaders**

ILO Understand the research process

- 1.1 Critically appraise the role of applied research in strategic leadership
- 1.2 Consider the impact of research philosophies on work-based investigation
- 1.3 Discuss the principles of research methodologies and design in an organisational context

### **Marking Criteria**

The assignments, journals and workbook will be marked to rubrics, owned by Cranfield and developed with CMI, by Cranfield Module Leads in accordance with the University's Pass Criteria.

Only the reflective journal and workbook entries that have been passed can be used as evidence towards the CMI qualification.

### **Performance Monitoring**

Learners will be allowed one re-submission per assignment. Repeated failure of assignments, journals and workbook will mean apprentices are unable to obtain the Diploma.

Multiple failures in journaling and workbook by the apprentice will trigger a mid-point performance check-in with Cohort Lead.

Follow-on performance management in line with progress monitoring of the portfolio of evidence by Apprenticeship Tutor at 13 week Tripartite meetings.

### **Internal Quality Assurance Process**

Cranfield will undertake the following internal quality assurance process measures recommended by CMI:

- 1) *CMI Template: Pre-Assessment Internal Verification Form* - quality check and verify links to individual learning outcomes, word count, appropriateness of questions and descriptors
- 2) Marking – All assessments taken towards the CMI Diploma will be marked by Cranfield Module Leads to a rubrics developed between Cranfield University and CMI.
- 3) Sampling – CMI Template: *Internal Verification Feedback Form* for sampling, recommendation of 10% sample

## **External Moderation**

External Moderation is required before certification.

CMI will complete a 6 month external moderation as the programme is established.

Thereafter CMI will complete an annual external moderation process.

External moderation will be conducted by CMI's Lead Moderator.

## Appendix C: Senior Leader Executive Programme (Senior Leader Apprenticeship) – Break in Learning (BIL) Policy

Detail of Break in Learning (BIL) Requirement	Available Options	Return to Study Process (RTS)
<p>Where requirement of suspension of all programme activity is need for a period of over 28 days due to exceptional circumstances defined by Cranfield Handbook i.e.</p> <ul style="list-style-type: none"> <li>- Illness</li> <li>- Work Emergency</li> <li>- Family Emergency</li> </ul>	<p>Working with clients at contracting stage to offer students flexibility between cohorts and ability to attend the missed learning with another cohort. Student to sign NDA prior to attendance at module.</p> <p>Note – potential for future open programme that would allow students from a close cohort to attend missed modules to be considered.</p> <p><b>Virtual Module:</b></p> <p>Watch recordings of missed taught sessions. An extended training period including additional support with 1:1 or small group session led by module faculty could also be provided.</p> <p><b>Face-to-Face</b></p> <p>Option to attend module with alternative cohort. If option unavailable, online resources to be made available covering core content. Additional support provided with 1:1 or small group session led by module faculty (See 2 in RTS Process)</p>	<p>ESFA requires the employer to notify the Training Provider of any absences from the workplace longer than 28 days.</p> <p>Once notification of <b>Break In Learning (BIL)</b> is received, SAS/CED team to build out the <b>Return to Study (RTS)</b> plan. Once agreed internally, this is to be shared to apprentice and employer key contact via SAS/CED.</p> <p>Upon return:</p> <p>Cohort Lead to arrange a short call on “return” to learning/CED team to do a wellbeing check. Action Learning coach will also be in touch. Meeting with key contact and/or line manager to discuss arrangements/expectations/adjustments to original plan and any additional requirements being placed on employer to support completion.</p> <p>CED to arrange for a 1 hour session with module lead to assimilate learning and any further assignment questions. We would not expect to run this more than once we would ensure all follow up is brought into one call.</p> <p>Student to engage with coach/apprenticeship tutor to support with programme progression.</p>
	<p>Needs assessed upon enquiry. Options will be the same as detailed for short term BIL. However, due to duration of programme, may be advised to withdraw and re-join a future cohort (if running).</p>	<p>As above and we will also provide ongoing support for those who have the time on programme extended – to be resourced by CED.</p> <p>Discussion of application of KIT days to provide flexibility for those nearing the end of their programme to complete.</p>

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** March 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc in Strategic Marketing
<b>Course code</b>	MSSTMFTC, PDSTMFTC, PCSTMFTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield Campus
<b>School(s)</b>	School of Management
<b>Theme</b>	Leadership and Management
<b>Centre</b>	Centre for Strategic Marketing Sales (CSMS)
<b>Course Director</b>	Dr Marwa Tourky
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc - one year
<b>Course Start Month(s)</b>	September

### **Institutions delivering the course**

This course is delivered by School of Management primarily the Centre for Strategic Marketing and Sales with a variety of industry and practice-oriented research interests.

The Centre for Strategic Marketing and Sales: For over thirty years, Cranfield School of Management has been renowned throughout the world for its pragmatic, state-of-the-art approach to marketing and sales. Some of the world's foremost organisations from GFMCG through to not-for-profit have sponsored research through our Centre for Strategic Marketing and Sales (CSMS). The Centre focuses on the areas of marketing that are at the forefront of today's commercial environment, developing valuable ideas and new insights into current and future business practice.

The CSMS is also home to the following specialist research groups:

- Customer Management Forum
- Key Account Best Practice Club

Through our applied research, we feed best practice into our curriculum and make certain that it is second to none in dealing with practical and current marketing issues.

The experiences of our highly respected faculty and the crucial links we maintain with a diverse range of industries ensures that you receive a topical and global perspective of marketing, delivered by some of marketing's most highly respect and influential thinkers.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

The School of Management has received accreditation from three high profile international organisations:

- EQUIS, the European Quality Improvement System, established by the European Foundation for Management Development (efmd).
- AACSB – Association to Advance Collegiate Schools of Business.
- AMBA - Association of MBAs

The School of Management is one of just a handful of schools to be accredited by the three accreditation bodies AACSB, AMBA and EQUIS.

The MSc in Strategic Marketing course also benefits from accreditation by the premier UK professional bodies in marketing Chartered Institute of Marketing (CIM) and the Market Research Society (MRS).

Candidates are able to undertake the MRS Advanced Certificate in Market and Social Research besides their MSc taught programme, on an optional basis. Students who have completed both the Advanced Certificate and the Cranfield MSc, and who have work experience in market research, are also encouraged to apply for membership



The course is also accredited with the CIM and students who have completed the Cranfield MSc in Strategic Marketing programme are eligible for maximum exemptions from the Chartered Institute of Marketing's Certificate in Professional Marketing (Level 4) and Diploma in Professional Marketing (Level 6). You are also encouraged to apply for membership.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- Provide an advanced and thoroughly research-grounded marketing course for students preparing for a career in marketing or who are looking to advance their careers in marketing either in the UK or overseas.

The course includes a Postgraduate Certificate (60 credits) and Postgraduate Diploma (120 credits) exit point for students who do not satisfactorily complete all components of the taught course element and the thesis.

## **3. What should students expect to achieve in completing the course?**

### **Award intended learning outcomes (ILOs) (skills and knowledge).**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Demonstrate a systematic application and a critical awareness of current research in strategic marketing, customer management, and market analysis together with the capacity to evaluate its relevance to industrial and commercial practice.
- ILO 2. Acquire and use information effectively in several media, including the increasing range of networked information resources.
- ILO 3. Demonstrate originality in the application of knowledge, including data and information collected by the student, in relation to a series of projects focussing on live marketing problems.
- ILO 4. Display self-direction and originality in tackling and solving problems.
- ILO 5. Work effectively both individually and in teams at a professional level.
- ILO 6. Demonstrate the qualities and transferable skills necessary for employment requiring exercise of initiative and personal responsibility in a real world, marketing context.
- ILO 7. Display conceptual understanding that enables the student to critically evaluate current research and/or methodologies, develop critiques of them and, where appropriate, adapt them in the context of both advanced scholarship and their selected elective subject.
- ILO 8. Critically understand, have experience with, and confidently be able to apply marketing theories, tools and techniques and will have practised implementing these theories and tools in a variety of situations including case studies, group projects and an individual thesis.
- ILO 9. Demonstrate the ability to identify the appropriate marketing framework for the issue or situation under consideration, to apply the tool or technique accurately, and to develop appropriate marketing strategies using such frameworks.
- ILO 10. Display practical capabilities in marketing research: data gathering, data analysis and interpretation, report writing and presentation skills.
- ILO 11. Demonstrate independent learning abilities in the practical application of marketing tools and techniques to current marketing issues.
- ILO 12. Communicate clearly and effectively both orally and in writing and be able to make presentations appropriate for communication to their academic audience and to the practitioners in any organisations involved

## **4. How is the course taught?**

Cranfield places great emphasis on personal development through a teaching style that sets us apart from our rivals. The programme has been developed to produce practical, proactive strategic marketers, so our teaching methods are specifically geared toward encouraging participation, self-development and team working.

Teaching and learning methods focus on the application of learning.

The acquisition of knowledge and understanding is achieved via taught lectures, learning from others in a small team environment (the Learning Team) and students' personal study.

Case studies and examples drawn from practice play a significant role in teaching and learning about translating theory into practice and about applying marketing frameworks to practical situations. Additional practical expertise will be provided through visiting lecturers.

The students are taught research methods as part of the thesis process. This includes critical literature appraisal and search methods. The thesis requires them to apply these skills.

Students are encouraged to reflect on their learning throughout the programme.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **MSc**

An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1-11 Thesis (12)	130 70
<b>ELECTIVE MODULES:</b>	
N/A	N/A
<b>TOTAL:</b>	<b>200</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### **Pass Criteria**

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of

- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in September and are expected to complete the course within 11 calendar months.

The course is run in either two streams or in only one stream (depending on the size of the cohort).

## 7. Course Level Assessment Strategy<sup>4</sup>

The used assessment strategy for the programme is to permit students to apply, wherever possible, the knowledge and skills acquired to real life organisational situations. The assessment methods employed on the programme are varied and allow students to demonstrate the acquisition of the full range of programme knowledge and skills outcomes. The assessment strategy is designed ranging in a variety of means in order to ensure students achieve the learning outcomes and are prepared for facing the challenges of strategic marketing in the real world.

Although no one method will focus solely on one particular outcome type (a range of outcomes being assessed by each method) those that place most significant emphasis on knowledge and understanding include essays, exams, reports (based on real life project or case related topics), case study analysis, exam, presentations, group projects and the dissertation.

These different kinds of assessments will help in demonstrating students' acquired/developed leadership skills and their delegation, development and management capabilities. Allow students to create structured and systematic pieces of work where they can show also their creative, originality and self-direction capabilities. Also, will help students to gain core skills of nowadays managers such as the capability to synthesize, share and communicate ideas and solutions to a range of audiences in a global context as well as the ability to cope with time pressure. Furthermore, the use of traditional techniques, such as exams, will also be a part of the portfolio of assessment as this is seen as a complementary assessment strategy to ensure a deep learning and that the acquired knowledge is consolidated and replicated in a critical way so that the work produced is that of the student.

This programme includes some elements of group work and group projects. It is recognised by employers that team working skills are essential and students need to be able to demonstrate that they can work in groups and develop solutions in a collaborative environment. This programme has been developed to bring theory to life and wherever possible assess students in a way that reflects professional practice. In almost all modules, students will be asked to work in teams and their success is often based on the success

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Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $< 50\%$ ).

<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

of work developed with fellow professionals. The programme will help students gain a range of skills that are vital to professional roles they will hold in the future. Students will benefit from peer learning which enhances university experience and can contribute to overall success.

Finally, in this programme, we applied an integrated assessment approach for the following reasons

- 1- To improve the student learning journey
- 2- Consolidated assessment approach to test for the breadth of knowledge and synthesized learning and learning outcomes.
- 3- Provides a more coherent and better narrative or road map for the programme
- 4- Vastly reduced but more comprehensive and consolidated assessment approach
- 5- To update the course in line with advice from the Practice Advisory Board
- 6- Provide better position fit with Cranfield position of linking theory to practice.

## Course modules

MSc

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1		M-K-SMP	Strategic Marketing and Planning	Prof Vasilis Theoharakis	20		10	N	05/10/21	05/10/21	21/10/21	40	Integrated assessment	100					
2		M-K/CO B	Consumer Behaviour	Dr Dennis Esch	20		10	N	04/10/21	04/10/21	18/10/21	40	ICW 100%					15/11/21	
3		M-K/MC P	Marketing Consulting Project	Prof Stan Maklan	20		10	N	06/05/22	06/05/22	13/05/22	40	GCW	100				13/05/22	

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment									
											Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
															Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
4		M-K-AFS	Accounting and Finance for Strategic Marketing	Dr Simon Templar	20		10	N	13/10/21	13/10/21	29/10/21	40	EX	100				13/12/21			
5		M-K/MB S	Managing Brands	Dr Dennis Esch	20		10	N	10/11/21	10/11/21	26/11/21	40 40	Integrated assessment	70 30				GPRES: 15/12/21			
6		M-K/IMC	Integrated Marketing Communications	Dr Marwa Tourky	20		10	N	19/04/22	19/04/22	28/04/22		ICW 70% GPRES 30%								
7		M-K/DIR	Digital and Social Media Marketing	Dr Annmarie Hanlon	20		10	N	25/04/22	25/04/22	05/05/22								ICW: 23/05/22		
8		M-K/ROM	Retailing and Omnichannel Management	Dr Tamira King	20		10	N	15/02/22	15/02/22	17/03/22	40	Integrated Assessment	100				11/04/22			
9		M-K/CRM	Customer Relationship Marketing and Customer Experience	Dr Tamira King	20		10	N	11/01/22	11/01/22	10/02/22	ICW 100%									

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
10		M-K/SK M	B2B Sales and Key Account Management	Dr Beth Rogers	20		10	N	10/01/22	10/01/22	04/02/22		ICW	100				14/03/22	
11		M-K-BIA	Big Data, Insights and Analytics	Dr Ian Crawford	60		30	N	08/11/21	08/11/21	28/06/21	40	EX ICW	60 40				21/03/22 24/06/22	
12		M-K/THS	Thesis – review and submission process	Dr Ian Crawford	10		70	N	N/A	09/05/2022	09/09/2022	50	THESIS	100				09/09/2022	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>

## 8. How are the ILOs assessed?

The following assessment types are utilised:

Individual Coursework, Group Coursework, Group Presentation, Examination and Thesis.

This approach has been adopted because:

To encourage different ways of learning and to probe the achieved learning from different perspectives.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

<b>Award ILOs Module No.</b>	<b>ILO1</b>	<b>ILO2</b>	<b>ILO3</b>	<b>ILO4</b>	<b>ILO5</b>	<b>ILO6</b>	<b>ILO7</b>	<b>ILO8</b>	<b>ILO9</b>	<b>ILO10</b>	<b>ILO11</b>	<b>ILO12</b>
1 SMP	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
2 COB												
3 MCP	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
4 AFS	✓	✓	✓		✓	✓		✓	✓		✓	✓
5 MBS	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
6 IMC	✓	✓	✓		✓	✓		✓	✓		✓	✓
7 DIR	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
8 ROM	✓	✓	✓	✓	✓	✓		✓			✓	✓
9 CRM	✓	✓	✓	✓	✓	✓		✓			✓	✓
10 SKM	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
11 BIA	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12 THS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## **CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

<b>Title</b>	<b>Modules Covered</b>	<b>Assessment</b>	
		<b>Type</b>	<b>Weight (%)</b>
Integrated Assessment	Strategic Marketing and Planning; Consumer Behaviour	ICW	100



Integrated Assessment	Managing Brands; Integrated Marketing Communications; Digital and Social Media Marketing;	ICW GPRES	70 30
Integrated Assessment	Retailing and Omnichannel Management; Customer Relationship Marketing and Customer Experience;	ICW	100

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

According to the latest study of our graduate careers by the Career Development Service, 93% of the MSc in Strategic Marketing class of 2014/15 were employed within three months of formal graduation.

48% of students changed country after graduation and 36% of non-UK based students were employed in the UK. The average global basic salary post course was £32,000, and the average total salary increase after Cranfield was £16,000.

The average age of the cohort was 24 years and 59% of the course was female.

## **COURSE SPECIFICATION**



### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** 26/05/2021

#### **1. What is the course?**

##### **Course information**

<b>Course Title</b>	MSc Sustainability
<b>Course code</b>	MSc: MSSUSPTC MSc Apprenticeship: MSSUSPAC PgDip: PDSUSPTC PgCert: PCSUSPTC
<b>Academic Year</b>	2021/2022
<b>Valid entry routes</b>	MSc, PgDip, PgCert, Apprenticeship MSc, Short course (for CPD or credit; selected modules only)
<b>Additional exit routes</b>	PgDip, PgCert. For apprentices these exit routes are only available by exception if apprentices have to withdraw from apprenticeship due to a change of circumstance that leads to ineligibility
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Online, Cranfield (3 annual Spring school events)
<b>School(s)</b>	SOM   SWEE
<b>Theme</b>	Management   Environment & Agrifood
<b>Centre</b>	Strategy, Entrepreneurship & Sustainability   Centre for Environmental and Agricultural Informatics
<b>Course Director</b>	Dr Rosina Watson   Dr Kenisha Garnett
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Sustainability Business Specialist
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Integrated

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Is the Mastership offered as an open and/or closed course?</b>	Open
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements. Students enrolled for an integrated Master's apprenticeship degree require Level 2 English and Maths. An IELTS score of 6.5 is required by students for whom English is not a first language. Applicants who do not have a degree can apply, providing they are able to demonstrate high levels of achievement, exceptional career progression or evidence of technical and/or leadership potential in a sustainability role.
<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7 integrated degree (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	2.5 years (apprenticeship route); 3 years (non-apprenticeship route)
<b>Course Start Month(s)</b>	March

### **Institutions delivering the course**

This course is delivered by the School of Management and the School of Water, Energy and Environment where the research interests include:

University-wide research and teaching related to emergent areas of national government policy such as the Government's Green Jobs ambition and its Clean Growth Strategy (e.g. Net Zero Emissions).

Our Schools' shared research draws on the University's grand challenges (e.g. Green Technologies and Connected Resilience) to demonstrate the value of a more multidisciplinary approach for the green economy.

The course reflects the research/teaching ambition of our Schools, drawing on management and environmental science to enable businesses to be more resource-efficient leading to bottom line benefits and to better prepare for greener regulation (e.g. Net zero emissions).

Cranfield University interacts with the following institutions and in the following ways:

- 1) As the course is delivered online, students will have access to Cranfield's learning facilities made accessible via our virtual learning environment (Canvas)
- 2) Students enrolled as apprentices on the integrated degree apprenticeship will be allocated an apprenticeship tutor who will act as a coach and mentor, supporting student progression including guidance on the integrated end-point assessment gateway requirements
- 3) Apprenticeship students are sponsored by their employers who provide direct support to the course in the form of informal input to support reflective practice within their current role and support coursework and the integrated work-based thesis (i.e. end point assessment) through the provision of information and other practical support.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited formally by IEMA (Institute for Environmental Management and Assessment) until March 2023.

The Institute of Environmental Management and Assessment (IEMA) have pre-accredited the apprenticeship standard so graduating apprentices will also receive professional recognition as Practitioner Member of IEMA. Depending on their experience prior to the course, they could also receive recognition as a Full Member of IEMA, and become a 'Chartered Environmentalist.'

IEMA has carried out an evaluation of the knowledge, skills and behaviours (KSBs) gained through the L7 Integrated Sustainability Business Specialist apprenticeship standard and have confirmed that institutions approved for course delivery will meet IEMA accreditation requirements. The Standard stipulates an Integrated Degree, so graduating apprentices will be awarded an MSc Sustainability as well as becoming Sustainability Business Specialists. IEMA accreditation provides a badge of credibility for UK employees/employers and will similarly boost the career prospects of students abroad who seek internationally recognised sustainability credentials. IEMA have committed to marketing the course (non-exclusively) to their members.

To ensure we meet the requirements of the Standard and IEMA's accreditation, we have

- 1) mapped the course and module-level ILOs and end-point assessment against the KSBs for the apprenticeship degree standard (see Appendix 1)
- 2) designed our delivery to provide a blend of academic and professional learning principles, applied through the course modules and the work-based thesis project, covering different KSBs within the apprenticeship standard
- 3) evaluated requirements for an integrated degree, ensuring the MSc is achieved by students successfully completing the academic components alongside participating in meeting the apprenticeship standard

We have also been in discussions with the Institute of Corporate Sustainability and Responsibility (ICRS) who will also market the course to their members.

## **2. What are the aims of the course?**

This course is designed to provide a distinct and collaborative learning experience to employees working in sustainability-related roles to enable them to become Sustainable Business Specialists

The MSc will be delivered through online learning and networking activities with some face-to-face learning delivered through 'Spring School' events at Cranfield. Whilst students are welcome as company-sponsored apprentices and as independently funded candidates, the learning experience for all students will be in the spirit of an apprenticeship and include a combination of academic and work-based learning, drawing on faculty's direct involvement in global sustainability businesses/research and the professional experience of a diverse student cohort to ensure graduates gain the advanced theoretical knowledge and practical skills to be able to evaluate complex environmental and social challenges, develop effective sustainability strategies which respond to these and lead their implementation.

This learning experience is based on the following inter-related aims:

- 1) To develop a group of sustainability leaders who will deliver real change in their organisations and play an integral role in their community;
- 2) To deliver a mix of technical and leadership (management/business) skills that will enhance the knowledge of sustainability practice; i.e. improvements in the environmental, social and governance performance of the business;
- 3) To create a sustainability mindset capable of understanding the relationship between business and society, including the market drivers of sustainability, in order to build a business case for integrating sustainability into practice, recognising the importance of creating value for all stakeholders;
- 4) To build sustainability leadership and behaviour in self and others to meet the complex sustainability challenges and the changes required;

- 5) To build competencies, self-awareness and confidence to operate effectively as 'change leaders' and 'visionaries' in a team and to effectively communicate the sustainability agenda to internal and external stakeholders.

The Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) entry and exit routes are available for non-apprenticeship students who wish to access only parts of the course provided. Six modules (as indicated in Section 5A below) are also offered as short courses which can be attended individually, either as continued professional development, or to gain credits (on successful completion of module assessment).

The Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) entry routes are not available for apprentices and these exit routes are available strictly by exception if apprentices have to withdraw from apprenticeship due to a change of circumstance that leads to ineligibility.

This programme is intended for the following range of students:

Our MSc Sustainability will support professionals who are either new to their sustainability role or aspire to attain a senior sustainability position within their organisation, as it develops a good blend of technical and management/leadership skills and builds an understanding of the materiality impact of sustainability in key industry areas and the means to deliver a sustainability strategy in the current business environment. The course is suitable for:

- 1) Sustainability professionals at various management levels or working within a matrix management structure who are keen to improve / enhance their sustainability skills, knowledge and abilities, and become more effective leaders.
- 2) Employees who are new to their sustainability role, whether leading or employed within a team of dedicated experts, who are keen to build their sustainability skills, knowledge and abilities, and apply these in their workplace.
- 3) Employees in other functional areas (e.g. operations, procurement) for whom sustainability is becoming an increasingly important aspect of their role, and who want to build their knowledge and skills in this area, and be equipped to lead their function to align with their organisation's sustainability strategy.
- 4) Entrepreneurial individuals who are looking to develop their sustainability skills, knowledge and abilities to start a new business or grow an existing business in a sustainable way and through effective leadership.

Students are welcome either as company-sponsored apprentices and as independently funded candidates.

### **3. What should students expect to achieve in completing the course?**

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate in Sustainability (completion of 6 taught modules)**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Evaluate the global sustainability challenges and opportunities by examining how these translate, via the influence of stakeholders, to drivers for sustainability and formulating responses to these through applying key organisational levers for change.
- ILO 2. Develop life cycle and systems thinking to understand environmental and social impacts, evaluate an organisation's material sustainability impacts, and build the business case for integrating sustainability into practice to create more competitive, resilient business models
- ILO 3. Design and implement an effective performance management system that targets business critical environmental and social impacts by setting, evaluating and incentivising action against key performance indicators

- ILO 4. Create effective internal and external stakeholder communication and engagement strategies to enable collaborative value creation across economic, environmental and social dimensions

#### **B. Postgraduate Diploma in Sustainability (completion of 12 taught modules)**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. Distinguish what skills, competencies and leadership are needed to promote an organisational culture of sustainability, enabling continuous learning for innovation, sustainable growth and resilience.

#### **C. MSc in Sustainability (completion of 14 modules + work-based project / practice-based thesis)**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

For students on the Apprenticeship MSc route:

- ILO 6. Define a research question based on a sustainability opportunity or challenge faced by an organisation/employer, develop aim(s) and objectives, select and execute a methodology (e.g. case study), analyse data, critically evaluate findings and draw justifiable conclusions and recommendations, demonstrating self-directed application of learning and originality of thought.
- ILO 7. Communicate research findings via a work-based thesis report and defend the findings in an oral presentation and technical interview with an independent assessor.
- ILO 8. Develop your reflective practice by documenting how you have applied learning from the taught modules in your professional life by means of portfolio of evidence that records and tracks the development and application of the knowledge, skills and behaviours required by the sustainability business specialist apprenticeship standard.

For students on the MSc (non-apprenticeship) route:

- ILO 6 (a). Define a research question based on a sustainability opportunity or challenge faced by an organisation/employer, develop aim(s) and objectives, select and execute a methodology (e.g. case study), analyse data, critically evaluate findings and draw justifiable conclusions and recommendations, demonstrating self-directed application of learning and originality of thought.
- ILO 7 (a). Communicate research findings via a work-based thesis report and defend the findings in an oral presentation.
- ILO 8 (a). Develop your reflective practice by documenting how you have applied learning from the taught modules in your professional life

Annex 1 below maps the course modules to the knowledge, skills and behaviours (competencies) (KSBs) set out in the apprenticeship standard. Module leaders used their knowledge and experience to indicate how the learning outcomes of their respective modules will deliver against these KSBs.

#### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

The course is delivered mostly online to minimise carbon emissions and facilitate inclusive participation, with each module taught online on alternate Fridays over a 6-week period (c.20 hours of live online teaching). Each year Cranfield will convene a 3-day 'Spring School' in March to bring cohorts together with their peers, faculty and industry representatives. The face-to-face activities at the Spring Schools (held in March) will complement your online learning and include sessions on research skills, a



sustainable futures games, a campus innovation tour, a consultancy project and annual keynote speaker events.

The Spring Schools play a vital role in bringing the cohort together with their peers, faculty and industry representatives, providing opportunities to build relationships with your peers, network with faculty and industry representatives, enhance social learning and to deepen your connections with the course and Cranfield. As cohorts come back each year, the Spring Schools will also enable multiple cohorts, and course alumni to meet and connect.

The course will be supported by an online portal on “Canvas” where all course materials will be available as you work your way through. There will be an area for your personal reflective work and also to interact with your cohort.

A key feature of the curriculum will be ‘professional learning’, with a focus on providing you with the skills, qualities and attributes required by industry and professional bodies (e.g. IEMA). In practice, this will require deeper learning in relation to your professions, including opportunities for work-integrated learning and industry engagement through interaction with associate faculty and guest lecturers. We anticipate this will be provided through opportunities for (1) industry practitioner delivery, (2) industry coaching and mentoring of students and (3) industry case studies.

You will also be supported in their learning and personal development by:

- 1) being placed in mixed professional groups to encourage peer learning
- 2) adopting active learning sets and industry-led coaching and mentoring sessions (delivered through master classes and Spring School events) that will support and deepen 'professional learning'
- 3) various online learning and self-directed learning resources, accessible via Canvas, to support a range of learning abilities
- 4) being assigned to an apprenticeship tutor (apprentice students) or a course tutor (independent students). Apprentices should expect to meet with their apprenticeship tutor every 4 -6 weeks, and with their apprenticeship tutor and employer together every 12 – 16 weeks to review progress, guide reflective practice; and support the collation of your required portfolio of evidence. Independent students similarly should expect to meet their course tutor every 4 – 6 weeks to review progress and guide reflective practice.

Further information on how we will support students in their learning and personal development can be found in Appendices 2 and 4. Appendix 2 depicts the students' learning journey throughout the course. This 'journey map' will be developed into an interactive infographic to help students navigate each element of the course and situate themselves within their overall learning development. Appendix 4 details how technology enhanced learning will support the virtual delivery of the course.

