Programme specification

1. Overview/ factual information

Programme/award title(s)	MEng Integrated Engineering
Teaching Institution	New Model Institute for Technology and Engineering (NMITE)
Awarding Institution	The Open University (OU)
Date of first OU validation	1st January 2021
Date of latest OU (re)validation	As above
Next revalidation	Academic year 2022/23 – date to be confirmed
Credit points for the award	480
UCAS Code	H113
JACS Code	HECoS 100184 (JACS H110)
Programme start date and cycle of starts if appropriate.	TBC
Underpinning QAA subject benchmark(s)	Subject Benchmark Statements: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements Framework for Higher Education Qualifications (2014). UK Quality Code for Higher Education (the Quality Code), available at: https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf The Accreditation of Higher Education Programmes: UK Standard for Professional Engineering Competence, Engineering Council (www.engc.org.uk). Third edition.
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Institution of Engineering and Technology (IET)
Professional/statutory recognition	Accreditation with the Institution of Engineering and Technology (IET) will be applied for.
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full-time; Blended learning.

Duration of the programme for each mode of study	3 years (46 weeks per year)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The programme aims to:

- Satisfy the necessary educational standards for the award of Chartered Engineer by meeting the requirements of the Engineering Council Accreditation of Higher Education Programmes.
- Imbue students with knowledge and understanding of engineering, gained through innovative learning approaches, and interacting with employers and the community.
- Nurture an ability to integrate, synthesize, apply and gain knowledge, with an awareness of social and ethical responsibilities,
- Encourage a desire to identify problems that need solving, and to find creative solutions to society's challenges.
- Develop agile, independent, curious, resilient and passionate engineers.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
Students will be eligible for an exit award of CertHE, DipHE or Bachelor of Engineering (BEng) to reflect their highest level of completed credits only where they are unable to complete the MEng. CertHE: This award requires a student to have successfully completed at least 120 credits at a minimum of FHEQ Level 4. The structure of the MEng contains 118 credits at FHEQ Level 4, and exiting students would also have to complete one module at FHEQ Level 5 (most likely an 8-creditr Toolbox for the efficiency of time) to secure the additional credits required to be eligible for a Cert HE. DipHE: This award requires a student to have successfully completed at least 240 credits - 120 of which must be at a minimum of FHEQ Level 4, and 120 of which must be at a minimum of FHEQ Level 5. BEng (Unclassified award): This award requires a student to have successfully completed at least 300 credits - 120 of which must be at a minimum of FHEQ Level 4; 120 of which must be at a minimum of FHEQ Level 5; and at least 60 of which must be at FHEQ Level 6. All successfully completed FHEQ Level 6 modules contained within the MEng will be eligible to make up the minimum 60 credits required. BEng (Honours): This award requires a student to have successfully completed at least 360 credits - 120 of which must be at a minimum of FHEQ Level 4; 120 of which must be at a minimum of FHEQ Level 5; and 120 of which must be at a minimum of FHEQ Level 6. NB: This award will not be accredited.

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4						
Code	**Module Title**	**Optional Modules**	**Duration in Weeks**	**Credits**	**Is the Module Compensatable?**	**Semester/ Cluster**
ME4ABCER	Certainty	N/A	2	8	Y	A
ME4AEMAT1	Engineering Materials and Processes	N/A	3.5	14	Y	A
ME4AEEEE1	Introduction to Electrical and Electronic Engineering	N/A	3.5	14	Y	A
ME4AEDYN1	Statics and Structures	N/A	3.5	14	Y	A
ME4AEPRG	Programming	N/A	3.5	14	Y	A
ME4BBMIH	Making It Happen	N/A	3	12	Y	B
ME4BECTR1	Integrated Systems	N/A	3.5	14	Y	B
ME4BEFHE1	Introduction to Flow, Heat and Energy	N/A	3.5	14	Y	B
ME4BEDYN2	Dynamics	N/A	3.5	14	Y	B

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L4 A1: develop a sound understanding of the fundamentals of engineering within Integrated Engineering **L4 A2**: acquire basic skills in modelling and analysis and the ability to solve straightforward technical challenges	Students will be introduced to the fundamentals of engineering through challenge-based learning. Assessment at FHEQ Level 4 is predominantly focused upon the development of factual and theoretical knowledge. *Educator Marked Assessments.*

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L4 B1: acquire basic design skills and the ability to create simple engineering designs using a multi-disciplinary approach **L4 B2:** develop an awareness of the responsibilities of engineers in economic, social and environmental contexts	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, within teams, students will be able to apply their developing skills to analyse standard problems in a multi and interdisciplinary way.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L4 C1: develop practical skills