## **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### **A. Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	



2. Principles of Sustainability*	10
3. Leading Sustainable Business*	10
6. Performance Management and Reporting	10
<b>ELECTIVE MODULES:</b>	
<b>30 credits from the following modules:</b>	10
1. Personal Leadership for Sustainability	10
4. Evaluating Environmental Sustainability*	10
5. Economics of Sustainability	10
7. Environmental Risks: Hazard, Assessment and Management*	10
8. Risk Communication and Perception*	10
9. Environmental Innovation	10
10. Sustainable and Circular Supply Chains	10
11. Circular Innovation	10
12. Strategic Foresight*	10
13. Social Entrepreneurship	10
14. Sustainability in Practice	10
<b>TOTAL:</b>	<b>60</b>

\* also available as an award bearing short course

## B. Postgraduate Diploma

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
2. Principles of Sustainability	10
3. Leading Sustainable Business	10
6. Performance Management and Reporting	10
<b>ELECTIVE MODULES:</b>	
<b>90 credits from the following modules:</b>	10
1. Personal Leadership for Sustainability	10
4. Evaluating Environmental Sustainability	10
5. Economics of Sustainability	10
7. Environmental Risks: Hazard, Assessment and Management	10
8. Risk Communication and Perception	10
9. Environmental Innovation	10
10. Sustainable and Circular Supply Chains	10
11. Circular Innovation	10
12. Strategic Foresight	10
13. Social Entrepreneurship	10
14. Sustainability in Practice	10
<b>TOTAL:</b>	<b>120</b>

## C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete all 14 taught modules as well as a work-based thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
1. Personal Leadership for Sustainability	10
2. Principles of Sustainability	10
3. Leading Sustainable Business	10
4. Evaluating Environmental Sustainability	10
5. Economics of Sustainability	10
6. Performance Management and Reporting	10

7. Environmental Risks: Hazard, Assessment and Management	10
8. Risk Communication and Perception	10
9. Environmental Innovation	10
10. Sustainable and Circular Supply Chains	10
11. Circular Innovation	10
12. Strategic Foresight	10
13. Social Entrepreneurship	10
14. Sustainability in Practice	10
Work-based Project (apprenticeship route) / Practice-based Thesis (non-apprenticeship route)	60
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	<b>200</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $< 40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $< 50\%$ ).

Part-time students register for the course in March. Students on the apprenticeship route are expected to complete the course within 2.5 years (aligned with the Apprenticeship Standard), while students on the non-apprenticeship route are expected to complete the course in 3 years (aligned with the University's policy).

The MSc in Sustainability comprises taught modules (140 credits) and a work-based thesis (60 credits).

The taught programme, delivered over 24 months (2 years), comprise a sequence of 14 modules. Each module is taught online on alternate Fridays over a 6-weeks period for a total of 20 hours (see draft course calendar in Appendix 3). Online teaching sessions will be structured with some preparation (5 hours) set for asynchronous learning access prior to the start of the module. Student-led learning and group work online, some of which will be facilitated by faculty, is an integral part of the learning on modules, while other periods free of structured teaching/learning will allow time for independent learning and reflection, as well as working on module assessments. Module assessments will be due for submission 6 weeks from the start of the taught module.

The work-based project (or thesis for independently funded students) is delivered over a 6-month period following completion of the taught programme (see draft course calendar in Appendix 3). For apprentices, the academic progression board and apprenticeships office will assess whether the student has met all EPA gateway requirements before progressing to their work-based project. These requirements comprise: successful completion of all taught modules; submission of portfolio of evidence and definition and submission of an outline of their proposed work-based project.

Appendix 5 provides an outline of course management (staff roles, and responsibilities) and details the level of support staff will provide to students to support their engagement.

### Learning

The part-time nature of the course requires considerable time for independent research and study. We will work with Cranfield Technology Enhance Learning Team to develop student-centred learning activities, employing a range of techniques to deliver learning content in the modules (e.g. case studies, videos). We will make use of quizzes, opinion polls, participative software such as Padlet to stimulate and review the learning. Many modules include the use of case studies, simulation activities and work-based activities to build skills that directly apply to work.

### Teaching

The course applies a range of teaching methods, including individual and interactive group learning sessions, according to particular module specifications. Core sustainability theories and frameworks will be applied to relevant sectors (e.g. food supply chain, agriculture, water, energy, environment), drawing on the expertise of faculty to relate these to organisations. Case studies and simulation exercises will be incorporated to illustrate sustainability in practice. Industry associates will be incorporated at both module and course level (i.e. Spring Schools) to share their sustainability experiences.

## **7. Course Level Assessment Strategy<sup>4</sup>**

The assessment is aligned to the course learning outcomes, which has a core purpose of equipping students to develop a deep understanding of the drivers for sustainability, their material impacts and the relationship between the organisation, society and the environment.

The faculty have thought carefully about the student experience for this course. With students potentially working alongside their studies, and over a prolonged period of time, the variety and spacing of the assessments is critical. The course uses a combination of existing and new modules, and the assessment is varied across these. These range from personal reflective portfolios or case study analysis to podcasts and posters. The assessment has also been considered in relation to the markers

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

and overlaps with other commitments, and any support that will be required to manage this if the intake is above a certain threshold.

The work-based project which students complete in the final 6 months of their course presents a unique opportunity for the student to tackle a specific sustainability issue or initiative for their organisation with the support of Cranfield University experts. The project will require students to consult their employer (or selected third party organisation for independent students not in employment) in order to address a sustainability opportunity or challenge at work and build a business case to support action, while at the same time developing their research and project management skills, including providing the ability to think and work in an original way, contribute to knowledge, make concrete recommendations, and communicate through a written thesis and oral exam, and for apprentices, a technical interview.

Students will receive guidance on research methods in their first Spring School and guidance on writing their thesis and preparing for oral examinations at their third (final) Spring School.

On completion of the taught programme, apprenticeship will have to fulfil the EPA gateway requirements noted above before progressing to their work-based project.

Apprentices will write a work-based project report (c. 18,000 words) and deliver an oral presentation of their project, which will be graded by an independent end-point assessor appointed by Cranfield as the end point assessment organisation (EPAO) for this integrated degree. They will also conduct a technical interview with the independent assessor which will also be graded by the assessor.

Independently funded students will write up their project in the form of a work-based thesis (c.12,000 words) and deliver an oral presentation of their thesis, which will be marked by their Cranfield supervisor and a second independent Cranfield academic.

## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark7 - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	MX-SU-PLS  OCC A	Personal Leadership for Sustainability	Richard Kwiatkowski	20	0	10	N	14/02/22	02/03/22	01/03/23	40	ICW	100				02/02/24	
2	I-EMB-A1122 Occ S	Principles of Sustainability	Paul Burgess	20	0	10	Y	11/03/22	18/03/22	29/04/22	40	ICW	100				13/05/22	

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education.

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
3	MXM/LSB Occ S	Leading Sustainable Business	Rosina Watson	20	0	10	Y	29/04/22	13/05/22	10/6/22	40	ICW	100				24/06/22	
4	I-EDI-A1127 Occ S	Evaluating Environmental Sustainability	Gavin Milligan / Kenisha Garnett	20	0	10	Y	10/05/22	24/06/22	22/07/22	40	ICW	100				05/08/22	
5	MX-SU-EOS Occ A	Economics of Sustainability	Andrew Angus	20	0	10	N	22/07/22	02/09/22	30/09/22	40	GCW	100				14/10/22	
6	MX-SU-PMR Occ A	Performance Management and Reporting	Gill Drew	20	20	10	N	30/09/22	14/10/22	11/11/22	40	ICW	100				25/11/22	
7	I-ERM-A2005 Occ S	Environmental Risks: Hazard, Assessment and Management	Simon Jude	20	0	10	Y	11/11/22	25/11/22	06/01/23	40	ICW	100				20/01/23	
8	I-ERM-A2014	Risk Communication and Perception	Simon Jude	20	0	10	Y	06/01/23	20/01/23	17/02/23	40	ICW GPRES	70 30				03/03/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment								
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates		
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date	
	Occ S																		
9	I-EMB-A1128  Occ S	Environmental Innovation	Phil Longhurst / Jim Harris	20	0	10	Y	17/02/23	17/03/23	21/04/23	40	ICW	100					05/05/23	
10	MX-SU-SCSC  Occ A	Sustainable and Circular Supply Chains	Denyse Julien	20	0	10	N	21/04/23	05/05/23	02/06/23	40	GCW	100					16/06/23	
11	MX-SU-CIN  Occ A	Circular Innovation	Enes Unal	20	0	10	N	02/06/23	16/06/23	14/07/23	40	ICW	100					28/07/23	
12	I-EMB-A1005  Occ S	Strategic Foresight	Kenisha Garnett	20	0	10	Y	14/07/23	01/09/23	29/09/23	40	ICW	100					13/10/23	
13	M-E/SEM  Occ S	Social Entrepreneurship	Richard Adams	20	0	10	Y	29/09/23	13/10/23	10/11/23	40	ICW	100					24/11/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
14	MX-SU-SIP Occ A	Sustainability in Practice	David Grayson	20	20	10	N	10/11/23	24/11/23	05/01/24	40	ICW	100				19/01/24	
15 a	MX-SU-WBP Occ A	Work-based project (end-point assessment)	Rosina Watson	20	0	60	N	1/3/23	1/9/23		50	I PROJ OR OR (Interview)	40 10 50				1/9/23	
15 b	MX-SU-THS Occ A	Practice-based thesis (individual thesis project)	Rosina Watson	20	0	60	N	1/3/23	1/9/23		50	THESIS OR	90 10				1/9/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; I PROJ – Individual Project (>20 credits); G PROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Please list all modules that are used by another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Other course(s)/ programme(s) that use the module</u></b>
I-EMB-A1122	Principles of Sustainability	Environmental Management for Business	Environmental Management for Business Future Food Sustainability EngD Sustainable Materials and Manufacturing
MXM/LSB	Leading Sustainable Business	Executive MBA	Executive MBA Full time MBA
I-EDI-A1127	Evaluating Environmental Sustainability	Environmental Management for Business	Environmental Management for Business EngD Sustainable Materials and Manufacturing Future Food Sustainability Global Environmental Change
I-ERM-A2005	Environmental Risks: Hazard, Assessment and Management	Environmental Engineering	Environmental Engineering Water - WIRE
I-ERM-A2014	Risk Communication and Perception	Environmental Management for Business	Environmental Management for Business
I-EMB-A1128	Environmental Innovation	Environmental Management for Business	Environmental Management for Business
I-EMB-A1005	Strategic Foresight	Environmental Management for Business	Environmental management for business Future food sustainability Engineering Management (Jiangsu)
M-E/SEM	Social Entrepreneurship	Management and Entrepreneurship	Management and Entrepreneurship Management and Corporate Sustainability

## **8. How are the ILOs assessed?**

The following assessment types are utilised:

A range of assessment types are adopted on modules and includes opportunities to provide both summative and formative feedback on assessments. Faculty uses a combination of assessments, including individual and group coursework, personal reflective portfolios, critical reviews, case study analysis and a podcast. A common form of assessment on the more technical (SWEE) modules are written assessments based on a case study or a specific scenario, where students work often in groups to interrogate a problem, design a solution and then produce individual reports that extend their thinking and knowledge, applying the scenario to their own contexts (e.g. organisation, country). The leadership and management (SOM) modules are similar, but include some unique forms of assessments such as reflective reports supported by reflective portfolios and the creation of an A1 poster communicating the outcomes of and reflections on a simulation game. Other assessments require students to engage in a consultancy type project with a specific 'client' organisation, where they must propose viable solutions to sustainability-related challenges or opportunities presented by the case organisation. The format and length of assessments vary to reflect the wide variety of forms of communication students need to deploy

effectively in their workplaces, from presentations and short executive summaries to more in-depth reports and proposals as well as reflections on personal development.

Where possible, module assessments will allow students to express their agency by providing them with a choice of topic, domain or organisation in a component of the assessment.

This approach has been adopted because:

A number of key factors influenced the choice of assessment method. First, the focus of the course is the application of learning in an organisational context and developing professional skills. Second, the majority of students will be in role with their employers and therefore combining their studies with their professional duties. Thirdly, students will be engaging remotely with their learning and with each other. We have therefore designed an assessment strategy which focuses on the practical application of learning in the students own workplace, or in the context of a case study or client organisation. We have used a variety of assessment methods to offer variety to students, as well as to help them develop their analysis and communication skills across a variety of mediums. We have included group work to help build cohorts, while recognising that too much conducted online can be onerous for students. Finally, we have included elements of self-reflective activities which will help student to develop their own self-awareness and be better prepared to evidence their learning progression, which will be of particular importance to apprenticeship students.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

Award ILOs Module No.	ILO1	ILO2	ILO3	ILO4
1				ICW
2	ICW			ICW
3	ICW	ICW		ICW
4		ICW	ICW	
5		GCW	GCW	
6	ICW	ICW	ICW	
7	ICW			ICW
8	ICW			ICW
9	ICW	ICW		
10		GCW		GCW
11	ICW	ICW	ICW	
12	ICW			ICW
13		RP		
14				ICW

### B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO5
1	ICW
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	RP
14	ICW

### C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO6	ILO7	ILO8	ILO6 (a)	ILO7 (a)	ILO8 (a)
15a PROJECT	IPROJ	OR	OR*			
15b THESIS				THESIS	OR	OR

\*for apprentices OR comprises both the oral presentation of the work-based project report and a technical interview

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

While it is likely that most of the graduates on the course will already be in employment, we anticipate completion of the course will support career progression and have identified a number of roles/functions in the organisation that would be suitable to graduates including those who may opt to set up their own businesses/consultancies. These sustainability roles were identified during a market analysis to develop a business case for the course (further details are in Appendix 7).

On successful completion of the course and the work-based thesis, all graduates will hold an MSc in Sustainability. Graduating apprentices will, in addition become accredited as 'Sustainable Business Specialists', and hold IEMA Practitioner or Full Member status (depending on their experience prior to starting the course).

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** 27/01/2021

## 1. What is the course?

### Course information

<b>Course Title</b>	Systems Engineering
<b>Course code</b>	MSSEPTC - PDSEPTC - PCSEPTC - MSSEEPAC
<b>Academic Year</b>	2021-22
<b>Valid entry routes</b>	MSc and PgDip
<b>Additional exit routes</b>	PgCert, PgDip
<b>Mode of delivery</b>	Part-time Blended Learning
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield and Distance
<b>School(s)</b>	Cranfield Defence and Security
<b>Theme</b>	Defence and Security
<b>Centre</b>	Centre for Systems and Technology Management
<b>Course Director</b>	Steve Barker
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Systems Engineer (Degree) Apprentice
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Non-integrated
<b>Is the Mastership offered as an open and/or closed course?</b>	Open
<b>Teaching Institution</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	The Standard University Entry Requirements. IELTS of 7 is normally required
<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	3 years MSc, and 2 years PgDip
<b>Course Start Month(s)</b>	September

### **Institutions delivering the course**

This course is delivered by the Centre for Systems, Technology and Management (CSTM) within Cranfield Defence and Security where the research interests include:

Foundations of Systems Engineering (SE), Systems Engineering Education, Model Based Systems Engineering (MBSE), Simulation and Modelling, Software Intensive Systems, Dependability and Resilience, Autonomy, Test and Evaluation, Operational Analysis and Decision Support, Human Factors, Project and Programme Management and Enterprise Management.

Cranfield University interacts with the following institutions and in the following ways:

All of our industrial students are sponsored by their employers, who provide direct support to the course in the form of informal input to theses and provision of information to support coursework and projects.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is not accredited by any external bodies.\*

We will be seeking accreditation which will allow the successful student to be able to apply for a Chartered Engineer (CEng) status through IET.

## **2. What are the aims of the course?**

- Cranfield University offers this MSc in application domain independent systems engineering (SE) to prepare students for professional practice in SE roles in multi-disciplinary teams across a range of industries.
- The course content and delivery focus on SE professionals working in distributed, agile teams using shared models and flexible working approaches. With an emphasis on professional skills such as leadership, team working, communication, data management, ethics, etc.
- While the course is of value for anyone in a current SE role or preparing for such a role, it is of specific value to those organisations developing SE professionals through the Systems Engineer Degree Apprenticeship (SEDA) scheme, formerly known as the Systems Engineering Master's Apprenticeship Programme (SEMAP).

This programme is intended for the following range of students:

- Experienced and or qualified engineers, scientists, managers or leaders wishing to broaden and deepen their skills or apply them in systems engineering or systems engineering related roles.

**Systems Engineering** course specification: Version 1.0 July 2020

- Recent graduates wishing to extend their knowledge and skill within systems engineering professional roles.

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate in Systems Engineering (Exit Route Only)**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Appraise the value of systems science foundational knowledge to enhance decision making and solution development in complex industrial or government environments comprising people, technology, time and budget
- ILO 2. Assess the application of a Model-Based Systems Engineering (MBSE) approach to life cycle processes to the development of cost-effective, timely and effective complex systems
- ILO 3. Manage the relationships between system engineering and Project, Programme and Portfolio Management (P3M) in the context of the wider business environment
- ILO 4. Evaluate the contribution of the systems engineering processes and methods to the design of effective systems across application domains

##### **B. Postgraduate Diploma in Systems Engineering**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. Evaluate the application of systems engineering to a range of industrial or government enterprise challenges
- ILO 6. Formulate the correct systems engineering patterns, models, methods and tools needed for a successful integrated systems engineering approach
- ILO 7. Manage the integration of different specialist design disciplines, to enable the development of successful systems using modern technologies
- ILO 8. Analyse complex systems properties such as security, safety, usability, reliability, and apply appropriate systems engineering methods and specialist knowledge to ensure they are correctly dealt with across the system life cycle
- ILO 9. Assess and defend SE professional practices required to undertake systems engineering or management roles as part of an integrated multi-disciplinary team

##### **C. Master of Science in Systems Engineering**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 10. Acquire, organise, discuss and assess knowledge associated with complex engineering problems
- ILO 11. Plan, organise and undertake a piece of research with appropriate supervision
- ILO 12. Assemble the appropriate methods, tools techniques and knowledge to apply to a complex problem
- ILO 13. Gather and critically appraise data, and to utilise it within the appropriate academic and practical context
- ILO 14. Prepare a written submission to effectively communicate findings

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

Our education philosophy which is led by the basic principles of:

**Systems Engineering** course specification: Version 1.0 July 2020



- Research led teaching through a course team that are active practitioners and researchers
- Technology enhanced learning to maximise the student learning experience
- Learning through a mixture of formative and summative feedback and assessment using a variety of methods

Full use will be made of blended learning, combining independent distance learning material via the VLE with online and onsite contact. A wide variety of remote learning methods and materials will be used across the course. This is structured around a core of recorded lecture material and supporting text, with additional multimedia methods employed to maximise student learning time and approaches. This may include audio podcasts and audio-visual multimedia-based resources such as vodcasts and both internal and externally produced documentaries. Traditional books and academic papers also form a component of the learning approach mix.

Online Quizzes, hosted on the VLE, enable students to test their understanding of the concepts and methods used covered in the modules. Where there are deficiencies, the quiz provides instant feedback and directs the student to the module resources that require further development or improvement to ensure they are best placed for their summative assessment.

Individual and group exercises, face-to-face or online, will allow students to apply specific methods or skills, formative feedback will always be given using a combination of pre-prepared answers, peer review and direct staff feedback. This specific feedback may then be further discussed during asynchronous discussions or synchronous tutorial sessions.

Case studies are used to bring together content from across the modules and illustrate practical and domain specific issues as the course progresses. This will allow all students to study the same content and then to apply what they have learned to examples from different application domains (e.g. Defence, Rail, Automotive, Distribution, Medical, Transportation, etc.) or technology areas.

To maximise student support and feedback a number of approaches to student contact and formative feedback will feature heavily across the course:

- Asynchronous online discussion: To ensure full formative feedback and support, students will have access to VLE hosted discussion forums that will enable peer-to-peer and academic-student discussion, questions and answers about the concepts and approaches to their work. This may include discussion of specific exercises or general student questions
- Synchronous tutorials: real-time discussions with peers and academics delivered online or face-to-face will allow exchange of ideas, answering of questions and general discussion, providing academics with an ability to provide constructive dialogue with - and to challenge - students.
- Short Residential workshops will bring together group exercises, review of online discussions and face to face tutorials. Longer residential workshops will also form a significant part of the workshop modules.

Dedicated support by Learning Services ensures adoption of consistent online learning design using a robust suite of developed tools and interactions. This is supplemented with an induction and learner support online package focussing on study skills and independent learning.

Direct access to the library to supplement the online catalogue and face-to face discussions with staff are all benefits of this blended approach to learning.

In addition, students will be supported in their learning and personal development:

- The provision of an academic mentor who is available to support and advise the student on academic issues

- Access to a Flexible Education Coordinator for pastoral care and to help in navigating and choosing modules to ensure appropriate progression. This will include checks for suitability where learners are taking modules from different streams.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits<sup>3</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Introduction to Systems and Systems Engineering	10
Problem Analysis and System Definition	10
Enterprise Management	10
System Design and Realisation	10
<b>ELECTIVE MODULES:</b>	
20 credits from the advanced modules 3, 6 - 13	20
<b>TOTAL:</b>	60

### B. **Postgraduate Diploma**

The accumulation of 120 credits<sup>4</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Introduction to Systems and Systems Engineering	10
Problem Analysis and System Definition	10
Problem Analysis and System Definition Workshop	10
Enterprise Management	10
System Design and Realisation	10
System Design and Realisation Workshop	10
Research Methods	10
<b>ELECTIVE MODULES:</b>	
50 credits from the advanced modules 7 – 13	50
<b>TOTAL:</b>	120

<sup>3</sup> Senate Regulations require a minimum of 60 learning credits to be accumulated for the Award of PgCert. The number of learning credits for individual courses is set during course validation.

<sup>4</sup> Senate Regulations require a minimum of 120 learning credits to be accumulated for the Award of PgDip. The number of learning credits is set during course validation.

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Introduction to Systems and Systems Engineering	10
Problem Analysis and System Definition	10
Problem Analysis and System Definition Workshop	10
Enterprise Management	10
System Design and Realisation	10
System Design and Realisation Workshop	10
Research Methods	10
<b>ELECTIVE MODULES:</b>	
50 credits from the advanced modules 7 – 13	50
<b>Thesis</b>	80
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee); <sup>5</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);

<sup>5</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

- it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Part-time students register for the course in September and are expected to complete the course within 3 years for the MSc, 2 years for the PgDip.

All taught modules are worth 10 credits and have an indicative requirement for 100 hours of study in total.

The Introduction to Systems and Systems Engineering module is a pre-requisite for a number of other modules and is the first module students will take. All other pre-requisites are defined in the module descriptors.

The modules use a blended delivery approach over a period of 15 weeks including assessment. This is typically split into five 3-week units (with unit 5 containing the majority of the module summative assessment). Each unit combines distance learning and online asynchronous discussion with regular online synchronous contact with staff and fellow students. Residential workshops combining group exercises with face to face discussions are included in most modules. The exact date, duration and format of these tutorials/workshops are defined at module level.

The Problem Analysis and System Definition Workshop and System Design and Realisation Workshop modules include extended residential workshops. These modules are delivered over a 12 week period including assessment. Workshops at the beginning and end of the modules allow for more extensive group working. These are combined with remote group working via the VLE to complete the group activities. The assessment of these modules combines group and individual elements. Details of workshops and assessment for each module are in the module descriptions.

To complete a 10 credit module over 15 weeks a student needs to study for an average of 6.67 hours per week. This average total study time includes independent online study, online and residential contact time, and any residential workshops. As the workshop modules have extended residential workshops they are run over 12 weeks. Students should expect to spend the same average time of 6.67 hours in the distance parts of these modules. The blended learning approach makes use of the flexibility of independent distance study, with appropriate peer-peer and staff-student contact to enhance key learning. This means that there will normally be regularly scheduled individual and group online activities each week, designed to maintain the nominal weekly average over the module duration. Students will not be allowed to get ahead of the module timetable, but it will be structured in such a way that students who fall behind due to other commitments can catch up without penalty. Students who fall too far behind or who miss critical module tutorials may need to defer completion of the module to a later date.

To complete the PgDip in 2 years students will need to study at least two modules in parallel. Hence, students should expect to spend an average of 13.33 hours per week over the two years period, and to attend any scheduled tutorials/workshops as defined.

The allowable overlap between modules where a pre-requisite exist, and any other limitations on module scheduling, are defined in the detailed module descriptions.

## 7. **Course Level Assessment Strategy**<sup>6</sup>

The practice of modern systems engineering is both group based and distributed. Our course is very much designed to focus on the needs of current SE practitioners or those wishing to become such. As such the assessment strategy for the award will focus not only on individual understanding but also on group contribution, potentially at a distance. Thus our students will participate in assessed individual and group exercises, the latter typically allowing them to be assessed not only on the group output but in their reflections of the exercise. Additionally, and to allow students to apply the ideas covered in each module within a realistic context, many of the modules will use case study based assignments. These may combine discussion of real world issues and how they drive SE application, examples of SE application applied to the case study context, exploration of how SE is applied in different industries or domains. As the course develops we will look for opportunities to bring in case studies from a range of sectors, allowing students who want to focus on SE applied to a particular sector, or to consider several sectors across the course”.

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<sup>6</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturer <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date	Residential Start Date	Residential End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
0	R-SEE-IND	Induction <sup>14</sup>	Dr Steve Barker	3.5		0	N	06/09/21 (Sept 21 intake)	06/09/21	10/09/21  10/09/21 (Module End Date)	N/A	AO	N/A				N/A	N/A
1	R-SEE-ISSE	Introduction to Systems &	Dr Steve Barker	30	0	10	Y	06/09/21 (Sept 21 intake)	N/A	N/A	50	ICW	100				04/01/22	TBC

<sup>7</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>8</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>9</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>10</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>11</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>12</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>13</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

<sup>14</sup> Further occurrences may potentially run to accommodate students who register at difference points throughout the year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering** course specification: Version 1.0 July 2020

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date	Residential Start Date	Residential End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
		Systems Engineering								15/10/21 (Module end date)								
2	R-SEE-PASD	Problem Analysis and System Definition	Mr Richard Adcock	25		10	Y	18/10/21 (Sept 21 intake)	23/11/21	25/11/21 26/11/21 (Module End Date)	50	ICW	100				04/01/22	TBC
3	R-SEE-PASDW	Problem Analysis and System Definition Workshop	Dr Steve Barker	40		10	N	04/01/22 Sept 21 intake)	10/01/22 07/02/22	13/01/22 08/02/22 11/02/22 (Module End Date)	50	ICW	100				27/04/22	TBC
4	R-SEE-EM	Enterprise Management	Mr Matthew Summers	25		10	Y	06/06/22 (Sept 21 intake)	06/07/22	08/07/22 15/07/22 (Module End Date)	50	ICW	100				15/08/22	TBC
5	R-SEE-SDR	System Design and Realisation	Dr Tim Ferris	25		10	Y	14/02/22 (Sept 21 intake)	17/03/22	18/03/22 25/03/22 (Module End)	50	ICW	100				27/04/22	TBC

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering** course specification: Version 1.0 July 2020

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date	Residential Start Date	Residential End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
6	R-SEE-SDRW	System Design and Realisation Workshop	Dr Raju Pathmeswaran	40	0	10	N	06/06/22 (Sep 20 intake)	07/06/22 12/07/22	09/06/22 14/07/22  15/07/22 (Module End Date)	50	ICW	100				15/08/22	TBC
7	R-SEE-SSEL	Simulation in the Systems Engineering Lifecycle	Mr Sean Price	25		10	N	25/04/22 (Sept 21 intake)	N/A	N/A  03/06/22 (Module End Date)	50	ICW	100				15/08/22	TBC
8	R-SEE-MS	Megaproject Systems	Dr Steve Barker (due to Mr Matt Summers' secondment)	30		10	N	18/10/21 (Jan and Sept 20 intake)	28/10/21 18/11/21	29/10/21 19/11/21  26/11/21 (Module End Date)	50	GPRES GCW	60% 40%				04/01/22	TBC
9	R-SEE-SCSE	Software and Cyber Systems Engineering	Dr Raju Pathmeswaran	25		10	N	06/09/21 (Jan and Sept 20 intake)	N/A	N/A  15/10/21 (Module End Date)	50	ICW	100				04/01/22	TBC

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering** course specification: Version 1.0 July 2020



Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date	Residential Start Date	Residential End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
10	R-SEE-LCCSV	Life Cycle Cost and System Value	Dr Tim Ferris	25	0	10	N	Not running this academic year	N/A	Not running this academic year	50	ICW	100				04/01/22	TBC
11	R-SEE-DR	Dependability and Resilience	Dr Tim Ferris	25	0	10	N	04/01/22 (Sep 20 intake)	10/02/22	11/02/22 11/02/22 (Module End Date)	50	ICW	100				27/04/22	TBC
12	R-SEE-HSE	Human Systems Engineering	Dr Fanny Camelia	25	0	10	N	14/02/22 (Sep 20 intake)	23/03/22	24/03/22 25/03/22 (Module End Date)	50	ICW	100				27/04/22	TBC
13	R-SEE-DMS	Dynamic Modelling of Systems	Mr Sean Price	25	0	10	N	14/02/22 (Sep 20 intake)	22/03/22	23/03/22 25/03/22 (Module End Date)	50	ICW	100				27/04/22	TBC
14	R-SEE-RM	Research Methods	Dr Tim Ferris	10		10	N	25/04/22	N/A	N/A	50	ICW	100				15/08/22	TBC

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering** course specification: Version 1.0 July 2020

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date	Residential Start Date	Residential End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
								(Sep 20 intake)		03/07/22 (Module End Date)								
15	R-SEE-THESIS	Thesis	Dr Steve Barker	50	0	80	N	04/01/22 (Jan 20 Intake) A21  15/08/22 (Sept 20 intake) A22	N/A	04/01/23 (Module End date)  15/08/23 (Module End Date)	50	THESIS	100				04/01/23  15/08/23	TBC

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering** course specification: Version 1.0 July 2020

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
R-SEE-ISSE	Introduction to Systems and Systems Engineering	Systems Engineering MSc	Defence and Security Programme
R-SEE-EM	Enterprise Management	Systems Engineering MSc	Defence and Security Programme
R-SEE-PASD	Problem Analysis and System Definition	Systems Engineering MSc	Defence and Security Programme
R-SEE-SDR	System Design and Realisation	Systems Engineering MSc	Defence and Security Programme

## 8. How are the ILOs assessed?

The following assessment types are utilised:

### Formative Assessment

Across distance and residential modules students will be provided with feedback on a range of activities in order to grow their confidence ahead of summative assessment tasks. Formative assessment may take the form of peer review by fellow students, lecturers and module leaders with a variety of approaches being utilised. In some cases these formative exercises may include the creation of group portfolios and group presentations. In some cases formatively assessed work may be used as an input to summative assessment.

### Summative Assessment.

The course uses a range of assessment methods including essays, literature reviews, individual reflections on formative assessment outputs and application of concepts to real world case studies:

When formatively assessed work is used as part of the summative assessment it must be clear that feedback has already been given and any summative tasks must build on this feedback

This approach has been adopted because:

The breadth of assessment methods are intended to cater for differing learning styles ensuring inclusion across the student cohort and minimising any potential disadvantage from limiting assessment types. For students completing the MSc, the individual thesis also requires students to be assessed on their written presentation skills

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

## A. Postgraduate Certificate

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4
1	ICW	ICW	ICW	ICW
2		ICW		
3		ICW		
4	ICW		ICW	
5		ICW		ICW
6		ICW		
7	ICW			
8			GCW GPRES	
9		ICW		ICW
10			ICW	ICW
11		ICW		ICW
12		ICW		ICW
13		ICW		ICW
14				
15				

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9
1					
2	ICW	ICW		ICW	
3		ICW		ICW	ICW
4	ICW				ICW
5		ICW	ICW		
6		ICW	ICW		ICW
7		ICW	ICW	ICW	
8	GCW GPRES	GCW GPRES	GCW GPRES		GCW GPRES
9		ICW	ICW		
10		ICW		ICW	ICW
11		ICW		ICW	
12		ICW	ICW		
13	ICW	ICW			ICW
14					ICW

Award ILOs Module No.	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9
15					

### C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 10	ILO 11	ILO 12	ILO 13	ILO 14
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14	ICW	ICW			ICW
15	THESIS	THESIS	THESIS	THESIS	THESIS

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

**Systems Engineering** course specification: Version 1.0 July 2020

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

The course aims to prepare students for professional roles in systems engineering in the modern enterprise.

Future graduates of this course will work in:

- Multi skilled teams collaborating on the development of complex, cross technology and cross domain solution to societal problems.
- Working in distributed teams based on shared models, making use of collaborative technologies for communication and work sharing.
- Following agile life cycle approaches in which customer, developer and other stakeholders work together to create iterative solutions which both add immediate value and build towards resilient solutions to larger problems

To fulfil their roles in this kind of working environment, a systems engineering professional will need:

**Systems Engineering** course specification: Version 1.0 July 2020

- Full knowledge and skills in model based systems engineering approaches to core life cycle deliverables covering requirements, architectures, test and evaluation, in service support etc.
- A strong overview, plus relevant knowledge and skills, in related systems disciplines such as human system, AR&M, etc.
- The ability to use a range of systems engineering, management and design tools to support these activities.
- The ability to employ professional skills in leadership, ethics, data management and to understand their role in organisation governance and regulations.
- The ability to employ lifelong learning skills to refresh both their systems engineering skills and keep up to date with emerging technology issues

The above competencies are aligned with the SEDA specification, which is a key target for the course, but also align more generally with the competencies of future engineers as defined by the Engineering Council and relevant international professional societies.

The MSc in Systems Engineering prepares graduates to work in this environment, both in its course content and delivery methods

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** 12/02/2021

## 1. What is the course?

### Course information

<b>Course Title</b>	Systems Engineering for Defence Engineering
<b>Course code</b>	MSSECFTR – PDSECFTR – PCSECFTR – MSSECPTR – PDSECPTR – PCSECPTR – MSSECPAR – PDSECPAR – PCSECPAR – SPSECPTR
<b>Academic Year</b>	2021-22
<b>Valid entry routes</b>	MSc, PgDip, PgCert, Short course for credit
<b>Additional exit routes</b>	PgDip, PgCert,
<b>Mode of delivery</b>	Full-time & Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Shrivenham
<b>School(s)</b>	Cranfield Defence and Security
<b>Theme</b>	Defence and Security
<b>Centre</b>	Centre for Systems Engineering
<b>Course Director</b>	Dr Stephen Barker
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Systems Engineering Degree Apprenticeship
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Non-integrated
<b>Is the Mastership offered as an open and/or closed course?</b>	Open

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements; additionally an IELTS score of 7.0 is required by students for whom English is not a first language.
<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	A Part time student who registers for the PgCert will have a registration period of 3 years. For the PgDip this will be 4 years, and for the MSc 5 years. A Full time student who registers for the MSc will have a registration period of 1 year.
<b>Course Start Month(s)</b>	Course Withdrawn – no new students

### **Institutions delivering the course**

This course is delivered by Centre for Systems Engineering where the research interests include: systems analysis and development, systems thinking, architecture and test and evaluation.

Cranfield University interacts with the following institutions and in the following ways:

- As the course is delivered at the Defence Academy, students have access to the facilities onsite and to current serving MOD military and civilian staff.
- Students can arrange to make visits to a number of military venues.
- All of our industrial students are sponsored by their employers, who provide direct support to the course in the form of informal input to theses and provision of information to support coursework and projects

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Engineering and Technology (IET) until August 2024 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng). Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to teach graduates the principles, procedures and practices of Systems Engineering in the defence context. It offers some choice and specialisation to students having different backgrounds, interests or specific requirements. The Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) entry and exit routes are provided for students who wish to access only parts of the course provided.

This programme is intended for the following range of students:

- recent graduates wishing to extend their knowledge and skills in the above areas
- experienced and or qualified engineers and scientists wishing to apply their skills in new areas
- the courses are targeted at people who will be able to add real value to the delivery of through-life defence capability in general and to their subsequent appointments in defence ministries, procurement and logistics agencies, defence science and technology organisations or defence industry in particular.

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. distinguish between systems and complex systems
- ILO 2. recognise complex systems and their associated problems
- ILO 3. design cost-effective, timely and effective complex systems
- ILO 4. defend adopting a systems approach over other methods of solving complex systems problems
- ILO 5. analyse the principal influences and constraints on the modern defence environment
- ILO 6. use Systems Engineering methods to explore defence lifecycle issues
- ILO 7. apply systems knowledge and systems thinking to the decision making process in relation to systems' problems in a constantly changing defence environment comprising people, doctrine, technology, time and budget
- ILO 8. formulate a Systems Engineering approach to Through Life Management Planning, Requirements Engineering, System Design, Trade- offs, Verification, Validation and Integrated Test and Evaluation
- ILO 9. assemble stakeholder needs and constraint, making appropriate use of requirements management techniques

##### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 10. analyse realistic problems which occur in a constantly changing defence environment (comprising people, doctrine, technology, time and budget) and may be solved using complex decision-making processes
- ILO 11. organise a tailored, whole system, through-life approach to explore a complex problem, using appropriate methods and tools
- ILO 12. judge the quality of Systems Engineering practices applied by industry and government in the defence environment
- ILO 13. propose a practical systems approach to accommodate both industrial and governmental ideology
- ILO 14. assess risk and uncertainty in complex systems
- ILO 15. propose suitable resources to mitigate risk and uncertainty in complex systems
- ILO 16. construct simple models, using modern techniques, tools and processes such as Synthetic Environments, to facilitate Defence Acquisition
- ILO 17. appraise Systems Engineering published work to justify and support their line of reasoning
- ILO 18. express effectively, through oral and written communication, their justified line of reasoning.
- ILO 19. critically analyse practical situations requiring complex decision-making to solve dynamic systems problems involving people, doctrine, technology, time and cost
- ILO 20. organise a balanced, whole system, through life approach and exploit appropriate methods and tools
- ILO 21. critically compare and contrast industrial best practices in Systems Engineering with Defence Acquisition and propose how to achieve a practical systems approach

##### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 22. Recognise a complex Systems Engineering problem which can be solved using knowledge acquired during the taught phase of the course
- ILO 23. assess evidence gathered through self-directed research
- ILO 24. defend the validity of their conclusions in relation to their chosen complex Systems Engineering problem
- ILO 25. assemble evidence to support their line of reasoning and conclusions for their chosen complex Systems Engineering problem in conjunction with dependent and independent learning abilities
- ILO 26. write a thesis to convey their problem, assessment, defence and conclusions associated with their identified complex Systems Engineering problem

#### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- use of the 'Virtual Learning Environment' (VLE) to deliver additional resources such as online questionnaires, forums and quizzes will be added to supplement and augment those used in classroom based learning
- use of group exercises where students investigate topics while undertaking certain modules and then presenting their findings back to their peers and academics. Such group research would typically utilise on-site library facilities and the digital library access to the Defence Technology School, where military equipment is available and used for some modules
- discussion sessions regarding Systems Engineering theory and practice used in defence environments
- participation in the course by a range of students from serving Military Officers, civilian MOD employees and students from defence companies, both UK and Foreign, so providing a forum to raise current issues and comment on the latest developments from different perspectives
- the Systems Engineering for Defence Capability suite of courses benefit from having the provision of a Flexible Education Coordinator who provides guidance and support to students undertaking the different routes.

#### **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

#### A. Postgraduate Certificate

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Systems Approach to Engineering	10
Lifecycle Processes Introduction	10
Lifecycle processes Advanced	10
Applied Systems Thinking	10
<b>ELECTIVE MODULES:</b>	
Modules to the value of 20 credits, with no more than 10 credits selected from the DAM Electives selected from:	
Availability, Reliability, Maintainability and Support Strategy	10
Capability Context	10
Decision Analysis, Modelling and Support	10
Human Centric Systems Engineering	10
Model Based Systems Engineering	10
Networked and Distributed Simulation	10
Systems of Systems Engineering	10
Simulation and Synthetic Environments	10
Systems Engineering and Software	10
Systems Engineering Workshop	10
DAM ELECTIVES	
The International Dimensions of Defence Acquisition	10
Knowledge in Defence	10
Programme and Project Management	10
Supply Network Management in Defence and Commercial Environment	10
<b>TOTAL:</b>	60

#### B. Postgraduate Diploma

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Systems Approach to Engineering	10
Lifecycle Processes Introduction	10
Lifecycle processes Advanced	10
Capability Context	10
Applied Systems Thinking	10
Advanced Systems Engineering Workshop	20
<b>ELECTIVE MODULES:</b>	
Modules to the value of 50 credits, with no more than 20 credits selected from the DAM Electives selected from:	
Availability, Reliability, Maintainability and Support Strategy	10
Decision Analysis, Modelling and Support	10

Human Centric Systems Engineering	10
Model Based Systems Engineering	10
Networked and Distributed Simulation	10
Systems of Systems Engineering	10
Simulation and Synthetic Environments	10
Systems Engineering and Software	10
Systems Engineering Workshop	10
<b>DAM ELECTIVES</b>	
The International Dimensions of Defence Acquisition	10
Knowledge in Defence	10
Programme and Project Management	10
Supply Network Management in Defence and Commercial Environment	10
<b>TOTAL:</b>	120

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Systems Approach to Engineering	10
Lifecycle Processes Introduction	10
Lifecycle processes Advanced	10
Capability Context	10
Applied Systems Thinking	10
Advanced Systems Engineering Workshop	20
Thesis	80
<b>ELECTIVE MODULES:</b>	
Modules to the value of 50 credits, with no more than 20 credits selected from the DAM Electives selected from:	
Availability, Reliability, Maintainability and Support Strategy	10
Decision Analysis, Modelling and Support	10
Human Centric Systems Engineering	10
Model Based Systems Engineering	10
Networked and Distributed Simulation	10
Systems of Systems Engineering	10
Simulation and Synthetic Environments	10
Systems Engineering and Software	10
Systems Engineering Workshop	10
<b>DAM ELECTIVES</b>	
The International Dimensions of Defence Acquisition	10
Knowledge in Defence	10
Programme and Project Management	10
Supply Network Management in Defence and Commercial Environment	10
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in September and are expected to complete the course as follows:

- MSc course within 48 weeks
- PgDip within a minimum of 24 weeks and a maximum of 40 weeks
- PgCert within a minimum of 12 weeks and a maximum of 20 weeks depending on the optional module chosen.

The course is also offered on a part-time basis. The MSc part-time variant is completed over a period of 3 to 5 years. Whilst students are registered for 5 years, the normal time to complete the taught phase of the course part-time is 3 years, with a minimum time of 2 years. For the PgDip the part-time variant is completed in 2 to 4 years; the maximum period of registration allowed is 4 years. For the PgCert the part-time variant is normally completed in 2 years; the maximum period of registration allowed is 3 years.

A 10 credit module is taught over a period of one week with 5 credit and 20 credit modules pro rata.

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<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
1	R-SEDC-SAE	Systems Approach to Engineering	Dr Tim Ferris	65		10	N	Module not running this academic year			50	ICW	100					
2	R-SEDC-LPI	Lifecycle Processes Introduction	Mr Rick Adcock	35		10	N	Module not running this academic year			50	ICW	100					

<sup>4</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>5</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>6</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>7</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>8</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>9</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>10</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
3	R-SEDC-LPA	Lifecycle Processes Advanced	Dr Tim Ferris	35		10	N	Module not running this academic year			50	ICW	100					
											50	ICW	100					
4	R-SEDC-CC	Capability Context	Mr Matt Summers	35		10	N	Module not running this academic year			50	ICW	100					
5	R-SEDC-AST	Applied Systems Thinking	Dr Steve Barker	60		10	N	Module not running this academic year			50	ICW	70					
											50	GPRES	30					
6	R-SEDC-SEWN	Systems Engineering Workshop	Dr Raju Pathmeswarar	37		10	Y	Module not running this academic year			40	ICW	70	30	GPRES GCW	10 20		
7	R-SEDC-ASEW	Advanced Systems Engineering Workshop	Mr Jeremy Smith	100		20	N	04/10/21	01/11/21	12/11/21	50	GCW GPRES ICW	25 25 50				12/11/21 12/11/21 20/12/21	TBC

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020



Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
8	R-SEDC-ARMSS	Availability, Reliability, Maintainability & Support Strategy	Miss Laura Lacey	35		10	Y <sup>11</sup>	Module not running this academic year			40	ICW	100					
9	R-SEDC - DAMS	Decision Analysis, Modelling and Support	Dr Ken McNaught	30		10	Y <sup>12</sup>	Module not running this academic year			40	ICW	100					
10	R-SEDC - HCSE	Human Centric Systems Engineering	Ms Fanny Camelia	35		10	Y	Module not running this academic year			40	ICW	100					
11	R-SEDC - MBSE	Model Based Systems Engineering	Dr Raju Pathmeswarar	40		10	N	Module not running this academic year			40	ICW	100					
12	R-AMOR -NDS Occ A	Networked and Distributed Simulation	Mr Jonathan Searle	32		10	Y	Module not running this academic year			40	ICW	100					

<sup>11</sup> This module shares a large proportion of its teaching with R-ESD-RSE but the assessment and ILOs are different.

<sup>12</sup> This module shares a large proportion of its teaching with R-AMOR-DA but the assessment and ILOs are different.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
13	R-SEDC - SOSE	System of Systems Engineering	Dr Steve Barker	35		10	N	Module not running this academic year			40	ICW	100					
14	R-SEDC -SSE	Simulation and Synthetic Environments	Mr John Hoggard	30		10	Y <sup>13</sup>	Module not running this academic year			40	ICW	100					
15	R-SEDC -SEAS	Systems Engineering and Software	Dr Raju Pathmeswarar	37		10	N	Module not running this academic year			40	ICW	100					
16	R-DAM-IDDA	The International Dimensions of Defence Acquisition	Dr Pete Ito	30	0	10	Y	Module not running this academic year			40	ICW	100					
17	R-DAM-MKIDA	Knowledge in Defence	Dr Roger Darby	30	0	10	Y	Module not running this academic year			40	ICW	100					
18	R-DAM-	Programme and Project	Mr John McCormack	30	0	10	Y	Module not running this academic year			40			100	ICW GCW	80 20		

<sup>13</sup> This module shares a large proportion of its teaching with R-AMOR-FMS but assessment and ILOs are different.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

Module Number	Module code	Title	Module Leader	Contact hours <sup>4</sup>	Total hours delivered by Visiting Lecturers <sup>5</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>6</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>7</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>8</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>9</sup>	Assessment Submission and/or exam date <sup>10</sup>	Assessment / Exam Retake date
	PPM	Management																
19	R-DAM-SNMC E	Supply Network Management in Defence and Commercial Environment	Mr Stuart Young	30	0	10	Y	Module not running this academic year			40	ICW	100					
20	R-SEDC-PSW	Thesis Selection Workshop	Dr Steve Barker	20	0	0	N	08/11/21	06/12/21	10/12/21		AO  AO					N/A  N/A	
21	R-SEC-THESIS	Thesis	Dr Steve Barker	20	0	80	N	17/01/22	N/A	18/02/23	50	THESIS	100				18/02/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
R-SEDC-DAMS	Decision Analysis Modelling and Support	Systems Engineering for Defence Capability	Defence Acquisition Management

## 8. How are the ILOs assessed?

The course uses a range of assessment methods. Students can expect to have:

- assessed coursework
- three elements of assessment by Group presentation and Group Portfolio (during Applied Systems Thinking, Systems Engineering Workshop and Advanced Systems Engineering Workshop).

The breadth of assessment methods are intended to cater for differing learning styles ensuring inclusion across the student cohort and minimising any potential disadvantage from limiting assessment types. For students completing the MSc, the individual thesis also requires students to be assessed on their written presentation skills. The thesis assessment can include a viva voce requested at the discretion of the Examination Board.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9
1		ICW		ICW	ICW	ICW	ICW		ICW
2			ICW					ICW	ICW
3	ICW	ICW		ICW	ICW	ICW	ICW	ICW	
4		ICW	ICW		ICW		ICW		
5	ICW GPRES	ICW GPRES		ICW GPRES	ICW GPRES	ICW GPRES	ICW GPRES		
6		ICW MULTI		ICW MULTI		ICW MULTI		ICW	ICW
7	ICW	ICW GPRES	ICW	ICW GPRES	ICW GPRES	ICW GPRES	ICW GPRES	ICW	ICW GPRES
8			ICW		ICW		ICW	ICW	
9			ICW			ICW	ICW	ICW	
10		ICW		ICW	ICW		ICW	ICW	ICW

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9
11				ICW	ICW	ICW			
12		ICW	ICW		ICW		ICW		ICW
13	ICW	ICW		ICW	ICW	ICW			ICW
14	ICW	ICW	ICW		ICW	ICW	ICW	ICW	
15		ICW		ICW	ICW		ICW		
16					ICW				ICW
17					ICW				ICW
18		ICW		ICW	ICW		ICW		
19			ICW				ICW	ICW	

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 10	ILO 11	ILO 12	ILO 13	ILO 14	ILO 15	ILO 16	ILO 17	ILO 18	ILO 19	ILO 20	ILO 21
1	ICW						ICW	ICW		ICW		
2		ICW						ICW	ICW	ICW	ICW	
3	ICW	ICW			ICW	ICW						
4	ICW							ICW	ICW			ICW
5	ICW GPRES				ICW GPRES	ICW GPRES	ICW GPRES			ICW GPRES		ICW GPRES
6			ICW		ICW MULTI		ICW		ICW MULTI	ICW	ICW	
7	ICW GPRES	ICW GPRES			ICW	ICW	ICW		ICW GPRES	ICW GPRES	ICW	
8	ICW						ICW		ICW	ICW	ICW	
9	ICW	ICW			ICW	ICW	ICW		ICW	ICW		
10	ICW		ICW	ICW				ICW	ICW	ICW		ICW
11	ICW	ICW					ICW			ICW		
12	ICW	ICW			ICW	ICW	ICW				ICW	
13	ICW	ICW			ICW	ICW				ICW		
14			ICW				ICW		ICW			
15	ICW		ICW							ICW		
16					ICW				ICW			
17					ICW				ICW			
18		ICW		ICW	ICW		ICW					
19			ICW				ICW	ICW				

## C. Master of Science

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

<b>Award ILOs Module No.</b>	ILO 22	ILO 23	ILO 24	ILO 25	ILO 26
7	ICW GPRES		ICW	ICW	
9	ICW	ICW			
15	ICW				
21	THESIS	THESIS	THESIS	THESIS	THESIS

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey.

**Systems Engineering for Defence Capability** course specification: Version 1.0 July 2020

The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.



### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**PROGRAMME** Systems Thinking Practice  
**TITLE:**

**Date of first publication/latest revision:** January 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	Systems Thinking Practice
<b>Course code</b>	MSSTPPTC, MSSTPPAC, PDSTPPTC, PDSTPPAC, PCSTPPTC, SPSTPPTC
<b>Academic Year</b>	2021-2022
<b>Valid entry routes</b>	MSc, PgDip, PgCert and individual modules for credit
<b>Additional exit routes</b>	PgCert, PgDip
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield
<b>School(s)</b>	Cranfield Defence and Security
<b>Theme</b>	Defence and Security
<b>Centre</b>	Centre for Electronic Warfare, Information and Cyber
<b>Course Director</b>	Jeremy Hilton
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Systems Thinking Practitioner
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Non-integrated

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



<b>Is the Mastership offered as an open and/or closed course?</b>	Open
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	The Standard University Entry Requirements. IELTS of 7 is normally required
<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	3 years MSc, 2 years PgDip, 1 year PgCert
<b>Course Start Month(s)</b>	September 2021

### **Institutions delivering the course**

This course is delivered by the Centre for Electronic Warfare, Information and Cyber (CEWIC) within Cranfield Defence and Security where the research interests include:

Systems Thinking, Organisational Development, Systems Engineering.

All our industrial students are sponsored by their employing organisations, who provide direct support to the course in the form of enabling on-site activities and the provision of information to support coursework and projects. Employer organisation staff will have some responsibility for the development of their apprentices. This will be identified in the Mastership Office documentation and contained within Employer Agreements.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is not accredited by any external bodies.

## **2. What are the aims of the course?**

The Systems Thinking Practice Mastership (set of modules for credit) has been specifically designed to address the needs of the Systems Thinking Apprenticeship Standard so that the capabilities of individuals and organisations will be enhanced. The exit route of PgDip is available for those who purely wish to meet the End Point Assessment requirements.

The broad purpose of the Systems Thinking Practitioner occupation is to support decision-makers in strategic and leadership roles to understand and address complex and sometimes even 'wicked' problems through provision of expert systemic analysis, advice and facilitation. These problems have no single 'owner' or cause, and no simple solution; they require multi-disciplinary, multi-organisational responses with sensitive attention to diverse viewpoints, behaviour, culture and politics

This course is intended for the following range of students:

This programme is intended for mid-career people. In their daily work, these people will interact with: decision-makers, strategists and policy-makers, often in senior roles in private or public sector organisations; individuals and groups (internal and external) with a stake in the defined

system, currently or in the future; peers, change agents and consultants working on similar challenges or in similar fields. They typically have high levels of autonomy, enabling them to engage widely with individuals and groups around the system they operate in. They will be responsible for delivering expert problem-solving and solutions for multi-layer/multi-organisation/multi-government problems.

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate in Systems Thinking Practice**

In completing the course and achieving the associated award, a diligent student should be able to:

- ILO 1. Examine core systems concepts and systems laws, and the relationship between systems methods and approaches, in order to produce a foundation for systems thinking.
- ILO 2. Assess a range of systems approaches with a relevant scope and scale and according to situation to enable their appropriate selection in real-world situations.
- ILO 3. Propose and assemble a range of systems models to explore boundaries, cause and effect, mapping interconnections, feedback loops, distinguish between differing worldviews or perspectives, identify patterns, anomalies and emergent properties

##### **B. Postgraduate Diploma in Systems Thinking Practice**

In addition to the intended learning outcomes outlined in the Postgraduate Certificate in Systems Thinking Practice, a diligent student would also be expected to:

- ILO 4. Evaluate relevant approaches for intervention management, and a range of quantitative and qualitative assessment and evaluation methods for determining outcomes and impact of interventions, and plan a variety of appropriate, ethical, systems interventions, with differing levels of complexity and ambiguity.
- ILO 5. Judge the nature of complexity most relevant in the situation of interest and propose one or more appropriate approaches from the range of systems methods or methodologies, combining approaches if needed.
- ILO 6. Design and apply a range of inquiry techniques to gather quantitative and qualitative information and construct conceptual models of a variety of systems, real world situations and scenarios to provide insights into current or future challenges and achieve benefits and learning.
- ILO 7. Create systems models and representations in a comprehensible language for stakeholders; can relate communication method to audience and interpret interventions from systems models and language in order to propose practical and understandable changes in the real world.
- ILO 8. Appraise techniques applied as part of a multi-disciplinary group to identify and engage with diverse stakeholders (including marginalised viewpoints) and assess the effectiveness of the collaborative relationships built and sustained with them.
- ILO 9. Reflect critically on personal behaviours and performance whilst undertaking interventions, identifying and exploiting opportunities for continued personal and professional development.

### **C. Master of Science in Systems Thinking Practice**

In addition to the intended learning outcomes outlined in the Postgraduate Diploma in Systems Thinking Practice, a diligent student would also be expected to:

- ILO 10. Critically assess published Systems Thinking literature, where necessary by synthesising information from other disciplines.
- ILO 11. Plan and conduct relevant independent research using appropriate systems techniques, appraise the results obtained to draw justifiable inferences from the data and analysis.
- ILO 12. Formulate your findings in a high-quality written thesis, and critically evaluate and defend your interpretation of the results.

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Practice- and research-led teaching through a course team that are active practitioners and researchers
- Technology enhanced learning to maximise student engagement and available time in order to maximise the student experience
- Learning through a mixture of formative and summative feedback and assessment using a variety of methods.

The course is taught through a blend of on-site and remote methods. Three modules are taught as residential modules, combining face-to-face lecturing, workshops and groupwork. Two modules begin with a short residential period, and then continue to completion in the workplace. Four of the core modules are taught through our learning portal providing flexibility to the student. Two modules begin on-site, but are then completed through practice in the workplace, with remote mentoring by Cranfield Academic staff.

An important aspect of this course is to develop practitioners in Systems Thinking; the students must be able to demonstrate the ability to plan interventions and apply the methods in real-world situations. Therefore we are going to bring in commercial practitioners to enhance our teaching during the Introduction to Systems Methods and Dialogue and Collaboration modules. They will be supporting the academic teaching the module through the demonstration and discussion of their real-world experience and have no assessment role. In addition, due to the creative and diagrammatic aspect of being a practitioner, we will be involving an art teacher to enhance aspects of the Fundamentals of Systems Thinking module, especially with regard to both introducing 'new ways of seeing' and in improving students' comfort in drawing rich pictures in a collaborative environment.

Full use will be made of blended learning, combining distance learning material via the VLE with online and onsite workshops. A wide variety of remote learning methods and materials will be used across the course. This is structured around a core of online lecture material and supporting text, with additional multimedia methods employed to maximise student learning time and approaches. This may include audio podcasts and audio-visual multimedia-based resources

To maximise student support and feedback a number of approaches to student contact and formative feedback will feature heavily across the course:

- Individual and group exercises: Face-to-face or online, these will allow students to apply specific methods or skills, both individually and in groups. Formative feedback will always be given using a combination of pre-prepared answers, peer review and direct staff

feedback. This specific feedback may then be further discussed during asynchronous or synchronous tutorial sessions.

- Asynchronous discussion: To ensure full formative feedback and support, students will have access to VLE hosted discussion forums that will enable peer-to-peer and academic-student discussion, questions and answers about the concepts and approaches to their work. This may include discussion of specific exercises or general student questions
- Synchronous tutorials: real-time discussions with peers and academics delivered via webinars or face-to-face will allow exchange of ideas, answering of questions and general discussion, providing academics with an ability to have constructive dialogue with and to challenge students.

We have a number of years' experience in teaching this subject with students of mixed ability and background. The students' backgrounds can range for those who are deeply technical to those with a creative and artistic preference. We have had some who are dyslexic, autistic and with learning difficulties. The breadth of ability and interest has provided a benefit, especially when developing practitioners who will be supporting a range of skills and abilities in the workplace. Our mixed teaching approach that has elements of lecture, practice, discussion and reflection has enabled good learning outcomes and good student scores. Our approach through team-teaching has been invaluable and will be continued. Due to a number of the modules being taught online at distance, students will have a tutor to be their point of contact, and to provide advice and support alongside the academics teaching the specific subjects. Their role will be to monitor student progression, engagement and liaison with the students' employees, providing the first point of escalation should any issues arise.

Dedicated support by Learning Services for the above will ensure adoption of consistent online learning design using a robust suite of developed tools and interactions. This is supplemented with an induction and learner support online package focussing on study skills and independent learning.

Direct access to the library to supplement the online catalogue and face-to face discussions with staff are all benefits of this blended approach to learning.

In addition, students will be supported in their learning and personal development through the provision of an academic mentor who is available to support and advise the student on academic issues.

**5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the - qualifications:

**A. Postgraduate Certificate in Systems Thinking Practice**

The accumulation of 60 credits through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Fundamentals of Systems Thinking	10
Introduction to Systems Methods	10
Dialogue and Collaboration	10
Systems Practice	10
Systems Leadership and Organisational Behaviour	10
<b>ELECTIVE MODULES:</b>	
Select one from:	
Formal Representation of Systems	10
Complex Systems	10
Systems Thinking for Social Change	10
<b>TOTAL:</b>	<b>60</b>

**B. Postgraduate Diploma in Systems Thinking Practice**

The accumulation of 120 credits through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Fundamentals of Systems Thinking	10
Introduction to Systems Methods	10
Dialogue and Collaboration	10
Systems Practice	10
Systems Leadership and Organisational Behaviour	10
Systems Research Methods	10
Systems Thinking Development and Exploitation	40
<b>ELECTIVE MODULES:</b>	
Select one from:	
Formal Representation of Systems	10
Complex Systems	10
Systems Thinking for Social Change	10
Select one from:	
Philosophy and Theory of Systems Thinking	10
Architecting Enterprises	10
Requisite Variety for Organisations	10

<b>TOTAL:</b>	120
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### C. MSc in Systems Thinking Practice

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Fundamentals of Systems Thinking	10
Introduction to Systems Methods	10
Dialogue and Collaboration	10
Systems Practice	10
Systems Leadership and Organisational Behaviour	10
Systems Research Methods	10
Systems Thinking Development and Exploitation	40
Thesis	80
<b>ELECTIVE MODULES:</b>	
Select one from:	
Formal Representation of Systems	10
Complex Systems	10
Systems Thinking for Social Change	10
Select one from:	
Philosophy and Theory of Systems Thinking	10
Architecting Enterprises	10
Requisite Variety for Organisations	10
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee); <sup>3</sup>

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than or equal to 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Part-time students register for the course in September and are expected to complete the course within 3 years for the MSc, 2 years for the PgDip (and thereby meeting the requirements of the Systems Thinking Practitioner Standard) and 1 year for the PgCert.

All modules except two are worth 10 credits and have an indicative requirement for 100 hours of study in total. The exceptions are Systems Thinking Development and Exploitation which is worth 40 credits and has an indicative requirement for 400 hours of study in total, and the Thesis which is worth 80 credits and has an indicative requirement for 800 hours of study in total.

The Fundamentals of Systems Thinking module is a pre-requisite for the Introduction to Systems Methods, Systems Leadership and Organisational Behaviour and Systems Research Methods. The Introduction to Systems Methods module is a pre-requisite for Systems Practice and Systems Thinking Development and Exploitation. The following modules require 60 credits from prior modules: Philosophy and Theory of Systems Thinking, Architecting Enterprises, and Requisite Variety for Organisations.

Residential modules have a 2-week period of directed study, followed by a 1-week residential, then a 4-week coursework period. The exceptions are: the Fundamentals of Systems Thinking which has no prior directed study; the Systems Practice module has a 1-week period of directed study followed by a 2-day residential, then an 8-week coursework period; Systems Research Methods which has a 1-week directed study followed by 3-day residential, then an 8-week distance learning period, followed by a 4-week coursework period; and the Systems Thinking Development and Exploitation module has a 1-week directed study period prior to the course, followed by a 3-day residential and then a 28-week coursework and distance learning period. Distance learning modules comprise 12 weeks directed study followed by a 4-week coursework period.

Distance learning include asynchronous discussion with regular synchronous contact with staff and fellow students. Contact hours have been calculated when there is direct engagement with students. This is according to the residential timetable and the hours of contact on timetabled distance learning activities.

In Year 1, students have 5 core modules and one elective from a choice of 3: Formal Representation of Systems; Complex Systems; and Systems Thinking for Social Change. In year 2, there are 2 core modules (one is 40-credit) and one elective from a choice of 5: Philosophy and Theory of Systems Thinking; Architecting Enterprises; Requisite Variety for Organisations; and whichever electives they did not choose in the first year. However, this option might result in the student studying two modules at once. All elective modules are distance learning modules

## **7. Course Level Assessment Strategy<sup>4</sup>**

This course aim to develop Systems Thinking Practitioner skills and behaviours in addition to the academic focus of a Master's level qualification. These skills require proficiency in written communication and in the practical application of systems methods through facilitated workshops.

The assessment strategy at the course level is to assess these factors as well as supporting the preparation of apprentices for the End Point Assessment gateway. Assessment will include formative assessment on the selection of methods for problem resolution, design of interventions and workshops and on presentation skills. Such feedback will be given immediately after the presentations by the tutor and peers. Summative assessment will include the preparation of reports, reflection on the application of methods and running workshops and essays to demonstrate knowledge of the underlying theory and practice of systems thinking.

The assessment tasks are challenging and enable students to demonstrate a full range of skills and attributes. The pre-requisite modules (Fundamentals of Systems Thinking and Introduction to Systems Methods) will introduce students to the core principles of Systems Thinking and some of the key methods and will be assessed through essays and reports. These will be of varying lengths, recognising that writing articles to a short length can be more challenging for some and can develop different skills relevant to professional practice. The length of each assessment task is clearly stated within the module descriptor.

Many modules (including Fundamentals of Systems Thinking, Introduction to Systems Methods, Dialogue and Collaboration, Systems Practice, Systems Research Methods and Systems Thinking Development and Exploitation) are supported by a number of formative tasks including group discussion, case studies, oral presentations. Formative feedback is given verbally within the classroom following discussions, via a written summary for case studies from the module leader and oral feedback provided by the tutor and peers for presentations. On on-line modules, students will engage with interactive learning activities which incorporate formative feedback.

The taught components precede the research project, so assessment can be used to develop skills required for the individual research project. Students are generally expected to be more self-directed in their learning during this research project and guidance will be provided through the Systems Research Methods module and in supporting information provided in the Thesis module. The research project addresses ILOs 10-12 and takes the form of a Thesis.

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses  
<https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>



## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
0	R-STP-I	Induction	J Hilton	4	0	0	N	06/09/21	06/09/21	10/09/21	N/A	AO						
1	R-STP-FST	Fundamentals of Systems Thinking	J Hilton	30	0	10	N	06/09/21 A21	06/09/21	10/09/21	50	ICW	100				11/10/21	TBA
2	R-STP-ISM	Introduction to Systems Methods	Dr N Clewley	30	0	10	N	20/10/21 A21	01/11/21	05/11/21	50	ICW	100				06/12/21	TBA

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually.

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment								
								Module Start Date (eg Pre-course task)	Module Delivery Start Date		Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
3	R-STP-DC	Dialogue and Collaboration	Dr A Witheridge	30	0	10	N	07/03/22 A21	21/03/22		25/03/22	50	ICW	100				25/04/22	TBA
4	R-STP-SP	Systems Practice	J Hilton	20	0	10	N	13/06/22 A21	27/06/22		29/06/22	50	ICW	100				22/08/22	TBA
5	R-STP-SLOB	System Leadership and Organisational Behaviour	L Dodd	20	0	10	N	11/04/22 A21	11/04/22		01/07/22	50	ICW	100				01/08/22	TBA
6	R-STP-FRS	Formal Representation of Systems	Dr N Clewley	30	0	10	N	Module not running this academic year			50	ICW	100					TBA	
7	R-STP-CS	Complex Systems	S Barker	30	0	10	N	22/11/21 A21	22/11/21		18/02/22	50	ICW	100				21/03/22	TBA
8	R-STP-STSC	Systems Thinking for Social Change	J Hilton	20	0	10	N	22/11/21 A21	22/11/21		18/02/22	50	ICW	100				21/03/22	TBA
9	R-STP-SRM	Systems Research Methods	Dr A Witheridge	20	0	10	N	28/11/22 A22	05/12/22		10/02/23	50	ICW	100				13/03/23	TBA
10	R-STP-STDE	Systems Thinking Development and Exploitation	J Hilton	50	0	40	N	13/02/23 A22	20/02/23		22/02/23	50 50	ICW1 ICW2	40 60				03/04/23 21/08/23	TBA TBA

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
11	R-STP-PTST	Philosophy and Theory of Systems Thinking	S Price	20	0	10	N	05/09/22 A22	05/09/22	25/11/22	50	ICW	100				03/01/23	TBA
12	R-STP-AE	Architecting Enterprises	S Barker	20	0	10	N	05/09/22 A22	05/09/22	25/11/22	50	ICW	100				03/01/23	TBA
13	R-STP-RVO	Requisite Variety for Organisations	J Hilton	20	0	10	N	05/09/22 A22	05/09/22	25/11/22	50	ICW	100				03/01/23	TBA
14	R-STP-THESIS	Thesis	Dr A Witheridge	48	0	80	N	04/09/23 A23	04/09/23	02/09/24	50 50	THESIS IPRES	70 30				09/09/24 Sep 2024	TBC TBC

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRA – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR – Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>

## **8. How are the ILOs assessed?**

Though there is both formative and summative assessment on all modules, the main assessment type utilised on all taught modules is Individual Coursework. This is because we are developing practitioners, so need to assess individual progression. This enables feedback to be more specific to the individual, and mentoring of the student in their practice can be more relevant.

### Formative Assessment

Across distance and residential modules students will be provided with feedback on a range of activities in order to grow their confidence ahead of summative assessment tasks. Formative assessment may take the form of peer review by fellow students, lecturers and module leaders with a variety of approaches being utilised.

### Summative Assessment

The course uses a range of assessment methods including essays, literature reviews, model development and application of concepts to real world problems

This approach has been adopted because:

The breadth of teaching methods and types of assignment are intended to cater for different learning styles ensuring inclusion across the student cohort and minimising any potential disadvantage from limiting approaches to teaching and learning. Due to the practitioner nature of the course, assessment will also include demonstration of skills and attributes. Assessment of a reflective nature is included to incorporate the views of colleagues and managers from the student's workplace. It is a key skill for students to demonstrate good verbal and written communication skills, so formative feedback is provided on verbal and presentation skills, and summative feedback provided on individual written reports and essays.

For students completing the MSc, the individual thesis also requires students to be assessed on their written presentation skills. The thesis assessment can include a viva voce for borderline cases, requested at the discretion of the Examiners. This is to clarify elements of the thesis and confirm the authorship of the thesis if necessary. Additional marks will not be awarded for the thesis following a viva voce but, depending on the student's performance, the examiners may award a pass with corrections instead of a fail.

**Assessment and ILO Mapping**

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

**A. Postgraduate Certificate**

<b>Award ILOs Module No.</b>	ILO 1	ILO 2	ILO 3
1	ICW		
2	ICW		ICW
3		ICW	
4		ICW	ICW
5			ICW
6			ICW
7			ICW
8			ICW
Options	Choice of 6, 7 or 8 in Year 1		

**B. Postgraduate Diploma**

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

<b>Award ILOs Module No.</b>	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9
9	ICW	ICW				
10	ICW1	ICW1	ICW1	ICW2	ICW2	ICW2
11		ICW			ICW	ICW
12		ICW			ICW	ICW
13		ICW			ICW	ICW
Options	Choice of 11, 12 or 13 in Year 2					

**C. MSc**

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

<b>Award ILOs Module No.</b>	ILO 10	ILO 11	ILO 12
14	THESIS IPRES	THESIS IPRES	THESIS IPRES

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
N/A	N/A		

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the Quality Assurance Agency for Higher Education (QAA) Quality Code, in particular Chapter B1 (Programme Design and Approval) and in the case of partnership arrangements in accordance with Chapter B10 (Managing Higher Education with Others). New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guidance provided by the QAA particularly in Chapter B7 (External Examining) which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the expectations and indicators of sound practice of the QAA Quality Code Chapter B10: Managing Higher Education Provision with Others, with regards to the management and operation of the partnership and that the academic standards and the quality of the student experience are assured in line with the remaining chapters of the QAA Quality Code. The delivery of new partnership provision is ultimately approved by the University's Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

The primary opportunity for graduates is to complete their apprenticeship and continue upwards on their career within their sponsoring organisation. The course also aims to ensure that graduates are better prepared to tackle the current and emerging demands of the increasingly complex demands of the world we live and in.

The Mastership in Systems Thinking Practice is aligned to the Institute of Apprenticeships Systems Thinking Practitioner Standard and prepares graduates to work in this environment, both in its course content and delivery methods.

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** July 2022

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc and PgDip Thermal Power with options in:  Aerospace Propulsion Gas Turbine Technology Power, Propulsion and the Environment Rotating Machinery Engineering and Management
<b>Course code</b>	MSTHPFTC, MSTPAFTC, PDTHPFTC, PDTPAFTC, PCTHPFTC, PCTPAFTC
<b>Academic Year</b>	2021/2022
<b>Valid entry routes</b>	MSc, PgDip
<b>Additional exit routes</b>	PgCert
<b>Mode of delivery</b>	Full-Time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Aerospace
<b>Centre</b>	Centre for Propulsion Engineering
<b>Course Director</b>	Dr Theoklis Nikolaidis (September) / Dr Devaiah Nalianda (March)
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/A

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/A
<b>Is the Mastership offered as an open and/or closed course?</b>	N/A
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	Not Applicable
<b>Registration Period(s) available</b>	One Year
<b>Course Start Month(s)</b>	September and March

### **Institutions delivering the course**

This course is delivered by the School of Aerospace, Transport and Manufacturing, Aerospace Theme, Centre for Propulsion Engineering where the research interests include: where the research interests include:

- Gas Turbine Engineering
- Turbomachinery and Icing
- Computational Aerodynamics
- Combustor Design and Low Emissions
- Technical Economic Environmental Risk Assessment

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Mechanical Engineers (IMechE) until August 2026 and the Royal Aeronautical Society (RAeS) until August 2026 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng).

### **What are the aims of the course?**

Cranfield University offers this course in order to:

- Provide the skills required for a challenging career in the field of propulsion and power.

This programme is intended for students with 1st or 2nd class honours degree in:

- A physics based science subject and a mathematics based subject or
- A physics based science subject and an engineering subject or their international equivalent.

### 3. What should students expect to achieve in completing the course?

**Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Assess and evaluate the design, performance, operation and/or maintenance requirements of gas turbine engines, using analytical and/or experimental tools as appropriate.
- ILO 2. Assess the requirement for ethical and professional conduct when using and presenting data.
- ILO 3. Produce and evaluate the design and assess the performance of engine component/s for gas turbines for different applications and, where appropriate, their environmental impact.

#### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 4. Adapt and deploy advanced knowledge and methods to design and analyse gas turbines within the requirement of their applications on air, land or sea.

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. **Develop** technical/communication and scientific report writing skills and **demonstrate** application of problem-solving to address relevant engineering problems using appropriate methods, while taking into account aspects of socio- economic (costs, ethics, management and/or social effects of engineering) and environmental impact

### 4. How is the course taught?

Students will be supported in their learning and personal development by:

- Group based exercises, project work, presentations and interaction with external agencies; The engine systems symposium is organised entirely by the students and is a team activity involving the marketing of the symposium to external delegates and the raising of funds to cover its cost.
- Class room teaching.
- Supervisor support.

The Thermal Power MSc comprises three categories of modules:

1. One Whole Engine Module (Gas Turbine Performance Simulation and Diagnostics).
2. Component Modules (Turbomachinery and Blade Cooling, Mechanical Design of Turbomachinery, Combustors, Engine Systems, Jet Engine Control).

3. Application models and tools (Computational Fluid Dynamics, Management for Technology, Propulsion Systems Performance and Integration, Gas Turbine Operations and Rotating Machines)

In addition candidates have to complete a thesis worth 50% of the Thermal Power MSc.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
3	20
<b>ELECTIVE MODULES:</b>	
Any modules from 1, 2, and 4 – 10 to the total value of 40 credits	40
<b>TOTAL:</b>	60

### B. **Postgraduate Diploma**

#### C.

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 3	20
<b>ELECTIVE MODULES:</b>	
Modules chosen from modules 1,2,4,5,6,7,8,9,10 to the total value of 100 credits	100
<b>TOTAL:</b>	120

#### D. MSc Gas Turbine Technology Option

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1, 2, 3, 4, 5, 6	90
Individual Research Project (11)	100
<b>ELECTIVE MODULES:</b>	
Modules chosen from modules 7, 8, 9, 10 to the total value of 10 credits	10
<b>TOTAL:</b>	200

#### E. Postgraduate Diploma Aerospace Propulsion Option

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module, 3	20
<b>ELECTIVE MODULES:</b>	
Modules chosen from modules 1,2,4,5,6,7,8,9,10 to the total value of 100 credits	100
<b>TOTAL:</b>	120

#### F. MSc Aerospace Propulsion Option

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1, 2, 3, 4, 5, 6, 8	100
Individual Research Project (11)	100
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	200

### G. Postgraduate Diploma Power, Propulsion and the Environment Option

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module 3	20
<b>ELECTIVE MODULES:</b>	
Modules chosen from modules 1,2,4,5,6,7,8,9 to the total value of 100 credits	100
<b>TOTAL:</b>	120

### H. MSc Power, Propulsion and the Environment Option

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1, 2, 3, 4, 6, 9	90
Individual Research Project (11)	100
<b>ELECTIVE MODULES:</b>	
Modules chosen from modules 5, 7, 8, 10 to the total value of 10 credits	10
<b>TOTAL:</b>	200

### I. Postgraduate Diploma Rotating Machinery, Engineering and Management Option

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module 3	20
<b>ELECTIVE MODULES:</b>	
Modules chosen from modules 1,2,4,5,6,7,8,9,10 to the total value of 100 credits	100
<b>TOTAL:</b>	120

## J. MSc Rotating Machinery, Engineering and Management Option

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules 1, 2, 3, 4, 5, 6, 9	100
Individual Research Project (11)	100
<b>ELECTIVE MODULES:</b>	
N/A	
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award; - this may require an extension of their registration and additional fees to allow attendance to the module along with the next cohort.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee); <sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

- it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the Master's course in September or March and are expected to complete the course within 12 calendar months. All Thermal Power options are available for both entries.

The PgDip courses are full-time and are coincident with the MSc courses.

The mandatory modules are typically delivered and spread over the first term. Second term modules are generally delivered over a week each.

Project topics for the MSc course are allocated in the first month of term and work towards the project is undertaken through the academic year

## 7. Course Level Assessment Strategy<sup>4</sup>

### **Rationale for chosen types of summative assessment**

The assessment strategy followed within the MSc in Thermal power program includes summative and formative feedback. The aim is to provide the students with an opportunity to apply their acquired knowledge to practical challenges, utilising fundamental and theoretical concepts studied previously through a structured learning environment.

The choice of summative assessments (examination, thesis, research paper etc.) is primarily aimed at permitting the student is able to satisfactorily achieve the intended learning outcomes (ILOs) and in turn provides the course direction team and module leads with a quantitative means of assessing the same. Apart from assessing the students' knowledge on the domain specific subject (Thermal Power Engineering), it also provides an opportunity for the students to demonstrate a number of attributes (such as application of their problem-solving, technical and communication skills). This strategy, additionally, enables the students' to demonstrate multidisciplinary skill sets needed for their future career requirements and hence includes their ability to engage with time critical/limited technical tasks and demonstration of sound engineering judgement and skills under pressure. Given the expected cohort size and mix of experience level of the MSc Thermal Power student groups, these methods have been time tried and tested and hence proven to be very effective and fair means of assessments.

Summative assessments are completed, and feedback provided to the student within twenty working days. For examinations, feedback sessions are organised to provide the students with detailed information on the general performance of the cohort and detailed description and requirements of model answers to the questions.

Some of the summative assessments (for certain modules) are based on producing a thesis, reports and/or research papers (e.g. Engine systems symposium) and are marked through the electronic learning environment portals (e.g. Canvas) and written feedback is provided to the work submitted. For the specific module and based on their individual ILO requirements, this method of feedback assists the students in their future development as engineers, as it provides excellent learning experience.

### **Formative and summative assessment and feedback strategy- integrative and holistic**

The **assessment and feedback strategy** followed in the program is an essential element and is explained to students at the start of the Course. The course includes a diverse range of (formative and summative) assessments depending on the particular subject being assessed, its particular delivery objectives and ILOs. These may therefore include written examinations, individual coursework, , individual presentations, , individual projects and thesis. These assessments are planned in advance of the start of the program and students are informed of the requirements and schedules during the academic year.

Modules delivered in the first term relate to the basic/fundamental concepts needed to gain knowledge and appreciation in the field of gas turbine engineering and the students are expected to complete the first round of individual summative assessments (for each module). The knowledge gained significantly aids better understanding of modules in the second term, which also have their individual set of summative assessments.

While modules have their individual assessments, they are considered through an **integrative and synergistic** approach to normally aid significantly during the IRP delivery phase. Therefore, the student has the opportunity to utilise the knowledge gained (attained through the modules in the two previous terms) and apply it to the technical task being considered in the IRP.

In some instances, the choice of the IRP may require the student to select a particular module as an elective, if it is not within the compulsory modules in the option of his choice. This may be discussed in

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>



advance with the individual supervisor, as it may eventually influence the student's performance and the IRP assessment.

It may also additionally be noted that module level-assessments through the program, whilst normally helping develop the requisite knowledge for the IRP, they also provide the student with an opportunity to develop **engineering application, research writing skills and an ethical and scientific approach**, necessary to deliver a good thesis commensurate for a post-graduate (M Level) engineering course.

### Formative assessment integrated in the course

The goal of formative assessment is to **assist with student learning and to provide ongoing feedback**. This used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students **identify their strengths and weaknesses** and target areas that need work and, further, help faculty recognize where students are struggling and address problems immediately.

Within the program and associated modules, the module leaders include a selection of activities related to formative assessment. For example:

- Running structured problem/ numerical solving sessions wherein students will be asked to solve technical problems individually and/or in groups (undertaken usually during or soon after the delivery of the module)
- Run dedicated multiple tutorial sessions **before** exams to specifically identify problem areas in understanding and provide solutions/ direction
- Provide minutes to meetings on IRP progress (Regular basis/ Monthly)
- Present IRP topic to peers and faculty with structured written feedback (twice in the year)
- Submit a thesis definition report (month 5) so the supervisor provides gradual, continuous feedback tailored to the individual work.
- Turn in a research proposal for early feedback on research writing requirements, specific areas of focus (at least twice a year)
- Run dedicated feedback sessions **after** examinations to specifically discuss the typical responses expected, identify problem areas in understanding and provide solutions/ direction

Planned sessions for formative feedback will be organised and run by module staff (and/or the project supervisor for IRP).

### Assessment strategy - equitable and inclusive

The course team provides assessment methods in the strategy that enable significant opportunities for the students to exploit the full range of skills and attributes, acquired as part of their learning and further allowing them to foster and demonstrate their strengths. In case of any existing and established learning difficulties, physical impairments/ challenges or mental wellbeing issues, the students are encouraged to inform the course management team and seek appropriate advice on the arrangements and support available from specialists within the university. For certain established learnings difficulties and specific requirements, **additional examination time** is provided for summative assessments.

### Assessment and Feedback schedules

Each element of assessment strategy aims to form a part of the *continuous assessment experience* and hence the proposed strategy ensures that, normally, module assessments and feedback sessions are scheduled well in advance of the start of the course. Should any change arise (due to unavoidable circumstances), every effort is made to provide the students with adequate notice and information on the alternative arrangement and the future targeted date.

The pre-defined schedule is provided to allow students time for reflective self-evaluation during the intense periods of the course and hence submission deadlines are normally planned to prevent bunching of deadlines.

### Additional considerations

The program utilises much **technology enhanced learning (TEL) concepts** to facilitate learning. For the IRP and assignment related assessments, the program utilises a virtual learning environment and

learning management system (e.g Turnitin, Canvas, Canvas,). To ensure ethical integrity, promote self-awareness and personal proficiency, the student is required to normally submit assignment/report-based work through a software to ensure no plagiarised information is included as part of the report. The work is then required to be submitted onto a TEL platform for assessment and will receive specific and comprehensive written feedback. This is based on a predefined assessment criterion (specified rubrics) and contextual feedback on the content. This provides the student an excellent opportunity to clearly understand any limitations in the work, the reasons and justification for the mark received and areas of improvement in the future.

For examination based summative assessments the program follows a ***whole class approach*** (described earlier) which provides the student with an opportunity to better understand how the cohort has fared in general and to reflect on his responses to the technical questions in retrospect. This also enables speeding up of feedback whilst enhancing/ improving the learning experience through providing clear indications of performance (such as sample marking followed by common mistakes / points done well).

The overall strategy is therefore designed and structured to support personal and professional development.

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

### September Intake

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	N-THP-C Occ A21	Combustors	Dr Vishal Sethi	30	13	10	N	14/03/22	14/03/22	01/06/22	40	TCA	100				17/06/2022	Exam Week 2
2	N-THP-ES Occ A21	Engine Systems	Dr Ioannis Roumeliotis	30	0	20	N	29/10/21	29/10/21	28/03/22	40	ICW IPRES	70 30				31/03/22 07/04/22	At the next available opportunity which will be approximately six months later

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education.

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
3	N-THP-GPSD A21	Gas Turbine Performance , Simulation and Diagnostics	Dr Theo Nikolaidis	65	0	20	N	04/10/21	04/10/21	16/12/21	50	ICW	100				21/01/22	Exam Week 7
4	N-THP-TBC Occ A21	Turbomachinery and Blade Cooling	Dr Pavlos Zachos	50	10	20	N	05/10/21	05/10/21	13/12/21	40	EX	100				07/01/22	Exam Week 7
5	N-THP-MDT Occ A21	Mechanical Design of Turbomachinery	Dr Suresh Sampath	30	0	10	N	15/03/22	15/03/22	31/05/22	40	EX	100				13/06/2022	Exam Week 2
6	G-MTI Occ B21	Management for Technology	Dr Richard Adams	37	0	10	Y	03/01/22	10/01/22	14/01/22	40	RP	100				31/01/22	At the next available opportunity which will be approximately six months later

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
7	N-THP-CFDGT Occ A21	Computational Fluid Dynamics for Gas Turbines	Dr Fernando Tejero Embuena	30	14	10	N	01/11/21	01/11/21	19/11/21	40	ICW	100				25/02/2022	At the next available opportunity which will be approximately six months later
8	N-THP-PSPI Occ A21	Propulsion Systems Performance and Integration	Dr Devaiah Nalianda	30	4	10	N	31/01/22	31/01/22	11/02/22	40	EX	100				16/06/2022	Exam Week 8/9
9	N-THP-GTORM Occ A21	Gas Turbine Operations and Rotating Machines	Dr Uyioghosa Igie	30	22	10	N	06/06/22	06/06/22	10/06/22	40	ICW	100				25/07/2022	At the next available opportunity which will be approximately 3-6 months later
10	N-THP-JEC Occ A21	Jet Engine Control	Dr Ioannis Goulos	30	13	10	Y	08/03/22	08/03/22	11/03/22	40	ICW	100				02/05/2022	20/08/21

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
11	N-THP-THES/F Occ A21	Individual Research Project	Dr Theo Nikolaidis	6		100	N	04/10/21	04/10/21	11/08/22	50	THE SIS IPRES	90 10				11/08/2022  31/08/2022	N/A

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

## March Intake

Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>15</sup> (%) of independent assessments	Weighting within module of multi-part assessments <sup>16</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>17</sup>	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
1	N-THP-C Occ A21	Combustors	Dr Vishal Sethi	30	13	10	N	14/03/22	14/03/22	01/06/22	40	EX	100				17/06/2022	Exam Week 2
2	N-THP-ES Occ B21	Engine Systems	Dr Ioannis Roumeli otis	30	0	20	N	21/03/22	21/03/22	27/05/22	40	ICW IPRES	70 30				30/09/22 07/10/22	At the next available opportunity which will be approximately 6 months later

<sup>12</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>13</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>14</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>15</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education.

<sup>16</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>17</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>18</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>15</sup> (%) of independent assessments	Weighting within module of multi-part assessments <sup>16</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>17</sup>	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
3	N-THP-GPSD Occ B21	Gas Turbine Performance, Simulation and Diagnostics	Dr Theo Nikolaidis	65	0	20	N	14/03/22	14/03/22	20/05/22	50	EX	100				Exam Week 7 6-10 June 22)	Exam Week 2
4	N-THP-TBC Occ B21	Turbomachinery and Blade Cooling	Dr Pavlos Zachos	50	10	20	N	15/03/22	15/03/22	24/05/22	40	EX	100				Exam Week 7 6-10 June 22)	Exam Week 2
5	N-THP-MDT Occ A21	Mechanical Design of Turbomachinery	Dr Suresh Sampath	30	0	10	N	15/03/22	15/03/22	31/05/22	40	EX	100				13/06/2022	Exam Week 2
6	G-MTI Occ B22	Management for Technology	Dr Richard Adams	37		10	Y	09/01/23	09/01/23	13/01/23	40	RP	100				06/02/2023	At the next available opportunity which will be approximately 6 months later
7	N-THP-CFDGT Occ B21	Computational Fluid Dynamics for Gas Turbines	Dr Fernando Tejero Embuena	30	14	10	N	20/06/22	20/06/22	24/06/22	40	ICW	100				11/11/2022	At the next available opportunity which will be approximately 6 months later

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>15</sup> (%) of independent assessments	Weighting within module of multi-part assessments <sup>16</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>17</sup>	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
8	N-THP-PSPI Occ B21	Propulsion System Performance and Integration	Dr Devaiah Nalianda	30	4	10	N	11/07/22	11/07/22	15/07/22	40	EX	100				Exam Week 8/9 (5-16 Sept 22)	Exam Week 7
9	N-THP-GTORM Occ A21	Gas Turbine Operations and Rotating Machines	Dr Uyioghosa Igie	30	22	10	N	06/06/22	06/06/22	10/06/22	40	ICW	100				25/07/2022	At the next available opportunity which will be approximately 3-6 months later
10	N-THP-JEC Occ B21	Jet Engine Control	Dr Ioannis Goulos	30	13	10	Y	21/06/22	21/06/22	24/06/22	40	EX	100				Exam Week 8/9 (5-16 Sept 22)	At the next available opportunity which will be approximately 6 months later
11	N-THP-THES/F Occ B21	Individual Research Project	Dr Theo Nikolaidis	6		100	N	14/03/22	14/03/22	19/01/23	50	THESIS IPRES	90 10				23/01/23 15/02/23	N/A

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

### Module Type for Thermal Power Award Options

Module Number	Module Code	Aerospace Propulsion	Gas Turbine Technology	Power Propulsion and the Environment	Rotating Machine, Engineering and Management		Joint with another MSc
1	N-THP-C	C	C	C	C		No
2	N-THP-ES	C (E for PgDip)	C (E for PgDip)	C (E for PgDip)	C (E for PgDip)		No
3	N-THP-GPSD	C	C	C	C		No
4	N-THP-TBC	C	C	C	C		No
5	N-THP-MDT	C (E for PgDip)	C (E for PgDip)	E	C		No
6	G-MTI	C	C	C	C		See below
7	N-THP-CFDGT	E - for PgDip only	E	E	E - for PgDip only		No
8	N-THP-PSPI	C (E for PgDip)	E	E	Not available		No
9	N-THP-GTORM	E - for PgDip only	E	C (E for PgDip)	C		No
10	N-THP-JEC	E - for PgDip only	E	E	E - for PgDip only		No
11	N-THP-THES/F	C – MSc only	C – MSc only	C – MSc only	C – MSc only		No

C - Compulsory; E – Elective.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
G-MTI	Management for Technology	Thermal Power	Computational and Software Techniques in Engineering  Renewable Energy Marine Structures (EngD)
N-THP-JEC Occ A	Jet Engine Control	Thermal Power	Shared teaching with Airworthiness (N-AW-FAEC)

## 8. How are the ILOs assessed?

The course uses a range of assessment strategies. Students can expect to have up to eight written examinations, four assessments by submitted assignment work and at least two elements of assessment by individual presentation.

This approach has been adopted to enable students to learn via both formative and summative assessment strategies while simultaneously equipping them with transferrable skills.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	ILO1	ILO2	ILO3
1		EX	EX
2		ICW/IPRES	ICW/IPRES
3	EX	EX	
4		EX	EX
5		EX	EX
6		EX	
7			ICW
8	EX	EX	EX
9	ICW	ICW	ICW
10		EX	EX

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO4
1	EX
2	
3	EX
4	EX
5	EX
6	
7	ICW
8	EX
9	ICW
10	EX

## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO5
11	THESIS IPRES

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
N/A			

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

Over 90% of the graduates of the course have found employment within the 12 months of completing course. Most of the graduates are employed in the following industries/capacities:

- Gas turbine engine manufacturers

- Airframe manufacturers
- Airline operators
- Regulatory bodies
- Aerospace/energy consultancies
- Power production industries
- Academia: doctoral studies
- Marine Propulsion
- Gas Turbines for Oil and gas application

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** July 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc in Through-life System Sustainment
<b>Course code</b>	MSTLSPTC, PDTLSPTC, PCTLSPCTC, MSTLSPAC,
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield Campus or remote delivery
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Manufacturing
<b>Centre</b>	Centre for Life-cycle Engineering and Management (CLEM)
<b>Course Director</b>	Dr Isidro Durazo Cardenas
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	N/A
<b>Is this course offered as a Cranfield Mastership?</b>	Yes
<b>Apprenticeship Standard the course is mapped to</b>	Through-life Engineering Services
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	Integrated
<b>Is the Mastership offered as an open and/or closed course?</b>	Open
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Part-time MSc - up to three years
<b>Course Start Month(s)</b>	October

### **Institutions delivering the course**

This course is delivered by the School of Aerospace, Transport and Manufacturing, Manufacturing Theme, Centre for Life-cycle Engineering and Management (CLEM) where the research interests include:

Product-service systems and through-life engineering, and teaching interests include “through-life capability thinking”.

Cranfield University interacts with the following institutions and in the following ways:

Teaching may also be provided by external speakers, mostly leading industry practitioners, but may also include invited lecturers from other institutions and other Schools within Cranfield University.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Engineering and Technology (IET) until August 2025 the Institution of Mechanical Engineers (IMechE) until August 2026 and the Royal Aeronautical Society (RAeS) until August 2026 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng). Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- Establish a leading position for organisations in the field of technical product service systems / engineering system support and maintenance management.
- Establish a route to transfer emerging research into practice.
- Build a cadre of alumni with an interest and capability in system support and through-life thinking to support complex engineering programmes.

This programme is intended for the following range of students:

- Post-experience Science/ Technology/ Engineering/Mathematics (STEM) graduates sponsored by their employer. It may be expected that students will participate as part of a wider leadership development programme.

## **3. What should students expect to achieve in completing the course?**

### **Award intended learning outcomes (ILOs) (skills and knowledge).**

#### **A. Postgraduate Certificate**



In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Evaluate the concepts of long-life equipment support and sustainment service.
- ILO 2. Critically analyse specific through-life support solutions.
- ILO 3. Critically evaluate factors affecting a long-life system availability and effectiveness.
- ILO 4. Assess latest diagnostics and prognostics techniques and practices.
- ILO 5. Examine challenges in large scale data management and analysis.
- ILO 6. Develop and critically evaluate system support supply network models.
- ILO 7. Differentiate cost drivers and develop whole life cost modelling.
- ILO 8. Evaluate different leadership roles and change management.

## **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 9. Assemble key management and personal development skills needed to influence and implement change.
- ILO 10. Appraise time and project management skills.
- ILO 11. Evaluate team based project skills to develop through-life system sustainment solutions.

## **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 12. Critically evaluate the theory behind, and the selection of appropriate analysis and design tools and apply them to develop new technical and business system sustainment solutions.
- ILO 13. Construct an independent project on a subject relevant to through-life system sustainment involving project/service planning, development of new skills, critical evaluation of literature, evaluation of results, and discussion of findings and writing a thesis.

## **4. How is the course taught?**

The course is taught through:

- An unassessed introductory/contextual induction.
- 8 taught modules (6 will be required for the PgCert). Modules in the academic year 2021/22 are currently planned to take place online using Teams or Zoom. This will be reviewed periodically, and students will be advised in advance if there are any changes.
- Industry experience days (with sponsoring companies).
- A multi-sector Group Project – supervised by Cranfield Academics.
- An Individual Project – supervised by Cranfield Academics for students pursuing an MSc only, OR
- An End Point Assessment- supervised by Cranfield Academics as part of an Integrated End Point Assessment for students pursuing both an MSc and Through Life Engineering Services Specialist Apprenticeship.

Students will be supported in their learning and personal development by:

- Individual coaching/mentoring.
- Online learning platform.

## **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8.

Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

#### A. Postgraduate Certificate

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Modules 4,5,7 and 9	10
Any 2 Taught Modules from Modules 2, 3, 6 and 8	50
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	60

#### B. Postgraduate Diploma

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Modules 2-9	80
Group Project	40
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	120

#### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Modules 2-9	80
Group Project	40
Either:	
• Individual Research Project – for non-apprenticeship students	80
OR	
• End Point Assessment – for apprenticeship students	80
<b>ELECTIVE MODULES:</b>	
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Part-time students register for the course in October or April and are expected to complete the course within 3 years.

Modules will generally be delivered during intensive weeks. Group and Individual Projects will be undertaken mostly off site (at the industrial sponsors' facilities) on a part time basis over a period of 6 months.

## 7. Course Level Assessment Strategy<sup>4</sup>

The assessment tasks are focused on assessing the learning from the module whilst building evidence of the application of skills and behaviours in the students' own workplaces. Both formative and summative assessment is utilised in the taught modules.

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<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

The assessments are work based to align with the purpose of the course – to create employees who can implement through-life system sustainment of complex long-life assets. Taught module assessments are 2500 words. Where relevant, formative feedback is provided during class discussion of both module related aspects and work-based instances relevant to the module content. Formative assessment is also provided as part of in-module activity that requires individual and group presentation of findings to the class.

The group project is a work-based operations issue that requires the students to work in a team to deliver a group based report (8000 words) and presentation. The group project also has an individual component that self-gauges the skill development during the course of the project.

The MSc students will complete the individual project, which is aligned with the module ILOs. The project will offer a deep-dive in to a technical area that requires in-depth research. This will involve developing an 8000 word thesis.

The master level apprenticeship students will complete an End-point Assessment, which will include three major forms of assessment:

- 1) Project report: This assessment method will assess the apprentice's ability to generate a viable service improvement proposal, which focuses on technical elements that can yield efficiency improvements on an existing project.
- 2) Proposal executive summary, presentation and questioning: This assessment method will assess the apprentice's ability to produce a proposal of a new or revised service offering. This assessment will focus on new business model creation, which may offer new customers or business opportunities. The assessment will have a strategic focus on brand new service initiatives rather than making improvements on existing service projects (as in assessment method 1).
- 3) Discussion underpinned by a portfolio of evidence: This assessment method will assess the apprentice's ability to apply knowledge, skills and behaviours within the workplace, which may not occur naturally in a project.

Assessments are focused on application of learning, within and following the module. They relate module ILOs and to students' own workplace challenges that are used as a basis of analysis, evaluation and synthesis of potential solutions.

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.  
**Open Cohort- October 2021 Intake**

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1		I-TLS-INWK	Induction	Dr Isidro Durazo-Cardenas	15		0	N	05/10/21	05/10/21	06/10/21	N/A	AO	N/A				N/A	
2		I-TLS-A1524	Managing Assets and Value	Prof Andrew Starr	32		10	N	11/10/21	18/10/21	29/10/21	50	ICW	100				29/11/21	At the next available opportunity which may not be until the course runs

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
																		the following year	
3		I-TLS-ETLS	Through-Life Business Models and Servitisation	Matthew Caffrey	32		10	N	02/12/21	09/12/21	15/12/21	50	ICW	100				24/01/22	At the next available opportunity which may not be until the course runs the following year
4		I-TLS-A1525	Through-life System Effectiveness	Dr Maryam Farsi	10		10	Y	17/01/22	31/01/22	04/02/22	50	ICW	100				14/03/22	At the next available opportunity which may not be until the course runs the following year
5		I-IVH-A1514 (A21)	Diagnostics and Prognostics	Dr Muhammad Khan	25		10	Y	24/03/22	24/03/22	30/03/22	50	ICW	100				03/05/22	At the next available opportunity which may not be until the course runs the following year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
6		I-TLS-SNAM	Operational Availability and Risk	Dr Isidro Durazo Cardenas	30		10	N	12/05/22	12/05/22	18/05/22	50	ICW	100				20/06/22	At the next available opportunity which may not be until the course runs the following year
7		I-TLS-CENG-C21	Optimising Whole Life Cost and Performance Management	Dr Leigh Kirkwood	32		10	Y	07/07/22	07/07/22	13/07/22	50	ICW	100				15/08/22	At the next available opportunity which may not be until the course runs the following year
8		I-CE-A2012	Information Management	Dr Samir Khan	32		10	N	15/09/22	15/09/22	21/09/22	50	ICW	100				24/10/22	At the next available opportunity which may not be until the course runs the following year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
9		I-TLS-LSS (A22)	Leadership and Change Management	Dr Colin Pilbeam	32		10	N	03/11/22	03/11/22	09/11/22	50	ICW	100				12/12/22	At the next available opportunity which may not be until the course runs the following year
10		I-TLS-GP	Group Project	Dr Isidro Durazo-Cardenas	20		40	N	04/01/22	28/02/22	05/09/22	50	GCW GPRES	64 16				05/09/22 12/09/22	At the next available opportunity which may not be until the course runs the following year
													ICW IPRAC	10 10				05/09/22 05/09/22	
11		I-TLS-THESIS (A22)	Individual Research Project	Dr Isidro Durazo-Cardenas	20		80	N	06/03/23	06/03/23	04/09/23	50	THESIS IPRES	90 10				26/08/23 04/09/23	
12		I-TLS-EPA (A22)	End Point Assessment	Dr Isidro Durazo-Cardenas	20		80	N	06/03/23	06/03/23	04/09/23	50	IPROJ	100				31/07/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



## Open Cohort- March 2022 Intake

Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>15</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
1	I-TLS-INWK Occ B	Induction	Dr Isidro Durazo-Cardenas	15		0	N	01/03/22	01/03/22	02/03/22	N/A	AO	N/A				N/A	
2	I-TLS-A1524 Occ B	Managing Assets and Value	Prof Andrew Starr	32		10	N	14/03/22	21/03/22	25/03/22	50	ICW	100				03/05/22	At the next available opportunity which may not be until the course runs the following year
3	I-TLS-ETLS Occ B	Through-Life Business Models and Servitisation	Matthew Caffrey	32		10	N	03/05/22	09/05/22	13/05/22	50	ICW	100				20/06/22	At the next available opportunity which may not be until

<sup>12</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>13</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>14</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>15</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually.

<sup>16</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%.

<sup>17</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>18</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>15</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
																	the course runs the following year	
4	I-TLS-A1525 Occ B	Through-life System Effectiveness	Dr Maryam Farsi	10		10	Y	06/06/22	20/06/22	24/06/22	50	ICW	100				01/08/22	At the next available opportunity which may not be until the course runs the following year
5	I-IVH-A1514 Occ B22	Diagnostics and Prognostics	Dr Muhammad Khan	25		10	Y	26/09//22	26/09/22	30/09/22	50	ICW	100				07/11/22	At the next available opportunity which may not be until the course runs the following year
6	I-TLS-SNAM Occ B22	Operational Availability and Risk	Dr Isidro Durazo Cardenas	30		10	N	28/11/22	28/11/22	02/12/22	50	ICW	100				16/01/23	At the next available opportunity which may not be until the course runs the following year

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>15</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
7	I-TLS-CENG Occ B22	Optimising Whole Life Cost and Performance Management	Dr Leigh Kirkwood	32		10	Y	30/01/23	30/01/23	03/02/23	50	ICW	100				13/03/23	At the next available opportunity which may not be until the course runs the following year
8	I-CE-A2012 Occ B 22	Information Management	Dr Samir Khan	32		10	N	20/03/23	20/03/23	24/03/23	50	ICW	100				02/05/23	At the next available opportunity which may not be until the course runs the following year
9	I-TLS-LSS Occ B22	Leadership and Change Management	Dr Colin Pilbeam	32		10	N	08/05//23	08/05/23	12/05/23	50	ICW	100				19/06/23	At the next available opportunity which may not be until the course runs the following year
10	I-TLS-GP Occ B23	Group Project	Dr Isidro Durazo-Cardenas	20		40	N	01/06/22	01/08/22	30/01/23	50	GCW GPRES ICW	64 16 10				23/01/23 30/01/23 23/01/23	At the next available opportunity which may

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRACT – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>12</sup>	Total hours delivered by Visiting Lecturers <sup>13</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark <sup>14</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment		Submission dates		
												Type of Assessment	Weighting within module <sup>15</sup> (%) of	Weighting within module of multi-part	Type of Assessment	Weighting of individual elements of multi-part	Assessment Submission and/or exam date <sup>18</sup>	Assessment / Exam Retake date
											IPRAC	10				23/01/23	not be until the course runs the following year	
11	I-TLS-THESIS Occ B23	Individual Research Project	Dr Isidro Durazo-Cardenas	20		80	N		04/09/23	04/03/24	50	THESIS IPRES	90 10				23/02/24 04/03/24	
12	I-TLS-EPA Occ B23	End Point Assessment	Dr Isidro Durazo-Cardenas	20		80	N		04/09/23	04/03/24	50	IPROJ	100				29/01/24	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
I-TLS-CENG	Optimising Whole-life Cost and Performance Management	Through-life System Sustainment	Engineering Competence
I-IVH-A1514	Diagnostics and Prognostics	Through-life System Sustainment	Maintenance Engineering and Asset Management
I-TLS-A1525	Through-life System Effectiveness	Through-life System Sustainment	Aircraft Engineering

## 8. How are the ILOs assessed?

The following assessment types are utilised:

- 8 assignments
- Assessment of the Group Project Report
- Assessment of the Individual Project Report/Thesis for MSc-only students or End Point Assessment (EPA) for apprenticeship students

The methods are proposed based on recent experience with similar courses. The assessment will follow the School standard practices.

This approach has been adopted because:

The course is heavily applied with the content that is presented and the assignments allows the course to further give the opportunity for students to put in practice the learning from the modules.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8
1								
2	ICW	ICW					ICW	
3	ICW	ICW						
4	ICW	ICW	ICW			ICW		
5	ICW	ICW	ICW	ICW				
6	ICW	ICW	ICW			ICW		
7		ICW			ICW		ICW	

Award ILOs Module No.	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8
8		ICW			ICW			
9	ICW							ICW

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 9	ILO 10	ILO 11
10	GCW GPRES ICW IPRAC	GCW GPRES ICW IPRAC	GCW GPRES ICW IPRAC

## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by one of the following module assessments:

Award ILOs Module No.	ILO 12	ILO 13
11	THESIS IPRES	THESIS IPRES
12	IPROJ	IPROJ

## **CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
N/A	N/A		

## 9. **How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

In terms of the likely career paths and employability of graduates completing the course, please refer to section 2. Students are sponsored by a current employer and are generally seeking a change in role that brings higher levels of formal responsibility, a broadening of existing skills and capabilities and a greater level of professionalism.

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** 02/12/21

## 1. What is the course?

### Course information

<b>Course Title</b>	MSc Vehicle and Weapon Engineering USA (Defence Engineering Programme)
<b>Course code</b>	MSVWEPTR, PDVWEPTR, PCVWEPTR, SPVWEPTR
<b>Academic Year</b>	2021-2022
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Additional exit routes</b>	N/A
<b>Mode of delivery</b>	Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Detroit, USA
<b>School(s)</b>	Cranfield Defence and Security
<b>Theme</b>	Defence and Security
<b>Centre</b>	Centre for Defence Engineering
<b>Course Director</b>	Dr Thiru Thirulogasingam
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	No
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	No
<b>Is the Mastership offered as an open and/or closed course?</b>	No
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Maximum of 5 years for MSc, 4 years for PgDip and 3 years for PgCert
<b>Course Start Month(s)</b>	The nature of the programme is such that prospective students can join the course at any time; however for administrative purposes it is preferred that students join the course in June.

### **Institutions delivering the course**

This course is delivered by the Centre for Defence Engineering (CDE) in CDS where the research interests include various aspects of weapon and vehicle systems such as mobility, lethality, survivability and systems integration. CDE is already delivering a similar suite of courses in Shrivenham to both UK Ministry of Defence (MOD) and members of Allied countries/forces. In addition, due to their expertise, CDE has provided consultancies to various government departments in the above areas.

The Defence Engineering programme (MS in Vehicle & Weapon Engineering) will be delivered on a part-time basis in Detroit in a flexible manner. The majority of the teaching and/or assessment will be provided by the CDE while two modules will be supported and delivered by the Centre for Systems Engineering (CSE). It's a CDS, Cranfield University initiative and the programme has no partners or collaborators.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by Institute of Engineering and Technology (IET) until 2022.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- provide education and training at postgraduate level for military officers, defence industry staff and government servants who may expect to fill technically demanding appointments concerned with the design, development, procurement and operation of weapon systems
- provide graduates with the technical qualities, transferable skills and independent learning ability necessary to make them effective in organisations that design, develop, procure or operate military vehicles and gun systems.

The syllabus is designed to deliver the aim in a flexible manner over not more than 5 years as a part-time course. Taught modules are offered that provide balanced coverage of the main design aspects of weapon and vehicle systems, with an option to select either weapon or vehicle as a speciality.

The course has significant theoretical content and students are expected to develop skills in independent learning in order to process the quantity of taught material effectively. A group design study in the AFVWSS module is used to build team-working skills and explore the integration and trade-offs required in the design and development of vehicle and weapon systems. Group study is also designed to understand the user requirements and learn to apply a systems engineering approach in optimising the design. Attendees will be required to present their design to a critical audience and defend their design judgement and decisions.

An individual or group project presents the students with the opportunity to gain in-depth knowledge of a particular area of automotive or weapon engineering

This programme is intended for the following range of students:

- Test and evaluation engineers, design and development engineers, manufacturing and industrial engineers, specification engineers, physicists and mathematicians working in the weapon and vehicle design, researchers and analysts working in the design and development of fighting vehicles
- Military personnel, government civil servants, defence industry, acquisition and procurement staff from DoD
- Graduates, who intend to take up a career in defence technology (DoD and industry)

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate in Vehicle and Weapon Engineering**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Demonstrate a systematic understanding of military vehicles and weapon systems technology including their systems engineering.
- ILO 2. Critically assess the design and integration of vehicle and cannon systems in the face of conflicting and limited information.
- ILO 3. Develop the modelling and simulation of weapon and vehicle components and systems using computer-based techniques; for example: ballistics, recoil, weapon control, ride, performance and handling.
- ILO 4. Critically analyse and evaluate the impact of new gun and vehicle technology on changes and developments in and to the threat.
- ILO 5. Apply the management and systems engineering techniques used in the integration of weapons and vehicles systems

##### **B. Postgraduate Diploma in Vehicle and Weapon Engineering**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 6. Explain the engineering and physical limitations to the performance of weapon and vehicle systems in relation to their design.
- ILO 7. Critically analyse and evaluate the impact of new weapon and vehicle technology on changes and developments in and to the threat
- ILO 8. Illustrate the management and systems engineering techniques used in the integration of weapon and vehicles systems
- ILO 9. Defend the critical requirements of weapon and vehicle systems and be able to critically analyse the design specifications

##### **C. MSc in Vehicle and Weapon Engineering**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 10. Defend their design of Military Vehicle and Weapons systems
- ILO 11. Formulate a systematic approach and engineering judgement to the design and integration of vehicle and weapon systems in the face of conflicting and limited information
- ILO 12. Present and defend design solutions in an efficient manner

ILO 13. Generate the key requirements of weapon and vehicle systems and be able to critically analyse the design specifications |

#### **4. How is the course taught?**

The programme will provide students with the technical knowledge and understanding of weapon systems and military vehicles to make them effective in specification, design, development and assessment. Special attention will be given to recent advances in defence technology, and to educating students in the analysis and evaluation of systems against changes and developments in the threat.

At the start of the course students will receive an induction programme covering administrative matters such as registration and being a CU student and academic related matters such as Study Skills, student support and use of the VLE via a videoed lecture.

The taught element of the programme will consist of 13 courses (modules) covering major aspects of defence technology, and providing a balanced and broad coverage of key aspects, critical issues and constraints associated with the design, development, performance and integration of weapon and vehicle systems.

The modular teaching programme culminates in an integrated Design Synthesis Course (Armoured Fighting Vehicle & Weapon Systems Study, AFWSS). This draws together the material taught in the preceding courses and considers the design of the weapons and platform as a system, examining the compromises necessary to achieve optimum operational performance.

In addition to the teaching methods outlined above, students will be supported in their learning and personal development by undertaking computer based exercises specifically developed by the teaching team.

Linking theory to real examples adds credibility and builds confidence; therefore use of current and legacy equipment as a teaching aid to highlight design philosophy, design parameters and issues, constraints and trade-offs will be used as and when required.

To develop their confidence in conducting critical engineering analysis and systems evaluation, independent research and learning, students will undertake an AFWSS design study.

Course tuition and project supervision will be undertaken as follows:

- The Centre for Defence Engineering (CDE) plans to visit Detroit three times a year in April, June and Nov/Dec for two weeks each visit to deliver two courses per visit and 5 days of project supervision each year. This will allow delivery of 13 courses worth 120 credits, and project study worth 80 credits.
- During each visit, CDE will send a team of 3-6 academics and a module leader/course director to deliver the respective courses and supervision to the students.
- To ensure students are well prepared for courses, where required the course director will provide pre-reading material four weeks prior to the delivery of the course. Pre-reading material will be designed to provide background information necessary for the understanding of the critical design issues taught during the course. This pre-reading material is optional and will require no more than 2-15 hours of private study.
- Each course will consist of lectures to develop better understanding in the students and will be supported by tutorials, (video) laboratory and computer based exercises to explain the application of engineering and applied science using real life examples.
- Depending upon the type of course, written examination and course work assessment will be undertaken. This element will require 40-45 hours of private study. If the course is assessed by course work, students will be given eight weeks after the delivery of the course to complete their work and submit the assessment.
- Unless discussed and agreed prior to the class, assessment by written examination will be undertaken on the last day of the course. Coursework feedback will be given to students in accordance with University regulations. Project feedback will be given the week following each visit.

- During each visit, the project supervisor along with course director will organise one-to-one meetings with the students to discuss and monitor their progress. Project supervisors will also provide guidance and direction to the student(s). Any concerns and achievements will be documented and appropriate action will be taken to ensure that students' concerns are satisfactorily addressed.

## The Individual Project

### Aim

The overall aim of the project is to enable an individual student to develop, by first-hand experience, his expertise in engineering research, design or development in the field of military vehicle technology.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Any combination of the PgDip modules with an accumulated credit of 60.	60
<b>ELECTIVE MODULES:</b>	
<b>TOTAL:</b>	<b>60</b>

### B. **Postgraduate Diploma**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module 1a or 1b	5
Module 2 a or 2b	5
Modules 3, 4, 6, 7, 8, 9, 11, 12, and 13	9 x 10
<b>SPECIALISMS – CHOOSE EITHER VEHICLE OR WEAPONS SPECIALISM</b>	
<b>Vehicle</b>	
Module 5a	10
Module 10a	10

### C. **MSc**

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
-------------	---------

<b>COMPULSORY MODULES:</b>	
Module 1a or 1b	5
Module 2a or 2b	5
Modules 3, 4, 6, 7, 8, 9, 11, 12, and 13	9 x 10
Projects	80
<b>SPECIALISMS – CHOOSE EITHER VEHICLE OR WEAPONS SPECIALISM</b>	
<b>Vehicle</b>	
Module 5a	10
Module 10a	10
<b>Weapons</b>	
Module 5b	10
Module 10b	10
<b>TOTAL:</b>	<b>200</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

Please see the course structure document for details on the individual elements of the course. Overall, the programme is offered off-campus on a part-time basis only. The programme is divided into 2 main parts: the taught phase and the project/design study. Taught phase of the MSc course will be delivered over 4 years in Detroit. Two modules will be taught per visit with two to three visits per year. The project/design study will be integrated throughout the taught phase. The nature of the programme is such that prospective students can join the course at any time; however for administrative purposes it is preferred that students join the course in June.

## **7. Course Level Assessment Strategy<sup>4</sup>**

The course uses a number of different assessment types, both exam and coursework. With regard to the coursework a range of tasks are set including:

Research and brief – both oral and written

Simulation and analysis tasks

Case studies and design studies (both completed individually and as part of a group – written reports)

The assessment of the final project (MSc only) is completed by written thesis, supplemented by an oral viva and project poster.

Full details can be found in the module descriptors for each aspect of the course.

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment								
										Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
														Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1a		R-VWE-FVD	Fighting Vehicle Design	Prof Amer Hameed	38	1	5	Y	08/05/23	08/05/23	12/05/23	50			100	ICW EX	50 50	13/07/23 12/05/23	TBC	
1b		R-VWE-FEDE	Finite Elements in Defence Engineering	Dr Shaun Forth	35	N/A	5	N	Not running			50	ICW	100						

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%. This will be at the Board of Examiners discretion.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment									
											Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
															Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
2a		R-VWES EAP	Systems Engineering and Assured Performance	Mr Rick Adcock	35	1	5	N	12/06/23	12/06/23	16/06/23	50			100	ICW EX	70 30	17/08/23 16/06/23	TBC TBC		
2b		R-VWE-MSCD E	Modelling, Simulation and Control for Defence Engineering	Dr David Galvao Wall	38		5	Y	Not running			50	ICW	100							
3		R-VWE-WST	Weapon Systems Technology	Prof Amer Hameed	38	5	10	Y	Not running			50	ICW EX	50 50	100						
4		R-VWE-FB	Fundamentals of Ballistics	Dr Clare Knock/ Prof Amer Hameed	38	-	10	Y	10/04/23	10/04/23	14/04/23	50			100	ICW EX	50 50	15/06/23 14/04/23	TBC TBC		
5a		R-VWE-MVP	Military Vehicle Propulsion (for vehicle speciality)	Dr Thiru Thirulogasingam	38	-	10	N	Not running			50			100	ICW EX	50 50				
5b		R-VWE MVPD	Military Vehicle Propulsion	Dr Thiru Thirulogasingam	38		10	N	Not running			50			100	ICW EX	60 40				

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
			and Dynamics (for weapon speciality)																
6		R-VWE-EDT	Electric Drive Technologies	Dr John Economou	35	2	10	N	21/03/22	21/03/22	25/03/22	50			100	ICW EX	50 50	30/05/22 25/03/22	TBC TBC
7		R-VWE-LWD	Light Weapon Design	Mr Steve Champion	38	3	10	Y	20/03/23	20/03/23	24/03/23	50			100	ICW EX	50 50	25/05/23 24/03/23	
8		R-VWE MAV	Military Autonomous Vehicle	Dr John Economou	38	3	10	Y	09/05/22	09/05/22	13/05/22	50			100	ICW EX	50 50	18/07/21 13/05/22	TBC TBC
9		R-VWE-SURV	Survivability	Dr Gareth Appleby Thomas	38		10	N	20/06/22	20/06/22	24/06/22	50			100	ICW EX	50 50	26/08/22 24/06/22	TBC TBC
10a		R-VWE MVD	Military Vehicle Dynamics (for Vehicle speciality)	Mr Ajay Kumar	38		10	Y	11/04/22	11/04/22	15/04/22	50			100	ICW EX	40 60	16/06/22 15/04/22	TBC TBC
10b		R-VWE-GSD	Ordnance Design	Prof Amer Hameed	38		10	N	Not running			50	ICW	100					

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number		Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
									Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>7</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
													Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent assessments	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>10</sup>	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
11		R-VWE-VSI	Vehicle Systems Integration	Mr David Diskett	38		10	N	14/11/22	14/11/22	18/11/22	50			100	ICW EX	70 30	19/01/23 18/11/22	
12		R-VWE-RSE	Reliability and System Effectiveness	Laura Lacey / Dr Aimee Helliker	38		10	N	13/06/22	13/06/22	17/06/22	50			100	ICW EX	70 30	18/08/22 17/06/22	TBC TBC
13		R-VWE-AFVWSS	Armoured Fighting Vehicle and Weapon Systems Study (2 weeks course)	Prof Amer Hameed / David Diskett	55		10	N	Not running			50 50	ICW ICW	100 100					
14		R-VWE-THESIS	Project	Prof Amer Hameed	100		80	N	20/07/22	04/08/22	28/07/23	50	THESIS	100				28/07/23	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
R-VWE-FB	Fundamentals of Ballistics	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-MAV	Military Autonomous Vehicles	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-FVD	Fighting Vehicle Design	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-MSUDE	Modelling, Simulation and Control for Defence Engineering	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-LWD	Light Weapon Design	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-WST	Weapon Systems Technology	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-MVP	Military Vehicle Propulsion	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology
R-VWE-MVD	Military Vehicle Dynamics	Vehicle and Weapon Engineering, USA	Expeditionary Warfare Systems Engineering and Technology

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The course uses a range of assessment types including written examination, coursework, thesis and oral examination.

This approach has been adopted to assess the intended learning outcomes and the weighting of assessment, particularly the use of written examinations addresses the educational expectation of the USA market.

## Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module No.</b>	ILO 1.	ILO2.	ILO3.	ILO4.	ILO5.
1a	X	X		X	X

<b>Award ILOs Module No.</b>	ILO 1.	ILO2.	ILO3.	ILO4.	ILO5.
1b	X		X		
2a	X			X	X
2b	X	X	X	X	X
3	X	X	X	X	
4	X	X			
5a	X	X			
5b	X	X			
6	X			X	X
7	X			X	X
8	X		X	X	X
9	X			X	
10a	X	X		X	
10b	X	X		X	
11				X	X
12					
13	X	X	X	X	X

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

<b>Award ILOs Module No.</b>	ILO6.	ILO7.	ILO8.	ILO9.
1a				
1b	X			
2a	X			
2b				
3	X			
4	X	X		
5a	X	X	X	X
5b	X	X	X	X
6	X	X		X
7	X	X	X	X
8	X	X		X
9	X	X	X	X
10a	X	X	X	X
10b	X	X	X	X
11	X			X

Award ILOs Module No.	ILO6.	ILO7.	ILO8.	ILO9.
12	X	X	X	X
13	X	X	X	X

### C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO10.	ILO11.	ILO12.	ILO13.
1a		X	X	
1b		X	X	
2a		X	X	
2b		X	X	
3		X	X	
4		X	X	
5a			X	
5b			X	
6			X	
7			X	
8			X	
9	X	X	X	X
10a	X	X	X	X
10b	X	X	X	X
11				X
12	X			
13	X	X	X	X
14	X	X	X	X

### **CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

### 9. **How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and

procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

This programme is intended for the following range of students as part of their continuing professional development to improve their skills in their current role and to enhance career progression opportunities within their current organisations:

- Test and evaluation engineers, design and development engineers, manufacturing and industrial engineers, specification engineers, physicist and mathematicians working in the weapon and vehicle design, researchers and analysts working in the design and development of fighting vehicles
- Military personnel, government civil servants, defence industry, acquisition and procurement staff from DoD
- Graduates, who intend to take up a career in defence technology (DoD and industry)

### Cranfield University: Course Specifications

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** May 2021

## 1. What is the course?

### Course information

<b>Course Title</b>	Water and Sanitation for Development
<b>Course code</b>	MSWVDFTC, MSWVDPTC, PDWVDFTC, PDWVDPTC, PCWVDFTC, PCWVDPTC
<b>Academic Year</b>	2021/22
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Additional exit routes</b>	PgDip, PgCert
<b>Mode of delivery</b>	Full-time, Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield Campus
<b>School(s)</b>	School of Water, Energy and Environment
<b>Theme</b>	Water
<b>Centre</b>	Cranfield Water Sciences Institute
<b>Course Director</b>	Dr Alison Parker
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/a
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/a
<b>Is the Mastership offered as an open and/or closed course?</b>	N/a
<b>Teaching Institution</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract



<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Minimum 2 <sup>nd</sup> class UK honours degree or equivalent or relevant industrial experience. Language proficiency for non-UK students: TOEFL: 237 (computer version), 580 (paper version), or TOEIC: 830, or IELTS: 6.5 minimum, or Cambridge Certificate: C or above
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc - one year, Part-time MSc - up to three years, Full-time PgCert - one year, Part-time PgCert - two years, Full-time PgDip - one year, Part-time PgDip - two years
<b>Course Start Month(s)</b>	Full-time: October. Part-time: throughout the year (October preferred, other times on case by case basis)

## **Institutions delivering the course**

This course is delivered by the School of Water, Energy and Environment. Water research in the Cranfield Water Science Institute focuses on the science, engineering and management of water in municipal, industrial and natural environments, encompassing treatment technologies, engineering, irrigation, socioeconomics and policy. Research also focuses on soil and water sciences in the context of land management for food, fibre and bio-energy crops, environmental services and biodiversity, using expertise in biophysical and social sciences and agricultural engineering.

Cranfield University actively engages external speakers from across the water sector to deliver the Water and Sanitation for Development course, including from: RedR, Oxfam, Medicin Sans Frontier, Action Contre la Faim, WaterAid, WEDC and CAWST. Cranfield University also actively seeks sponsorship and support for individual thesis projects from water sector employers to provide professional experience and development opportunities for students. Thesis sponsors and supporters include: WaterAid, WSUP and Loowatt.

Cranfield University has agreements with a number of top quality European higher education institutions through its European Partnership Programme (EPP). Within these agreements students from partner institutions have the opportunity to take a Master of Science (MSc) at Cranfield University as an alternative to the final year of their home university programme. The EPP provides a feeder stream of European students to Water and Sanitation for Development and in doing so contributes to the diversity of the class.

Cranfield University remains fully responsible for the quality of the delivery of the course.

## **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited formally by the Chartered Institution of Water and Environmental Management (CIWEM) for intakes in the academic years 2021-2022 & 2022-2023.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- equip engineers and other development workers to plan and implement water supply and sanitation projects and programmes in any part of the world, particularly in low income countries.

This programme is intended for the following range of students:

- graduates with science, engineering, geography or related degrees keen to pursue careers in water management

- graduates currently in employment keen to extend their qualifications or to pursue a career change
- individuals with other qualifications but who possess considerable relevant experience.

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate in Water and Sanitation for Development**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Plan, design and evaluate water source infrastructure and management methods for lower-income countries, so the quality and quantity of water available is sustained.
- ILO 2. Plan, design and evaluate sanitation infrastructure and management methods for lower-income countries, so as to promote health and wellbeing.
- ILO 3. Explain different management and finance models for water, sanitation and hygiene services and evaluate how these might ensure access for the poorest.
- ILO 4. Critically assess how water, sanitation and hygiene infrastructure and services might vary in different contexts, specifically rural, urban and emergencies.

##### **B. Postgraduate Diploma in Water and Sanitation for Development**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. Integrate knowledge, understanding and skills from the taught modules in a real-life situation to address problems faced by industrial clients; creating new problem diagnoses, designs, or system insights; and communicating findings in a professional manner in written, oral and visual forms.

##### **C. MSc in Water and Sanitation for Development**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 6. Define a research question, develop aim(s) and objectives, select and execute a methodology, analyse data, evaluate findings critically and draw justifiable conclusions, demonstrating self-direction and originality of thought.
- ILO 7. To communicate their individual research via a thesis and in an oral presentation in a style suitable for academic and professional audiences.

### **4. How is the course taught?**

Students will be supported in their learning and personal development by:

- Being provided with the opportunity to undertake externally sponsored or supported thesis project research
- Undertaking field and laboratory work to integrate and apply knowledge and skills
- Understanding is developed through the application of knowledge from the taught modules and fieldwork to be able to address water supply and sanitation challenges in different settings across the world.
- Research and private/independent study is necessary for the successful completion of group and thesis projects which also enhance knowledge and individual study abilities.
- Assessments are considered to be part of the learning process and formative feedback given on the assessed assignments enhances the learning process. Further opportunities for formative feedback are strategically built into all modules.
- Course Director and Module Convenors are available for advice on course study and additional reading material.
- Academic staff are readily available for informal advice and feedback.
- Each student is allocated at least one thesis project supervisor to guide and direct the research.
- Students have interaction with industrial practitioners during the modules and wider opportunities are made available by the course team throughout the whole course.

## 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

### A. **Postgraduate Certificate**

The accumulation of 60 credits<sup>3</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
<b>ELECTIVE MODULES:</b>	
60 credits from the following modules:	
Water resource engineering	20
Water, society and development	20
Public health, hygiene and sanitation	20
Resilience, shocks and emergencies	20
<b>TOTAL:</b>	60

### B. **Postgraduate Diploma**

The accumulation of 120 credits<sup>4</sup> through the assessment of taught modules as detailed below:

Description	Credits
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<sup>3</sup> Senate Regulations require a minimum of 60 learning credits to be accumulated for the Award of PgCert. The number of learning credits for individual courses is set during course validation

<sup>4</sup> Senate Regulations require a minimum of 120 learning credits to be accumulated for the Award of PgDip. The number of learning credits is set during course validation

<b>COMPULSORY MODULES:</b>	
Induction	0
Water resource engineering	20
Water, society and development	20
Public health, hygiene and sanitation	20
Resilience, shocks and emergencies	20
Group Project (Full Time Students)	40
<b>ELECTIVE MODULES:</b>	
Part Time Students:	
Group Project	40
OR	
Dissertation	40
<b>TOTAL:</b>	<b>120</b>

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Water resource engineering	20
Water, society and development	20
Public health, hygiene and sanitation	20
Resilience, shocks and emergencies	20
Group Project (Full Time Students)	40
Thesis project	80
<b>ELECTIVE MODULES:</b>	
Part Time Students:	
Group Project	40
OR	
Dissertation	40
<b>TOTAL:</b>	<b>200</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of

your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee); <sup>5</sup>

- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Please see the course structure document for details on the individual elements of the course. Each module is taught over four weeks, with one week largely free of structured teaching to allow time for more independent learning and reflection. Group projects are located after the taught modules, between February and May. Individual thesis research projects are run from May till the end of August with thesis submission and oral assessment in early September.

Full-time students register for the course in October and are expected to complete the course within 12 calendar months.

All options are also offered on a part-time basis and such students are expected to complete the course within 2 to 3 years. Part-time students are not restricted to starting in October but this is a preferred option. Instead they are offered individual guidance on the best sequence of study based on their prior knowledge and availability to attend.

## 7. Course Level Assessment Strategy<sup>6</sup>

Students on this course will be assessed by a variety of assessments during modules, group project and thesis period. The summative assessment plan for the modules is outlined in the table below. For the four taught modules, independent coursework will be used to assess the modules. The assessments have been mapped against the course level ILOs to ensure they cover the core learning across the course. Summative assessment will be complimented by on-going formative assessment and feedback within modules.

<b>Module</b>	<b>Assessment Details</b>	<b>Course Level ILOs</b>
Water Resource Engineering	Individual Course Work - A report detailing recommendations for a village's water supply, max 8 pages plus appendices.	ILO1, ILO4

<sup>5</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $< 40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $< 50\%$ ).

<sup>6</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

Water, Society and Development	Individual Course Work - Essay with optional titles that require the student to critically discuss the socio-economic, behavioural and political enablers and barriers to the provision of water, sanitation and hygiene services in resource constrained contexts.	ILO1, ILO3, ILO4
Public Health, Hygiene and Sanitation	Individual Course Work - A written essay analysing the policy and practice of sanitation development in a selected case study city in the Global South. The essay should link this specific case study to current thinking on public health and urban sanitation generally (3000 word limit).	ILO2, ILO3, ILO4
Resilience, Shocks and Emergencies	Individual Course Work - An integrated Urban Resilience and Emergency Response planning document for a selected urban context in the Global South. This will take the form of a written assignment (3000 words max) that critically evaluates the students' ability to apply their conceptual understanding of resilience and emergency response to a real-life case study.	ILO1, ILO2, ILO4
Group Project	Group and Individual Course Work - The students work in small consultancy teams typically on a client sponsored project for a period of 10 weeks. The students are responsible for interpreting the brief, developing a project plan, selecting and implementing a methodology, deriving results, analysing the results and drawing conclusions in alignment with the aims and objectives. All students participate in a peer review activity providing them with the opportunity to reflect on the practices of their colleagues as well as their own. Peer review feedback is provided individually by an independent member of academic staff. A single group report is produced and the project is presented orally at the concluding Exhibition Day, both elements are summatively assessed by independent markers and a group mark is assigned for each element. Individual assessment is derived from supervisor observation and meeting minute actions and an individual reflective report where the students reflect on the development of three soft skill competencies based on objectives that they set for themselves. The team working competency is mandatory as one of the three skills for each student.	ILO 5
Dissertation (Part-time students only)	Individual Course Work - Part time students are not required to complete the Group Project undertaken by the full time registered students on a SWEE MSc course. An alternative assignment takes the form of a dissertation or design project which in most situations will be based around a topic relevant to the work of the part-time student. It is evident that some aspects of the Group Project experience that the work-based dissertation replaces – for example the client interaction and group dynamics components will not directly replicated by undertaking this assignment. It is expected that these experiences would normally be a part of the normal working life of the part-time student. It is expected that the dissertation will normally consist of the following elements: Abstract, Background context, Introduction to the theme(s) addressed within the dissertation, setting out the issues that will be covered, Methodology, In depth analysis/discussion of the topics discussed, Concluding remarks, References, Appendices (if relevant). Two supervisors are allocated to the dissertation and supervision follows the model used for the independent research project. The student will submit a 6,000 word report and will give an oral presentation of their work. Both elements of assessment will be marked by independent assessors.	ILO 5
Individual Thesis Project	Individual Course Work -The individual research project requires students to further develop problem definition, hypothesis setting, select and execute a methodology, analyse data, and evaluate findings and draw appropriate conclusions in the context of research questions relevant to the course followed by a student.	ILO 6 and 7

	<p>The student is required to communicate their findings successfully via a thesis, written in the style of a scientific paper and an oral presentation based around a poster. The projects are designed to integrate knowledge, the taught modules, and apply understanding and skills from the group project, to deliver a high quality written thesis and oral presentation. The individual research project/thesis is typically delivered through collaboration with an industrial sponsor, or it may be an 'internal' project reflecting the research interests of the School.</p>	
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## Course modules

The following modules outline all parts of the programme leading to the MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
1	I-WAT-INWK	Induction Week	Jitka MacAdam	24		0	Y	04/10/21	04/10/21	08/10/21	N/A	AO	N/A				N/A	
2	I-WAM-WRE	Water resource engineering	Jerry Knox	74	6	20	Y	11/10/21	11/10/21	05/11/21	40	ICW	100				FT - 06/11/21 PT – 20/11/21	May 2022

<sup>7</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>8</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>9</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>10</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>11</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear androgical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>12</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>13</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
3	I-WAM-WSD	Water, society and development	Alison Parker	60	6	20	Y	08/11/21	08/11/21	03/12/21	40	ICW	100				FT - 04/12/21 PT – 18/12/21	May 2022
4	I-WAM-PHHS	Public health, hygiene and sanitation	May Sule	60	6	20	Y	06/12/21	06/12/21	21/01/22	40	ICW	100				FT - 22/01/22 PT – 05/02/22	May 2022
5	I-WAM-RSE	Resilience, shocks and emergencies	Alison Parker	60	6	20	Y	24/01/22	24/01/22	18/02/22	40	ICW	100				FT - 19/02/22 PT – 05/03/22	May 2022
Module 6 – Legacy students only																		
6	I-WAM-A1168	Emergency Water Supply and Environmental Sanitation	Alison Parker	30		10	N	24/01/22	24/01/22	18/02/22	40	ICW	100				PT – 05/03/22	May 2022
PROJECTS																		
7	I-WAT-GRPP	Group Project	Jitka MacAdam	16		40	Y	21/02/22	21/02/22	06/05/22	50 50	GCW GPRES	64 16				29/04/22 - 16.00hrs 03/05/22 16.00hrs	MAY 2023

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent assessments	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
											ICW RP	10 10				06/05/22 07/05/22 23.59hrs	MAY 2022	
8	I-WAT-DISS	Individual Project (PT MSc and PgDip only)	Jitka MacAdam	10		40	Y	21/02/22	21/02/22	23/09/22	50	IPROJ IPRES	80 20				23/09/22 16.00hrs Week commencing 19/09/22	SEPT 2023
9	I-WAT-THESIS	Individual Thesis	Jitka MacAdam	20		80	Y	09/05/22	09/05/22	09/09/22	50	THESIS  OR	90  10				05/09/22 – 16.00hrs  Week commencing - 29/08/22 and 05/09/22	Sept 2023

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
I-WAM-WRE	Water resource engineering	Water and Sanitation for Development	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT
I-WAM-WSD	Water, society and development	Water and Sanitation for Development	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT
I-WAM-PHHS	Public health, hygiene and sanitation	Water and Sanitation for Development	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT
I-WAM-RSE	Resilience, shocks and emergencies	Water and Sanitation for Development	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The MSc course is assessed as three elements:

- the taught modules (40%) are assessed by in-module assessment (including coursework, which focuses on application of principles studied and class tests, which support underpinning knowledge);
- group projects (20%) are assessed by means of a written group report and presentations.
- the research project (40%), is assessed by a thesis and an oral examination

This approach has been adopted because:

Different types of assessments enable the evaluation of a range of M-level skills. A mixture of both individual and group assessments is important in helping students to develop both individual skill and team work related skills. Group and thesis projects follow the completion of the taught part of the course and at this stage more emphasis is on enquiry based learning and problem solving.

## **Assessment and ILO Mapping**

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

## A. Postgraduate Certificate

Award ILOs Module No.	ILO1	ILO2	ILO3	ILO4					
1									
2	ICW			ICW					
3	ICW		ICW	ICW					
4		ICW	ICW	ICW					
5	ICW	ICW		ICW					
6									

## B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO5								
7	GCW GPRES ICW RP								
8	IPROJ IPRES								

## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO6	ILO7							
9	THESIS OR	THESIS OR							

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic

staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

## **10. What opportunities are graduates likely to have on completing the course?**

On completion, graduates have a broader network of global contacts, increased opportunities for individual specialism in their chosen career, and the capability to make an immediate and real contribution to improved water supply and sanitation. Cranfield Water and Sanitation for Development graduates are highly sought after by employers. Typical employers include:

- NGOs e.g. CAFOD, Concern Worldwide, ACTED, Pure Water for the World, Unicef, Medair, World Vision, WaterAid, MSF, CARE WSUP, World Toilet Organisation
- Government and pan-government agencies e.g. the European Commission, JICA,
- Small sanitation companies e.g. SOIL, Loowatt
- Water utilities e.g. Anglian Water, United Utilities, Scottish Water
- International engineering consultancies (e.g. Atkins, Mott MacDonald)

The MSc course is assessed as three elements:



## **COURSE SPECIFICATION**

### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**COURSE TITLE:** MSc in Water and Wastewater Engineering

**Date of first publication/latest revision:** 26/01/16 – May 2021

### **1. What is the course?**

#### **Course information**

<b>Course Title</b>	Water and Wastewater Engineering
<b>Course code</b>	MSWWEFTC, MSWWEPTC, PDWWEFTC, PDWWEPTC, PCWWEFTC, PCWWEPTC
<b>Academic Year</b>	2021-22
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Additional exit routes</b>	MSc, PgDip, PgCert
<b>Mode of delivery</b>	Full-time, Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield Campus
<b>School(s)</b>	School of Water, Energy and Environment
<b>Theme</b>	Water
<b>Centre</b>	Cranfield Water Sciences Institute
<b>Course Director</b>	Dr. Heather Smith
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	N/a
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	N/a

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Is the Mastership offered as an open and/or closed course?</b>	N/a
<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>• 1st or 2nd class UK honours degree or equivalent; in a science or engineering subject;</li> <li>• Candidates with other qualifications will be considered according to experience</li> <li>• Language proficiency for non-UK students: TOEFL: 237 (computer version), 580 (paper version), or TOEIC: 830, or IELTS: 6.5 minimum, or Cambridge certificate: C or above</li> </ul>
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Full-time MSc - one year, Part-time MSc - up to three years, Full-time PgCert - one year, Part-time PgCert - two years, Full-time PgDip - one year, Part-time PgDip - two years
<b>Course Start Month(s)</b>	October: Full-time Part-time: throughout the year (October preferred, other times on case by case basis)

### **Institutions delivering the course**

This course is delivered by the Cranfield Water Science Institute where the research interests include the science, engineering and management of water in municipal, industrial and natural environments. Water Science's activities encompass treatment technologies, engineering, irrigation, socioeconomics and policy where these relate to the improvement of water quality, and the protection and enhancement of the natural, human and industrial environments.

Cranfield University interacts with the following institutions and in the following ways:

- A number of lectures are delivered by representatives from UK water utilities, regulators and consultancies.
- Some of the students undertake their research and/or project work off campus, or at another institution.
- Teaching is provided from utility companies, other external agencies, or jointly with other institutions.
- The course has defined feeder streams from other institutions, including significant sponsorships.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited formally by the Chartered Institution of Water and Environmental Management (CIWEM) for intakes in the academic years 2021-2022 & 2022-2023.

## **2. What are the aims of the course?**

Cranfield University offers this course in order to:

- Develop suitably trained and qualified process engineers and design engineers in all aspects of water and wastewater treatment, enabling them to make a significant contribution to their future or current



employee's performance and operation, with the potential to progress further into senior management positions.

- Deliver graduates whose acquired understanding of process engineering and design of treatment works will enable them to work within organisations involved in water treatment technology and process design for improving water quality to meet environmental and industrial standards (full-time students).
- Deliver graduates whose acquired understanding will enable them to develop their existing capability within organisations involved in water treatment technology and process design to improve water quality to meet environmental and industrial standards (part-time students).

Postgraduate Diploma (PgDip) and Postgraduate Certificate (PgCert) exit routes are provided for students who wish to access only parts of the course provided.

This programme is intended for the following range of students:

- Graduates with an undergraduate degree with a strong science and engineering element keen to pursue careers within companies and organisations involved in water and wastewater treatment, including utilities, contractors, consultants, equipment manufacturers, suppliers and industrial water users.
- Graduates currently working in the water sector keen to extend their qualifications.
- Individuals with other qualifications who possess considerable relevant experience.

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate in Water and Wastewater Engineering**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Identify the design principles, practice and operational experience of conventional and advanced treatment processes together with practical design considerations and calculate water & wastewater treatment flowsheets
- ILO 2. Select the appropriate scientific management and engineering strategies which promote environmental good practice and sustainable development in the water sector and which contribute to tackling new challenges.
- ILO 3. Systematically and critically apply scientific and engineering principles to the design, interconnection and sustainable operation of processes for water quality improvement in municipal, environmental and industrial water and wastewater treatment contexts.

##### **B. Postgraduate Diploma in Water and Wastewater Engineering**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 4. Integrate knowledge, understanding and skills from the taught modules in a real-life situation to address problems faced by industrial clients; creating new problem diagnoses, designs, or system insights; and communicating findings in a professional manner in written, oral and visual forms.

##### **C. MSc in Water and Wastewater Engineering**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 5. Define a research question, develop aim(s) and objectives, select and execute a methodology, analyse data, evaluate findings critically and draw justifiable conclusions, demonstrating self-direction and originality of thought.

ILO 6. To communicate their individual research via a thesis and in an oral presentation in a style suitable for academic and professional audiences.

#### 4. How is the course taught?

Students will be supported in their learning and personal development by:

- Understanding is developed through the application of knowledge from the taught modules and laboratory practicals to deliver optimum solutions to specified process design briefs. The practical sessions will be live streamed or recorded for those students who are located remotely and/or students who are unable to access the physical facilities.
- The case study-based design brief is used to develop independent research and presentation skills that are later applied at an advanced level in the design and thesis project.
- Research and private/independent study is necessary for the successful completion of design and thesis projects which also enhance knowledge and individual study abilities.
- Formative feedback on assessed assignments enhances the learning process and informal feedback on non-assessed individual or group exercises are also used.
- Course Directors and Module Convenors are available for advice on course study and additional reading material.
- Academic staff are readily available for informal advice and feedback.
- Each student is allocated a thesis project supervisor to guide and direct the research.
- Students have interaction with industrial practitioners during the lectures and wider opportunities made available by the course team

#### 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 6. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

##### A. **Postgraduate Certificate**

The accumulation of 60 credits<sup>3</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Science and engineering principles in water and wastewater treatment	30
Treatment processes for water and wastewater	30
<b>ELECTIVE MODULES:</b>	
<b>TOTAL:</b>	<b>60</b>

<sup>3</sup> Senate Regulations require a minimum of 60 learning credits to be accumulated for the Award of PgCert. The number of learning credits for individual courses is set during course validation.

## B. Postgraduate Diploma

The accumulation of 120 credits<sup>4</sup> through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Science and engineering principles in water and wastewater treatment	30
Treatment processes for water and wastewater	30
Water and wastewater assets: lifecycles, risks and futures	20
Group Project (Full-time students)	40
<b>ELECTIVE MODULES:</b>	
Part Time Students: Group Project	40
OR Dissertation	40
<b>TOTAL:</b>	120

## C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Induction	0
Science and engineering principles in water and wastewater treatment	30
Treatment processes for water and wastewater	30
Water and wastewater assets: lifecycles, risks and futures	20
Group Project (Full-time students)	40
Individual Research Project	80
<b>ELECTIVE MODULES:</b>	
Part Time Students: Group Project	40
OR Dissertation	40
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

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<sup>4</sup> Senate Regulations require a minimum of 120 learning credits to be accumulated for the Award of PgDip. The number of learning credits is set during course validation

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>5</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time students register for the course in October and are expected to complete the course within 12 calendar months.

All options are also offered on a part-time basis and such students are expected to complete the course within 2 to 3 years. Part-time students are not restricted to starting in October. Instead they are offered individual guidance on the best sequence of study based on their prior knowledge and availability to attend. For part time students who join the course after the induction week module, presentations are made available and, when possible, a recording. If recording is not available the student is given the opportunity to meet with the course director or nominated person to cover any critical aspects of the induction week.

Please see the course structure document for details on the individual elements of the course. The 20 credit module is taught over four weeks, where the contact time is generally taking place from Tuesdays to Thursdays. The rest of the time is largely focussed on guided independent learning and reflection.

The two 30 credit modules are taught over six weeks, with most of the contact time again taking place from Tuesdays to Thursdays and the rest of the time largely focussed on guided independent learning, reflection on the previous work and preparation for module assessment (completing individual coursework or study for an exam).

## 7. Course Level Assessment Strategy<sup>6</sup>

Students on WWE MSc will be assessed by a variety of assessments during modules, group project and thesis period. The assessment tasks are challenging and enable students to demonstrate a full range of

<sup>5</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $< 40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $< 50\%$ ).

<sup>6</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

skills and attributes. The summative assessment plan for the modules is outlined in the table below mapped against the course level ILOs to ensure they cover the core learning across the course. For the three modules, independent coursework will be used to assess all modules. All modules are supported by a number of formative tasks including group discussion, quizzes, case studies and oral presentations; with formative feedback provided by the lecturers in the class.

The group project phase is assessed by a group report and presentation, with the latter being attended by a wide-ranging audience (academics, industrialists...) which helps the students develop presentation skills relevant to succeed in their future careers. Students have opportunities to develop their communication skills before their summative assessment, as they are required to give group presentations on project progress where they receive immediate formative feedback. Students are generally expected to be more self-directed in their learning during their individual research project, which is assessed by thesis submission and delivering a presentation. Formative feedback and guidance is provided through the thesis in preparation for the summative assessment by regular interaction with the thesis supervisor.

<b>Module</b>	<b>Assessment Details</b>	<b>Course Level ILOs</b>
Science and engineering principles in water and wastewater treatment	<p>Individual Assignment 1 (15 credits) - The assignment will comprise a series of questions (6-8) on the different topics covered in the weeks 1 to 3 of the module to be answered in an individual report (maximum 10 pages). The answers to these questions will include mostly descriptive parts with some mathematical and engineering calculations.</p> <p>The assignment brief will be available from the start of the module and the report will have to be submitted on the Monday of week 4 of the module.</p> <p>Individual Assignment 2 (15 credits) The assignment will comprise a series of questions (10-15) on the different topics covered in the weeks 3 to 6 of the module to be answered in an individual report (maximum 10 pages). A penalty will be applied for exceeding the page count. The answers to these questions will include mostly mathematical and engineering calculations with some descriptive parts.</p> <p>The assignment brief will be available from the start of the module and the report will have to be submitted on the Saturday of week 6 of the module.</p>	ILO1, ILO3
Treatment processes for water and wastewater	<p>Individual assignment (15 credits) -</p> <p>The assessment will consist of an individual assignment (15 credits) weighting individually 50% of the module marks. This assignment will cover wastewater treatment.</p> <p>This features designing a wastewater treatment plant requiring a combination of descriptive, mathematical solutions and costing.</p> <p>Individual assignment (15 credits) –</p> <p>The remaining 15 credits and other 50% of the module marks are obtained through a second individual assignment. This assignment will cover water treatment. This features designing a water treatment plant requiring a combination of descriptive, mathematical solutions and costing.</p>	ILO 1, ILO2, ILO3
Water and wastewater assets: lifecycles, risks and futures	Individual coursework - Report evaluating information related to a specific treatment works and recommending a strategy based around 'future - proofing' of the site (maximum 5000 words)	ILO 2, ILO 3, ILO 4
Group Project	Group and Individual Course Work - The students work in small consultancy teams typically on a client sponsored project or internal project relevant to industry for a period of 10 weeks. The students	ILO4

	<p>are responsible for interpreting the brief, developing a project plan, selecting and implementing a methodology, deriving results, analysing the results and drawing conclusions in alignment with the aims and objectives. All students participate in a peer review activity providing them with the opportunity to reflect on the practices of their colleagues as well as their own. Peer review feedback is provided individually by an independent member of academic staff. A single group report is produced and the project is presented orally at the concluding Exhibition Day, both elements are summatively assessed by independent markers and a group mark is assigned for each element. Individual assessment is derived from supervisor observation and meeting minute actions and an individual reflective report where the students reflect on the development of three soft skill competencies based on objectives that they set for themselves. The team working competency is mandatory as one of the three skills for each student.</p>	
Dissertation (Part-time students only)	<p>Individual Course Work - Part time students are not required to complete the Group Project undertaken by the full time registered students on a SWEE MSc course. An alternative assignment takes the form of a dissertation or design project which in most situations will be based around a topic relevant to the work of the part-time student. It is evident that some aspects of the Group Project experience that the work-based dissertation replaces – for example the client interaction and group dynamics components will not directly replicated by undertaking this assignment. It is expected that these experiences would normally be a part of the normal working life of the part-time student. It is expected that the dissertation will normally consist of the following elements: abstract, background context, introduction to the theme(s) addressed within the dissertation, setting out the issues that will be covered, methodology, In depth analysis/discussion of the topics discussed, concluding remarks, references, appendices (if relevant). Two supervisors are allocated to the dissertation and supervision follows the model used for the independent research project. The student will submit a 6,000 word report and will give an oral presentation of their work. Both elements of assessment will be marked by independent assessors.</p>	ILO 4
Individual Thesis Project	<p>Individual Course Work -The individual research project requires students to further develop problem definition, hypothesis setting, select and execute a methodology, analyse data, and evaluate findings and draw appropriate conclusions in the context of research questions relevant to the course followed by a student. The student is required to communicate their findings successfully via a thesis, written in the style of a scientific paper and an oral presentation based around a poster. The projects are designed to integrate knowledge, the taught modules, and apply understanding and skills from the group project, to deliver a high quality written thesis and oral presentation. The individual research project/thesis is typically delivered through collaboration with an industrial sponsor, or it may be an 'internal' project reflecting the research interests of the School.</p>	ILO 5, ILO 6

## Course modules

The following modules outline all parts of the programme leading to MSc. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
1	I-WAT-INWK	Induction Week	Jitka McAdam	24		0	Y	04/10/21	04/10/21	08/10/21	N/A	AO	N/A				N/A	
2	I-WSC-SEP	Science and engineering principles in water and wastewater treatment	Marc Pidou	90		30	Y	11/10/21	11/10/21	19/11/21	40	ICW ICW	50 50				FT 01/11/21 PT 15/11/21 FT 20/11/21 PT 04/12/21	May 2022

<sup>7</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>8</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>9</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>10</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>11</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multi-part assessments should only be included in courses where there is a clear androgical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>12</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>13</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
3	I- WSC- TPW W	Treatment processes for water and wastewater	Francis Hassard	90		30	Y	22/11/21	22/11/21	21/01/22	40	ICW	50				FT 08/01/22 PT 22/01/22	May 2022
												ICW	50				FT 22/01/22 PT 05/02/22	
4	I- WSC- A1099	Water and wastewater assets: lifecycles, risks and futures	Jitka MacAdam	60		20	Y	24/01/22	24/01/22	18/02/22	40	ICW	100				FT 19/02/22 PT 05/03/22	May 2022
Modules 5 to 6 – Legacy students only																		
5	I- WSC- A1507	Hydraulics and Pumping Systems	Yadira Bajon Fernandez	27		10	N	11/10/21	11/10/21	19/11/21	40	ICW	100				PT 04/12/21	May 2022
6	I- WSC- A1092	Physical Processes	Peter Jarvis	30		10	N	22/11/21	22/11/21	21/01/22	40	ICW	100				PT 22/01/22	May 2022
PROJECTS																		
7	I- WAT- GRPP	Group Project	Jitka MacAdam	16		40	Y	21/02/22	21/02/22	06/05/22	50	GCW	64				29/04/22 - 16.00hrs 03/05/22 16.00hrs	MAY 2023
											50	GPRES	16					
												ICW	10					

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment



Module Number	Module code	Title	Module Leader	Contact hours <sup>7</sup>	Total hours delivered by Visiting Lecturers <sup>8</sup>	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date	Minimum Mark <sup>9</sup> - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>10</sup> (%) of Independent	Weighting within module of multi-part assessments	Type of Assessment	Weighting of individual elements of multi-part assessment <sup>12</sup>	Assessment Submission and/or exam date <sup>13</sup>	Assessment / Exam Retake date
											RP	10				06/05/22 07/05/22 23.59hrs	MAY 2022	
8	I-WAT-DISS	Individual Project (PT MSc and PgDip only)	Jitka MacAdam	10		40	Y	21/02/22	28/02/22	23/09/22	50	IPROJ	80				23/09/22 16.00hrs Week commencing 19/09/22	SEPT 2023
											IPRES	20						
9	I-WAT-THESIS	Individual Research Project	Jitka MacAdam	20		80	Y	09/05/22	09/05/22	09/09/22	50	THESIS	90				05/09/22 – 16.00hrs	Sept 2023
											OR	10					Week commencing - 29/08/22 and 05/09/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; I PROJ – Individual Project (>20 credits); G PROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<u>Module code</u>	<u>Module title</u>	<u>Course that owns the module</u>	<u>Other course(s)/ programme(s) that use the module</u>
I-WSC-SEP	Science and engineering principles in water and wastewater treatment	Water and Wastewater Engineering	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT Water Infrastructure and Resilience (WIRe) CDT
I-WSC-TPWW	Treatment processes for water and wastewater treatment	Water and Wastewater Engineering	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT Water Infrastructure and Resilience (WIRe) CDT
I-WSC-A1099	Water and wastewater assets: lifecycles, risks and futures	Water and Wastewater Engineering	Water and Waste Infrastructure Systems Engineered for Resilience (Water-WISER) CDT

## 8. How are the ILOs assessed?

The following assessment types are utilised:

The course uses a range of assessment types, where all exams have been excluded and independent course work is instead preferred for the taught component as a more suitable assessment for master level courses. Students can expect to have 5 pieces of assessment by submitted work in the taught modules, a group report/dissertation, an individual reflective review (FT), an individual research thesis and 2 elements of assessment by presentation or viva. The course is assessed as three elements:

- The taught modules (40%) are assessed by in-module assessment (including coursework, which focuses on application of principles studied and class tests, which support underpinning knowledge) ;
- Group projects for FTs (20%) are assessed by means of a written group report and presentations. Individual design projects (PTs) are assessed by means of a written dissertation.
- The research project (40%) is assessed by a thesis and an oral examination.

This approach has been adopted because:

Different types of assessments enable the evaluation of a range of M-level skills. A mixture of both individual and group assessments is important in helping students to develop both individual skill and team work related skills. Group and thesis projects follow the completion of the taught part of the course and at this stage more emphasis is on enquiry based learning and problem solving.

## **Assessment and ILO Mapping**

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

### A. Postgraduate Certificate in Water and Wastewater Engineering

Award ILOs Module No.	ILO 1.	ILO 2.	ILO 3.
1			
2	ICW ICW		ICW ICW
3	ICW ICW	ICW ICW	ICW ICW

### B. Postgraduate Diploma in Water and Wastewater Engineering

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 1.	ILO 2.	ILO 3.	ILO 4.
4		ICW	ICW	ICW
5			ICW	ICW
6	ICW	ICW	ICW	ICW
7				GCW GPRES ICW RP
8				IPROJ IPRES

### C. MSc in Water and Wastewater Engineering

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 5.	ILO 6
9	THESIS OR	THESIS OR

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment
-------	-----------------	------------

		Type	Weight (%)

## 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning

and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

Graduates will leave the course well educated, skilled and experienced to operate and manage vital water and wastewater treatment services. The demand for such graduates is already high and will only increase over coming years as environmental standards for water quality increase, and pressures on our water supplies continue to grow. Graduates from the course are highly employable within companies and organisations involved in water and wastewater treatment, including utilities, contractors, consultants, equipment manufacturers, suppliers, regulators and industrial water users.

## **COURSE SPECIFICATION**

### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information. Courses are under constant review, however, and the University reserves the right, without notice, to withdraw, update or amend this course specification at any time.

**COURSE TITLE:** Weapon and Vehicle Systems Programme

- [Military Vehicle Technology (MVT)]
- Gun Systems Design (GSD)]

**Date of first publication/latest revision:** Issue 1 – May 2021

### **1. What is the course?**

#### **Course information**

<b>Course Title</b>	See Box above
<b>Course code</b>	MSMVTFTR–PDMVTFTR-PCMVTFTR MSMVTPTR–PDMVTPTR-PCMVTPTR MSGSDFTR–PDGSDFTTR–PCGSDFTR MSGSDPTR–PDGSDPTR-PCGSTPTR
<b>Academic Year</b>	<b>2021-22</b>
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Exit routes</b>	MSc, PgDip, PgCert
<b>Mode of delivery</b>	Full time & Part time
<b>Location of Study</b>	Shrivenham
<b>School(s)</b>	Cranfield Defence and Security
<b>Theme</b>	N/A
<b>Centre</b>	Centre for Defence Engineering
<b>Course Director</b>	Dave Simner
<b>Awarding Body</b>	Cranfield University
<b>Is this and AP Contract course?</b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No
<b>Apprenticeship Standard the course is mapped to</b>	No
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	No
<b>Is the Mastership offered as an open and/or closed course?</b>	No

<b>Teaching Institution</b>	Cranfield University
<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	Up to 1 year Full Time; Part Time: MSc 3 Years, PGDip and PGCert 2 Years
<b>Course Start Month(s)</b>	September

### **Institutions delivering the course**

This course is delivered by Centre for Defence Engineering at Cranfield Defence and Security, where the research interests include Vehicle Dynamics – Ride and Handling of Military Vehicles, Vehicle Protection, Vehicle Design – including the development of parametric modelling tools, hybrid military vehicles, modelling of threat mechanisms for vehicles, ground interaction of military vehicles – terramechanics, dynamics of tracked vehicles, integration of weapon systems on military vehicle, internal, external and terminal ballistics, gun design and survivability.

Cranfield University interacts with the following institutions and in the following ways:

Teaching and assessment is also provided by the Department of Informatics and Systems Engineering at Cranfield Defence and Security.

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institute of Mechanical Engineers (IMechE – until the 2023) and the Institution of Engineering and Technology (IET – until 2022) on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer. Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

Cranfield University offers this programme in order to:

- Provide graduates with the technical qualities, transferrable skills and independent learning ability necessary to make them effective in organisations that design, develop, procure or operate military vehicles and gun systems.
- Postgraduate Diploma and Postgraduate Certificate exit routes are provided for students who wish to access only parts of the course provided.

This programme is intended for the following range of students:

Engineers, Managers and Military Officers/Non-commissioned Officers working in

- Weapon systems design, development and procurement
- Military vehicle design, development and procurement
- Weapons and vehicle systems engineering and integration

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

Note GSD students will concentrate on Weapon subjects, while MVT students will concentrate on Vehicle topics.

#### **A. Postgraduate Certificate in Military Vehicle Technology/Gun Systems Design**

In completing this course, and achieving the associated award, a diligent student should be able to:

ILO 1. Demonstrate a comprehensive understanding of military vehicles and/or gun systems and be able to critically assess the mechanical design using appropriate methods.

ILO 2. Explain the engineering and physical limitations to the performance of gun or vehicle systems in relation to their design

ILO 3. Apply the appropriate techniques and tools to analyse and evaluate mechanical system problems, propose solutions and implement them – demonstrating a systematic approach and the use of engineering judgement.

ILO 4. Demonstrate a practical and sound engineering approach to problem solving.

#### **B. Postgraduate Diploma in Military Vehicle Technology/Gun Systems Design**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

ILO 5. Demonstrate knowledge of modelling and simulation of gun or vehicle components and systems using computer-based techniques: for example; ballistics, recoil, weapon control, vehicle ride, performance and handling

ILO 6. Critically analyse and evaluate the impact of new gun or vehicle technology on changes and developments in, and to the threat

ILO 7. Solve problems using a system approach, allowing the vehicle student to gain an understanding of the weapon system (and its impact on the vehicle), and the gun student to demonstrate an appreciation of vehicle design and therefore the implications for the integration of the weapon system onto a platform.

ILO 8. Demonstrate the ability to learn independently, work effectively under time pressure and present their results, proposals and conclusions in written and oral form.

ILO 9. Critically appraise technical and commercial literature and select appropriate technologies and methods to suit particular problems and projects.

ILO 10. Demonstrate the ability to critically assess their own technical performance and that of others

#### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

ILO 11. Demonstrate self-direction and originality in developing and delivering successful independent research to include informed judgements regarding incomplete and/or fuzzy data, and then being able to define problems, propose suitable hypotheses and complete the appropriate analysis in order to draw the required conclusions.

### **4. How is the course taught?**

Lectures, tutorials and practical exercises are used to develop the necessary knowledge. Formal feedback on assessed assignments enhances the learning process and informal feedback on non-assessed individual or group exercises is used.

Supervision is provided for projects, which provides guidance for the students taking the MSc. Students will be supported in their learning and personal development by:



- The use of the 'Virtual Learning Environment' (VLE) where additional resources will be added to complement those used directly in the taught modules
- The use of 'Research and Briefing' exercises where students study a topic while undertaking one of the modules and then presenting the topic back to the group
- Discussion sessions regarding new technology and developments of current military equipment
- Participation on the modules of serving Military Officers, who are able to raise current issues and comment on the latest developments

Students will be supported in their learning and personal development by:  
Interaction with specialist staff – mostly from within the Centre for Defence Engineering. The small cohort on the Programme allows for personal discussion regarding material taught, areas of research and development of topics of interest to individual students.

## **5. What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 7. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

**Note: The module codes / names used throughout the following tables can be found in the Course Module Timetable that follows on page 7-9**

### **A. Postgraduate Certificate in Gun Systems Design**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

<b>Description</b>	<b>Credits</b>
<b>COMPULSORY MODULES:</b>	
Modules: FoB and WST	20
<b>ELECTIVE MODULES</b>	
Modules to make up 40 credits, excluding MVD or MVP modules	40
<b>TOTAL:</b>	<b>60</b>

### **B. Postgraduate Diploma in Gun Systems Design**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

<b>Description</b>	<b>Credits</b>
<b>COMPULSORY MODULES:</b>	
Modules: IS and CAD	0
Modules: MSC, FEE, FoB, WST, ED, Surv., MVP&D, VSI and AFVWSS	90
Module: GSD	20
<b>ELECTIVE MODULES</b>	
Modules to make up 10 credits	10
<b>TOTAL:</b>	<b>120</b>

### C. MSc in Gun System Design

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules: IS and CAD	0
Modules: MSC, FEE, FoB, WST, ED, Surv., MVP&D, VSI and AFVWSS	90
Module: OD	20
Project	80
<b>ELECTIVE MODULES</b>	
Modules to make up 10 credits	10
<b>TOTAL:</b>	<b>200</b>

### D. Postgraduate Certificate in Military Vehicle Technology

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Module: MVD or MVP	20
Plus one of the modules: Surv., UMVS, VSI or RSE	10
<b>ELECTIVE MODULES:</b>	
Modules to make up 30 credits, excluding FoB module	30
<b>TOTAL:</b>	<b>60</b>

### E. Postgraduate Diploma in Military Vehicle Technology

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules: IS and CAD	0
Modules: MSC, FEE, WST, Surv., VSI and AFVWSS	60
Module: MVD and MVP	40
<b>ELECTIVE MODULES</b>	
Modules to make up 20 credits, excluding MVP&D	20
<b>TOTAL:</b>	<b>120</b>

## F. MSc in Military Vehicle Technology

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Modules: IS and CAD	0
Modules: MSC, FEE, WST, Surv., VSI and AFVWSS	60
Module: MVD and MVP	40
Project	80
<b>ELECTIVE MODULES</b>	
Modules to make up 20 credits, excluding MVP&D	20
<b>TOTAL:</b>	<b>200</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

For Reference Only (please see the relevant Senate Handbook for definitive details):

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>1 2</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will

<sup>1</sup> For students who were registered before 1 August 2015, the requirement to obtain a minimum mark for a taught assessment will not apply for taught assessment taken before 31 August 2015 (unless the assessment was designated as a "key assessment" under the previous Assessment Rules).

<sup>2</sup> For reference only – see Senate Handbook for definitive definition:

Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

- normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
- it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
  - **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## **6. How is the course structured?**

Full-time students register for the MSc course in September and are expected to complete the course within a maximum of 13 months calendar months. PgCert and PgDip students will be shorter than this depending on module choice; typically 12-15 weeks for PgCert and 26 weeks for PgDip.

For reference only - see Section 1:

This course is also offered on a part-time basis. Students have up to 3 years (MSc) to complete the degree. PgDip and PgCert have up to 2 years.

## **7. Course Level Assessment Strategy**

The course uses a number of different assessment types, both exam and coursework. With regard to the coursework a range of tasks are set including:

Research and brief – both oral and written

Simulation and analysis tasks

Written reports related to experimental tasks

Case studies and design studies (both completed individually and as part of a group)

The assessment of the final project (MSc only) is completed by written thesis, supplemented by an oral viva and project poster.

Full details can be found in the module descriptors for each aspect of the course.

## Course modules

The following modules outline all parts of the Programme leading to an **MSc**. Other awards associated with the course include a selection of these modules.

Module Number	Module code	Title	Module Leader	Contact hours	Total hours delivered by Visiting Lecturers	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module (%) of Independent assessments	Weighting within module of multi-part assessments (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment	Assessment Submission and/or exam date	Assessment / Exam Retake date
SEPTEMBER 2021: – Admissions day for the course – Monday 6 <sup>th</sup>																		
1	R-ESD-IS	Introductory Studies (IS)	Dave Simner	30	0	0	N	N/A	06/09/21	10/09/21	N/A	N/A					N/A	N/A
2	R-ESD-CAD	Solid Modelling and CAD (CAD)	Alan Peare	30	0	0	N	N/A	13/09/21	17/09/21	N/A	N/A					N/A	N/A
3	R-ESD-MSC	Modelling Simulation and Control (MSC)	Thiru Thirulogasingam	35	0	10	Y	N/A	20/09/21	24/09/21	50	ICW	100				04/10/21 FT 18/10/21 PT	By individual arrangement
4	R-ESD-WST	Weapon Systems Tech. (WST)	Hugh Goyder	31	0	10	Y	N/A	27/09/21	01/10/21	40	ICW	100				08/11/21 FT 22/11/21 PT	By individual arrangement
OCTOBER 2021: – Private Study Week 18 <sup>th</sup> to 22 <sup>nd</sup> October (Note that Monday 18 <sup>th</sup> October may be used as a presentation day for the MSC module.)																		
5	R-ESD-FB	Fundamentals of Ballistics (FoB)	Clare Knock	32	0	10	Y	N/A	04/10/21	08/10/21	50	ICW	100				02/12/2021	By individual arrangement (Block 2 exams)
6	R-ESD-FE	Finite Elements in Engineering (FEE)	Shaun Forth	35	0	10	N	N/A	11/10/21	15/10/21	40	ICW	100				17/01/22 FT 31/01/22 PT	By individual arrangement
7	R-ESD-MVD	Military Vehicle Dynamics (MVD)	Ajay Kumar	70	0	20	N	N/A	25/10/21	05/11/21	50	ICW	100				22/02/2022 FT 08/03/2022 PT	By individual arrangement (Block 2 exams)
8	R-ESD-GSD	Ordnance Design (OD)	Steve Champion	70	0	20	N	N/A	25/10/21	05/11/21	50	ICW	100				07/03/22 FT 21/03/22 PT 27/06/22	By individual arrangement

Module Number	Module code	Title	Module Leader	Contact hours	Total hours delivered by Visiting Lecturers	Credits	Is the module shared? Y/N	Calendar			Assessment								
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates		
												Type of Assessment	Weighting within module (%) of Independent assessments	Weighting within module of multi-part assessments (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment	Assessment Submission and/or exam date	Assessment / Exam Retake date	
																	Larkhill Only		
NOVEMBER 2021: – Private Study Weeks: 8 <sup>th</sup> – 12 <sup>th</sup> November (All); 15 <sup>th</sup> – 26 <sup>th</sup> November (GSD)																			
9	R-ESD-MVP	Military Vehicle Propulsion (MVP)	Dave Simner	70	0	20	N	N/A	15/11/21	26/11/21	50	ICW	100					14/03/22 FT 28/02/22 PT	By individual arrangement
10	R-ESD-SURV	Survivability (Surv)	Gareth Appleby-Thomas	35	0	10	Y	N/A	29/11/21	03/12/21	50	ICW	100					21/02/22 FT 07/03/22 PT	By individual arrangement
DECEMBER 2021: Block 1 Examinations 6 <sup>th</sup> –10 <sup>th</sup> December – Official Timetable will be Published by Registry. Christmas Break Friday 24 <sup>th</sup> December 2021 – 1 <sup>st</sup> January 2022 inc.																			
11	R-ESD-ED	Element Design (ED)	Dave Simner	35	0	10	Y	N/A	13/12/21	17/12/21	50	ICW	100					14/03/22 FT 28/03/22 PT	By individual arrangement
JANUARY 2022																			
12	R-ESD-MVPD	Military Vehicle Propulsion and Dynamics (MVD&P)	Dave Simner	32	0	10	Y	N/A	10/01/22	14/01/22	50	ICW	100					28/02/22	By individual arrangement
13	R-MAA-GW	Guided Weapons (GW)	David Galvao - Wall	27	0	10	Y	N/A	17/01/22	21/01/22	50	ICW	100					14/03/22	By individual arrangement
14	R-ESD-UMVS	Uninhabited Military Vehicle Systems (UMVS)	John Economou	35	0	10	N	N/A	24/01/22	28/01/22	50	ICW	100					07/03/22	By individual arrangement
15	R-MAA-MA	Military Avionics (MA)	Alessio Balleri	32	0	10	Y	N/A	24/01/22	28/01/22	50	ICW	100					21/03/22	By individual arrangement
FEBRUARY 2022:																			

Module Number	Module code	Title	Module Leader	Contact hours	Total hours delivered by Visiting Lecturers	Credits	Is the module shared? Y/N	Calendar			Assessment							
								Module Start Date (eg Pre-course task)	' Residential' Start Date	' Residential' End Date	Minimum Mark - 40% or 50%	Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module (%) of Independent assessments	Weighting within module of multi-part assessments / (100%)	Type of Assessment	Weighting of individual elements of multi-part assessment	Assessment Submission and/or exam date	Assessment / Exam Retake date
16	R-ESD-VSI	Vehicle Systems Integration (VSI)	David Diskett	32	0	10	Y	N/A	31/01/22	04/02/22	50	ICW	100				14/03/22 FT 28/03/22 PT	By individual arrangement
17	R-ESD-RSE	Reliability and Systems Effectiveness (RSE)	Aimee Helliker	31	0	10	Y	N/A	07/02/22	11/02/22	50	ICW	100				28/03/22	By individual arrangement
18	R-EOS-RMP	Rocket Motors and Propellants (RMP)	Phil Gill	22	0	10	Y	N/A	07/02/22	11/02/22	50	EX	100				30/03/22 (As EOE)	By individual arrangement
19	R-ESD-LWD	Light Weapon Design(LWD)	Steve Champion	34	0	10	N	N/A	21/02/22	25/02/22	50	OR EX	20 80				26/02/22 31/03/22	By individual arrangement
MARCH 2022: Part of March, April, May and June – PROJECT STUDY – (Hand In Date Is July – See Below) APRIL 2022: 'Block 2' Examinations Late March / Early April - Official Timetable will be confirmed by Registry (RM&P and LWD only). Easter Break: Good Friday – 15 <sup>th</sup> April 2022 & Easter Monday – 18 <sup>th</sup> April 2022 JULY 2022:																		
20	R-ESD-AFVWS	Armoured Fighting Vehicle and Weapon Systems Study (AFVWSS)	David Diskett	55	0	10	N	N/A	12/07/22	22/07/22	50	ICW	100				27/07/22	By individual arrangement
21	R-ESD-THESIS	Thesis	Dave Simner	10	0	80	N	N/A	01/03/22	29/07/22	50	THESIS	100				11/07/22 FT 02/09/22 PT	By individual arrangement
PRESENTATION DAY – Wednesday 20 <sup>th</sup> July 2022 (Planning assumption) – To include a meeting of the Industrial Advisory Panel – Date will be confirmed nearer to the time. PROJECT VIVA VOCE EXAMS – 25 <sup>th</sup> -26 <sup>th</sup> July 2022 INTERNAL / DEPARTMENTAL EXAMINATION BOARD – Friday 29 <sup>th</sup> July 2022 – FORMAL EXAMINATION BOARD – To be arranged by Registry with other Eng. MSc Courses (Planning assumption)																		

Please note that all module contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

The information contained within this table is For Reference Use Only – it is included here to show the planned dates for the modules. For all other information (for example assessment details) see Module Descriptor pages for definitive information. Also, students must use the information provided at the time of the module for planning submission dates; it is **those dates that are definitive**.

Note - For Information Only (Refer to Senate Handbook on Assessment Rules for definitive information):

A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is  $\geq 50\%$ .

Assessment Types: ICW – Individual Coursework; OR – Viva Voce / Oral Examination; EX – Examination; THESIS - thesis

Note – For the Ordnance Design module, a second Part-Time assessment hand-in date (PT2) has been set for the student cohort from the Royal School of Artillery.



Please list all modules that are shared with another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Course(s)/programme(s) that share the module</u></b>
R-EOS-RMP	Rocket Motors and Propellants	MSc Explosives Ordnance Engineering	MSc Explosives Ordnance Engineering
R-MAA-GW	Guided Weapons	MSc Military Aerospace and Airworthiness	MSc Military Aerospace and Airworthiness
R-MAA-MA	Military Avionics	MSc Military Aerospace and Airworthiness	MSc Military Aerospace and Airworthiness
R-ESD-RSE	Reliability and System Effectiveness	MSc Military Vehicle Technology	MSc System Engineering for Defence Capability (Part Module only – the assessment is different)  MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-ED	Element Design	MSc Gun Systems Design	MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-FB	Fundamentals of Ballistics	MSc Gun Systems Design	MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-MVPD	Military Vehicle Propulsion and Dynamics	MSc Gun Systems Design	MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-MSC	Modelling Simulation and Control	MSc Military Vehicle Technology	MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-SURV	Survivability	MSc Military Vehicle Technology	MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-VSI	Vehicle Systems Integration	MSc Military Vehicle Technology	MSc Defence and Security Programme – Assessment will be slightly different.
R-ESD-WST	Weapon Systems Technology	MSc Gun Systems Design	MSc Defence and Security Programme – Assessment will be slightly different.

## **7. How are the ILOs assessed?**

The following assessment types are utilised:

Students will undertake a range of examinations, assessed coursework and project work. The mix of coursework and examinations will depend on the modules undertaken. Coursework ( and to some extent examinations) will cover a range of question styles, including descriptive, technical discussions, analysis of engineering problems, and simulation of systems using computer aided engineering tools. In the final module (PgDip and MSc) students have to present their findings and defend their solution to a system problem. In addition to the above, the MSc students are also assessed in their ability to orally present and defend the findings of their project in a viva voce examination.

## Assessment and ILO Mapping

### A. Postgraduate Certificate

<b>Award ILOs</b> <b>Module Name / No.</b>	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9	ILO 10	ILO 11
FoB (5)	EX	EX	EX		EX						
WST (6)	ICW	ICW	ICW	ICW							
MVD (7)	ICW	ICW	EX	ICW	ICW		ICW				
MVP (10)	ICW	ICW	ICW	ICW	ICW	ICW	ICW				ICW

Not all the listed modules are compulsory for both GSD and MVT PGCert. See Section 5 for details. Optional modules will allow some PGDip ILOs to be satisfied. Introductory modules (1 and 2) are not assessed so are not included in this matrix. Note that MVD and MVP will not both be taken by PGCert students.

The types of assessment are shown here for reference only – the Module Descriptor pages contain definitive information regarding the assessment of each module.

### B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

<b>Award ILOs</b> <b>Module Name / No.</b>	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9	ILO 10	ILO 11
MSC (3)					ICW					ICW	
FEE (4)			ICW		ICW			ICW			
OD (8)	ICW					ICW					ICW
SURV (10)		ICW				ICW					
ED (11)			ICW		ICW		ICW				
MVP&D (12)							ICW		ICW		
GW (13)						ICW	ICW		ICW		
UMVS (14)			ICW		ICW	ICW					
MA (15)			ICW		ICW	ICW					
VSI (16)				ICW		ICW	ICW				
RSE (17)							ICW	ICW		ICW	
RMP (18)						EX		EX		EX	
LWD (19)	OR	OR					EX	EX			
AFVWS (20)								ICW	ICW		ICW

## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

<b>Award ILOs</b> <b>Module Name / No.</b>	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9	ILO 10	ILO 11
THESIS (21)	Thesis			Thesis	Thesis	Thesis		Thesis		Thesis	Thesis

### **CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)
Not Applicable on MVT or GSD	Not applicable	N/A	N/A
		N/A	N/A

### 8. **How will the University assure the quality of the provision?**

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the Quality Assurance Agency for Higher Education (QAA) Quality Code, in particular Chapter B1 (Programme Design and Approval) and in the case of partnership arrangements in accordance with Chapter B10 (Managing Higher Education with Others). New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review. For collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each course in depth. In addition occasional site inspection visits are made.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guidance provided by the QAA particularly in Chapter B7 (External Examining) which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

#### **9. What opportunities are graduates likely to have on completing the course?**

Invariably, students are sponsored on the course by their employer. The main reason for the sponsor providing this support is to ensure they (the students) are equipped to undertake senior positions within weapon or vehicle engineering teams in the organisation. This may be within procurement teams for government / ministry sponsored students or system design and development teams for industrially sponsored students.

## **COURSE SPECIFICATION**



### **Cranfield University: Course Specifications**

Course specifications outline the content and structure of a course leading to an award of Cranfield University. This version of the course specification has been approved by Education Committee and every effort has been made to ensure the accuracy of the information.

**Date of first publication/latest revision:** June 2021

#### **1. What is the course?**

##### **Course information**

<b>Course Title</b>	MSc in Welding Engineering
<b>Course code</b>	MSWEEFTC, MSWEEPTC, PDWEEFTC, PDWEEPTC, PCWEEFTC, PCWEEPTC
<b>Academic Year</b>	2021-22
<b>Valid entry routes</b>	MSc, PgDip, PgCert
<b>Additional exit routes</b>	
<b>Mode of delivery</b>	Full-time, Part-time
<b>Location(s)<sup>1</sup> of Study</b>	Cranfield University
<b>School(s)</b>	School of Aerospace, Transport and Manufacturing
<b>Theme</b>	Manufacturing
<b>Centre</b>	Welding Engineering and Laser Processing Centre
<b>Course Director</b>	Dr Supriyo Ganguly
<b>Awarding Body</b>	Cranfield University
<b>Is this an AP Contract course?<sup>2</sup></b>	No
<b>Is this course offered as a Cranfield Mastership?</b>	No this course is not offered as Cranfield Mastership. However, two modules, Design of Welded Structures and Welding System and Research Methods, are being offered in the Mastership program based on Manufacturing Technology and Management course
<b>Apprenticeship Standard the course is mapped to</b>	NA
<b>Is the Degree apprenticeship integrated or non-integrated?</b>	NA
<b>Is the Mastership offered as an open and/or closed course?</b>	NA
<b>Teaching Institution</b>	Cranfield University

<sup>1</sup> If any part of this course is delivered at another site, please note which one(s) here

<sup>2</sup> AP Contract courses are provided by Cranfield University to the MoD as part of the Academic Provider contract

<b>Admissions body</b>	Cranfield University
<b>Entry requirements</b>	Standard University entry requirements
<b>UK Qualifications Framework Level</b>	QAA FHEQ Level 7 (Masters)
<b>Benchmark Statement(s)</b>	N/A
<b>Registration Period(s) available</b>	One year full-time, two/three years part-time
<b>Course Start Month(s)</b>	Full-time: September. Part-time: throughout the year

### **Institutions delivering the course**

This course is delivered by the School of Aerospace, Transport and Manufacturing, Manufacturing Theme, Welding Engineering and Laser Processing Centre where the research interests include:

- Pipeline Welding
- Aerospace Welding
- Laser Micro-Joining
- High Power Laser Welding
- Hybrid Laser/Arc Welding
- Other laser processing e.g. peening
- Wire plus arc additive manufacture
- Weld Repair and Modelling
- Friction-based Welding

Cranfield University interacts with the following institutions and in the following ways:

- students may undertake their research and/or project work off campus, or at another institution if suitable
- some teaching is provided by external agencies, or jointly with other institutions

Cranfield University remains fully responsible for the quality of the delivery of the course.

### **Accreditation by Public, Statutory or Regulatory Bodies (PSRBs)**

This course is accredited by the Institution of Engineering and Technology (IET), The Institute of Materials, Minerals and Mining (IOM3) and by The Welding Institute (TWI) until August 2025 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng).

This course is also accredited by the Institution of Mechanical Engineers (IMechE) and the Royal Aeronautical Society (RAeS) until August 2026 on behalf of the Engineering Council as meeting the requirements for Further Learning for registration as a Chartered Engineer (CEng).

Candidates must hold a CEng accredited BEng/BSc (Hons) undergraduate first degree to comply with full CEng registration requirements.

## **2. What are the aims of the course?**

Cranfield University offers the MSc course in order to deliver graduates who are able to hold positions of significant engineering responsibility in the wide range of organisations using welding and joining technologies. The graduates will be qualified to act as responsible persons as defined by European and International quality standards, will have met a major part of the requirements for membership of the appropriate professional organisations, and will have experience and skills in the management of research and development projects. The MSc course will prepare graduates for positions of

management responsibility, in the operation of welding manufacturing activities, and in acting as their company's representative to ensure that fabricated products meet quality and safety standards.

This programme is intended for the following range of students:

Students with a background in Engineering, Materials Science as well as those from an industrial background who are currently working as a Welding Engineer.

### **3. What should students expect to achieve in completing the course?**

#### **Award intended learning outcomes (ILOs) (skills and knowledge).**

##### **A. Postgraduate Certificate**

In completing this course, and achieving the associated award, a diligent student should be able to:

- ILO 1. Evaluation and critical awareness of the scientific principles and industrial application of several areas of welding engineering, selected from the effect of welding on materials, welding processes, the design and analysis of welded structures, and the management of weld quality by the application of codes and standards.
- ILO 2. Extract data on welding engineering from a wide range of sources, including hard copy, electronic databases and internet based sources.
- ILO 3. Evaluate the quality of data, and determine its relevance in research and industrial contexts.
- ILO 4. Use independent learning skills to continuously advance their knowledge and understanding of welding engineering.
- ILO 5. Critically appraise material, manage operation and fabrication for welding processes and understand weld design principles for a particular application. Evaluate welding procedures, materials and methods to ensure fitness for purpose and compliance with National and International standards in specific areas of welding technology.
- ILO 6. Formulate the requirements of health and safety legislation in relation to welding, and manage knowledge of National, European and International standards relating to quality assurance in welding.

##### **B. Postgraduate Diploma**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 7. Use conceptual thinking to critically evaluate previous and current research, to reach logical conclusions on the basis of their analysis of research data, to determine the potential for industrial application of research data, and to analyse commercial significance.
- ILO 8. Plan, organise, undertake, and analyse research and industrial projects to increase knowledge and understanding of welding engineering, and to evaluate the application of welding technology in industrial applications.
- ILO 9. Develop initiatives in proposing new developments, and in solving welding technology problems, both individually and as part of a team. Design effective mode of dissemination of results of developments, proposals and analyses to specialist and non-specialist audiences, both orally and in writing.

##### **C. MSc**

In addition to the intended learning outcomes outlined above, a diligent student would also be expected to:

- ILO 10. Plan and manage research projects at the cutting edge of welding technology, show self-direction in the ability to perform controlled experimentation related to welding research and adopt scientific approach in analysis of data, and show on-going interest in advancing their knowledge and skills.

#### 4. How is the course taught?

The Welding Engineering course is unique in its use of flexible learning which is used for four of the seven modules and involves providing the students a set of notes which contains a summary of the different topics covered in the course as well as additional readings for the students to refer to. The topics contain a series of Self-Assessment Questions (SAQs) which are used as a form of formative assessment, to help the students reflect on what they have learned, as well as providing them with problems that can aid learning. In delivering this material, the full-time students have two to four hours of tutorial session a day over a period of one week. Before each tutorial session, it is expected that the students will have read through the tutorial material and attempted all the SAQs. The part-time students go through the material in their own time at home and are provided answers to the questions, once they have provided evidence of having made an attempt. Tutorial session, using web based facilities e.g. Zoom, Microsoft Teams for part time students are also arranged (till now separately but in the future will be merged with the tutorial session of the full time students) with more integration of the web based tools for online delivery of teaching.

In addition to the teaching methods outlined students will be supported in their learning and personal development by:

- Comprehensive course materials are provided, as well as a web-site using the Canvas Virtual Learning Environment (VLE).
- Students are guided through the use of study texts and use of interactive exercises.
- Full-time students have face to face discussions.
- Part time students can have web-based sessions for distant learning modules

#### 5. What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the course, as laid out in Section 8. Courses are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualifications:

##### A. **Postgraduate Certificate**

The accumulation of 60 credits (or more) through the assessment of taught modules as detailed below:

Description	Credits
<b>COMPULSORY MODULES:</b>	
Introduction	0
Taught modules 1, 3,4 and 7	40
<b>ELECTIVE MODULES:</b>	
Choose one of 5 and 6, and one of 2 and 8	20
<b>TOTAL:</b>	60

##### B. **Postgraduate Diploma**

The accumulation of 120 credits (or more) through the assessment of taught modules as detailed below:

##### **FULL TIME STUDENTS**

Description	Credits
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<b>COMPULSORY MODULES:</b>	
Introduction	0
Taught modules 1-8	80
Group Project (9a)	40
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	120

#### PART TIME STUDENTS

Description	Credits
<b>COMPULSORY MODULES:</b>	
Introduction	0
Taught modules 1-8	80
<b>ELECTIVE MODULES:</b>	
Group Project (9a) or Dissertation (9b)	40
<b>TOTAL:</b>	120

### C. MSc

In addition to the requirement for the Postgraduate Diploma outlined above, students must successfully complete the thesis. An MSc will be awarded on successful completion of 200 credits as outlined below:

#### FULL TIME STUDENTS

Description	Credits
<b>COMPULSORY MODULES:</b>	
Introduction	0
Taught Modules 1-8	80
Group Project (9a)	40
Individual Research Project (10)	80
<b>ELECTIVE MODULES:</b>	
None	
<b>TOTAL:</b>	200

#### PART TIME STUDENTS

Description	Credits
<b>COMPULSORY MODULES:</b>	
Introduction	0
Taught Modules 1-8	80
Individual Research Project (10)	80
<b>ELECTIVE MODULES:</b>	
Group Project (9a) or Dissertation (9b)	40
<b>TOTAL:</b>	200

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

#### Pass Criteria

The University operates standard pass criteria which can be found in the Senate Handbook on Assessment Rules.

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- All assessments need to be completed and the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);<sup>3</sup>
- **For Taught Assessments**, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for **up to 30 learning credits**, you will be permitted to re-take all of those assessments (except for circumstances where a resit award capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits, you fail to obtain the minimum mark for **any additional learning credits** over the course of your studies you will be disqualified from the right to re-take the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

## 6. How is the course structured?

Full-time MSc students register for the course in September and are expected to complete the course within 11 calendar months.

The taught modules and group project are delivered between October and April, thereafter the full-time students undertake an individual research project. Both taught and flexible learning modules are taught over two weeks. The second week for the taught modules is largely free of structured teaching to allow time for more independent learning and reflection.

Full-time PgDip students register for the course in September and are expected to complete the course within 7 calendar months. The taught modules and group project are delivered between October and April.

Full-time PgCert students register for the course in September and are expected to complete the course within 5 calendar months. The taught modules are delivered between October and April.

The courses are also offered on a part-time basis. The overall duration of the part-time course would normally be 2-3 years; the maximum overall duration normally permitted will be 5 years. Both face to face and distance learning modules are taught over one to two weeks. Students are invited to choose which modules they wish to complete before each academic year begins. Most part-time students complete 40 credits of taught modules and the group project in year one followed by the final 40 credits of taught modules and the thesis in year two. Students are encouraged to choose Welding Systems and Research Methods in their first year. It is also recommended that students complete Introduction to Materials for Welding Engineering and Welding Metallurgy in the same year, usually the second year.

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<sup>3</sup> Providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of  $<40\%$  (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits. At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award ( $<50\%$ ).

## 7. Course Level Assessment Strategy<sup>4</sup>

The assessment tasks in the Masters, post graduate diploma and post graduate certificate courses in Welding Engineering are challenging and enable students to demonstrate a full range of skills and attributes. The Masters course has in total 7 taught modules, a group project and an individual research project. The summative assessments of the taught modules are carried out either by written exams or by individual course work. However, a range of formative assessment were designed to prepare a student for the exam or submission of an assessment. The modules which are assessed by written exam are a) Welding Processes and Equipment; b) Welding Metallurgy; c) Design of Welded Structure; d) Introduction to Materials and e) Advanced Welding Processes [ILO 1-5]. Of these modules, the first three are distant learning which means the part time students study the course material provided to them via Canvas before appearing in an exam. The fulltime students were tutored over one week on the course content. The summative assessment is carried out by creating an exam which reflects the intended learning outcomes specified in these modules. The students need to answer three out of five questions which covers most of the course content. The course material contains a range of self-assessment questions (SAQs) which help both the fulltime and part time students to contemplate on their understanding. The correct answers for the SAQs were provided to the students later which give them the opportunity to understand their level of preparation and general understanding on the subject. Apart from this past one to two years exams were made available to the students via Canvas and the part time students are encouraged to write them as mock exam and send it back to the module leader for comments. The fulltime students were participated in the discussion during the tutoring session. The remaining two modules, Management of Weld quality and Welding System and Research Methods [ILO 3-5], are assessed by individual course work. In the Welding System and Research Method module (20 credits) the students are given feedback through a formative assessment on performing critical literature review. In this module the students participated in group exercise through experiment and lab work and then write a report for assessment. Management of Weld Quality is assessed through a written submission on a specific project for which a student needs to demonstrate understanding on quality assurance systems and how to apply international standards in real life problems. The group project for enable students to demonstrate transferable skill set such as communication, planning, team building etc., in addition to technical understanding in the area developing welding and related processes [ILO 7-9]. Part-time students are expected to participate in a group project with other part-time students. In some circumstances, where participation in a group project is not feasible, a part time student may be permitted to complete a dissertation which complies with all the learning outcomes except working as a part of a team. Through the individual research project students demonstrate their ability to perform critical review, design methodology, controlled experimentation related to welding research, adopt scientific analysis of data and draw scientific conclusions [ILO 10].

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<sup>4</sup> Guidance to aid colleagues writing or updating a course-level assessment strategy for inclusion in the Course Specification can be found as Appendix K in either the Senate Handbook on Setting up a New Taught Course or the Senate Handbook on Managing Taught Courses <https://intranet.cranfield.ac.uk/EducationServices/Pages/SenateHandbooksA-Z.aspx>

## Course modules

The following modules outline all parts of the programme leading to **MSc**. Other awards associated with the course include some or all of these modules.

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Minimum Mark <sup>7</sup> - 40% or 50%	Assessment						
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date		Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual elements	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
1	I-MAT-INWK	Introduction	Dr Sue Impey	18		0	Y	29/09/21	29/09/21	08/10/21	N/A	AO	N/A				N/A	
2	I-WEE-WPE	Welding Processes and Equipment [FL]	Dr Supriyo Ganguly	27		10	N	25/10/21	25/10/21	29/10/21	40	EX	100				15/12/21	Manufacturing resit exams will be during week commencing: 16/05/22
3	I-WEE-A1108	Welding Systems and Research	Dr Supriyo Ganguly	34		20	N	29/11/21	29/11/21	03/12/21	50	ICW	100				24/01/22 FT	TBC If required

<sup>5</sup> Please note that all contact hours are indicative and represent scheduled teaching, which is subject to minor changes and variation at short notice

<sup>6</sup> Visiting Lecturer = a member of staff (with RTS) but not on a permanent contract (does not include those acting as occasional guest speakers)

<sup>7</sup> A mark of 50% is required to pass the assessment however, where the stated minimum mark is 40%, a mark of 40-49% may be compensated by good performance in other modules providing that the overall average is ≥50%.

<sup>8</sup> For **independent assessments** please record type and weighting of each separate piece of assessment individually. 10 credit modules should be designed to allow assessment through a single independent summative assessment. Deviations will require approval by the School Director of Education

<sup>9</sup> For **multi-part assessments** please record the overall weighting of module which should be 100%. Multipart assessments should only be included in courses where there is a clear andragogical reason and where each element forms part of a continuous learning and assessment experience for students.

<sup>10</sup> Failure to submit an element of a **multi-part assessment** will **not** require remedial action if the absence of the marks for the assignment still results in a pass for the assessment (whether 40 or 50% as appropriate). If, however, the absence of marks fails to meet the minimum mark for the module then **all** elements of the assessment must be re-taken.

<sup>11</sup> Please ensure you include submission dates for both FT and PT students and that you give details of the submission date for each individual element of a multi-part assessment.

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRACT – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Minimum Mark <sup>7</sup> - 40% or 50%	Assessment						
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date		Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual assessments <sup>10</sup> (100%)	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
		Methods [Conv]															21/03/22 PT	
4	I-WEE-A1101	Design of Welded Structures [FL]	Dr Wojciech Suder	28		10	Y	24/01/22	24/01/22	04/02/22	40	EX	100				21/02/22	Manufacturing resit exams will be during week commencing: 16/05/22
5	I-WEE-A1103	Welding Metallurgy [FL]	Dr Supriyo Ganguly	22		10	N	01/11/21	01/11/21	05/11/21	40	EX	100				17/12/21	Manufacturing resit exams will be during week commencing: 16/05/22
6	I-WEE-A1109	Introduction to Materials for Welding Engineering [Conv]	Dr Supriyo Ganguly	28		10	Y	11/10/21	11/10/21	15/10/21	40	EX	100				05/01/22	Manufacturing resit exams will be during week commencing: 16/05/22
7	I-WEE-A1102	Management of Weld Quality [FL]	Dr Supriyo Ganguly	29		10	N	10/01/22	10/01/22	19/01/22	40	ICW	100				14/02/22	TBC If required
8	I-WEE-A1110	Advanced Welding Processes [Conv]	Dr Wojciech Suder	27		10	Y	22/11/21	22/11/21	26/11/21	40	EX	100				07/01/22	Manufacturing resit exams will be during week

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPAC – Individual Practical; GPAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Module Number	Module code	Title	Module Leader	Contact hours <sup>5</sup>	Total hours delivered by Visiting Lecturers <sup>6</sup>	Credits	Is the module shared? Y/N	Calendar			Minimum Mark <sup>7</sup> - 40% or 50%	Assessment						
								Module Start Date (eg Pre-course task)	Module Delivery Start Date	Module Delivery End Date		Independent Assessment		Multi-part Assessment			Submission dates	
												Type of Assessment	Weighting within module <sup>8</sup> (%) of Independent	Weighting within module of multi-part assessments <sup>9</sup> (100%)	Type of Assessment	Weighting of individual assessments <sup>10</sup> (%)	Assessment Submission and/or exam date <sup>11</sup>	Assessment / Exam Retake date
																		commencing: 16/05/22
9a	I-MAT-GRPP	Group Project	Dr David Ayre  Dr Iva Chianella	20		40	Y	31/01/2022	31/01/22 Occ A FT  07/02/22 Occ B PT	26/04/22 FT  02/08/22 PT	50  50	GPRES GCW ICW IPRAC	16 64 10 10				26/04/22 03/05/22 03/05/22 03/05/22  26/07/22 02/08/22 02/08/22 02/08/22	
9b	I-MAT-DISS	Dissertation for part-time students	Dr David Ayre	20		40	Y	07/02/22	07/02/22	26/08/22	50	ICW	100				26/08/22	
10	I-MNU-THESIS	Individual Research Project	Dr Muhammad Khan  Dr Muhammad Khan	20		80	Y	07/02/22  29/04/22	cc A = PT 07/02/22  Occ B = FT 29/04/22	PT 26/08/22  FT 26/08/22	50  50	THESIS IPRES  THESIS IPRES	90 10  90 10				26/08/22 30/08/22  26/08/22 30/08/22	

Assessment Types: AO – Attendance only; ICW – Individual Coursework; GCW – Group Coursework; IPRES – Individual Presentation; GPRES – Group Presentation; IPRAC – Individual Practical; GPRAC – Group Practical; IPROJ – Individual Project (>20 credits); GPROJ – Group Project (>20 credits); EX – Examination ; RP – Reflective Portfolio; OR- Viva Voce examination; THESIS – Thesis; MULTI – Multi-part Assessment

Please list all modules that are used by another existing course.

<b><u>Module code</u></b>	<b><u>Module title</u></b>	<b><u>Course that owns the module</u></b>	<b><u>Other course(s)/ programme(s) that use the module</u></b>
I-MAT-INWK	Introduction	Advanced Materials	Aerospace Manufacturing, Aerospace Materials, Manufacturing Technology and Management, Aerospace Manufacturing, Engineering and Management of Manufacturing Systems, Global Product Development and Management, Management and Information Systems, Cyber-Secure Manufacturing, Maintenance Engineering & Asset Management, Metal Additive Manufacturing
I-WEE-A1109	Intro to Materials for Welding Engineering	Welding Engineering	Metal Additive Manufacturing
I-WEE-A1101	Design of Welded Structures	Welding Engineering	Renewable Energy Marine Structures EngD
I-WEE-A1110	Advanced Welding Processing	Welding Engineering	Manufacturing Technology and Management, Aerospace Manufacturing, Renewable Energy Marine Structures EngD
I-MAT-GRPP	Group Project for Full Time Students	Advanced Materials	Aerospace Materials, Manufacturing Technology and Management, Aerospace Manufacturing, Engineering and Management of Manufacturing Systems, Global Product Development and Management, Management and Information Systems, Cyber-Secure Manufacturing, Maintenance Engineering & Asset Management
I-MAT-DISS	Dissertation	Advanced Materials	Advanced Materials, Aerospace Materials, Manufacturing Technology and Management, Aerospace Manufacturing, Engineering and Management of Manufacturing Systems, Global Product Development and Management, Management and Information Systems, Cyber-Secure Manufacturing, Maintenance Engineering & Asset Management
I-MNU-THESIS	Individual Research Project	Advanced Materials	Cyber-Secure Manufacturing, Engineering and Management of Manufacturing Systems, Global Product Development and Management, Knowledge Management for Innovation (not currently running), Management and Information Systems, Advanced Materials, Aerospace

			Materials, Applied Nanotechnology, Manufacturing Technology and Management, Maintenance Engineering & Asset Management
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## 8. How are the ILOs assessed?

The following assessment types are utilised:

Students can expect to have either examinations or assessment by submitted work and elements of assessment by presentation or viva.

This approach has been adopted in order to ensure that students demonstrate their understanding through a wide range of learning techniques but are not disadvantaged through any one approach.

### Assessment and ILO Mapping

Complete the grid below by inserting in the boxes which assessments from the modules directly assess the Award ILOs.

(Module numbers should correspond with those used in the Course module table above.)

#### A. Postgraduate Certificate

Award ILOs Module No.	ILO 1.	ILO 2.	ILO 3	ILO 4.	ILO 5.	ILO 6.
1						
2	EX				EX	EX
3	ICW	ICW	ICW	ICW		
4	EX				EX	EX
5	EX				EX	EX
6	EX				EX	EX
7	ICW					ICW
8	EX				EX	EX

#### B. Postgraduate Diploma

In addition to those outlined above, the Award intended learning outcomes are assessed by either of the following module assessments:

Award ILOs Module No.	LO 1.	LO 2.	LO 3.	LO 4.	LO 5.	LO 6.	LO 7.	LO 8.	LO 9.
9a	GPROJ	GPROJ	GPROJ	GPROJ		GPROJ	GCW	GCW	GCW GPRES
9b	ICW	ICW	ICW	ICW		ICW	ICW	ICW*	ICW*

\* Note that not all aspects of the learning outcome apply to part-time students who don't participate in group work



## C. MSc

In addition to those outlined above, the Award intended learning outcomes are assessed by the following module assessments:

Award ILOs Module No.	ILO 1.	ILO 2.	ILO 3.	ILO 4.	ILO 5.	ILO 6.	ILO 7.	ILO 8.	ILO 9.	ILO 10.
10	THESIS	THESIS	THESIS	THESIS		THESIS	THESIS	THESIS	THESIS IPRES	THESIS

**CROSS-MODULAR ASSESSMENT** (including any assessment which rests outside an individual module)

Title	Modules Covered	Assessment	
		Type	Weight (%)

### 9. How will the University assure the quality of the provision?

New course proposals are reviewed by a Course Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who provides authoritative guidance on policy and procedure to the Panel. Proposals are reviewed in line with the UK Quality Code for Higher Education. New courses are ultimately approved by the University's Education Committee, on behalf of Senate.

Course changes are approved by the School's Director of Education on behalf of Education Committee and Senate. Significant changes to a course will be referred to a Course Review Panel at the discretion of the Director of Education.

The University has in place regular monitoring procedures for quality assurance including an Annual Reflective Review for each course and an in depth 6 year review of each School's (total) educational provision known as the Senate Review.

Each course has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the guiding principles to meet the Expectations and Core Practices of the UK Quality Code for Higher Education. External examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each course has a formally constituted Examination Board, which includes the External Examiner, and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Intended Learning Outcomes of a course at the appropriate standard.

Each course has a formally constituted Course Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each course has an Industry Advisory Panel (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of course content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition students are invited to participate in the University's annual New Student Survey and Student Satisfaction Survey along with the annual national Postgraduate Taught Student Experience Survey. The results of all feedback are considered by the Course Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by the Education Committee, Senate, School and University Executives.

New Partnership arrangements are considered in two stages:

1. The University Executive is responsible for ensuring appropriate due diligence has been undertaken in respect of the University's legal, financial, reputational and ethical responsibilities.
2. A Partnership Delivery Approval Panel then considers whether the proposal meets the UK Quality Code for Higher Education. The delivery of new partnership provision is ultimately approved by the Universities Education Committee, on behalf of Senate.

Year one partnership reviews are undertaken one year after the initiation of a new partnership involving academic (award bearing) provision. The aim is to provide a supportive framework to assist the Sponsoring School and its new Partner Institution to work collaboratively to ensure that: the learning and teaching provision and associated student experiences are of a high standard; and that those responsible for delivering the provision are undertaking their respective roles and responsibilities in an appropriate way.

As part of the regular monitoring procedures for established collaborative partnerships, in addition to the Annual Reflective Review there is an Annual Operating Statement and a 5 year review known as a Focused Review which looks at each partnership in depth. Occasional site inspection visits are also made.

#### **10. What opportunities are graduates likely to have on completing the course?**

Successful students develop diverse and rewarding careers in engineering management in a wide range of organisations deploying welding technologies. Roles include the management of welding manufacturing operations, and management of design and fabrication of welded structures. The international nature of such activities means that career opportunities are not restricted to the UK. Cranfield graduates develop careers around the world.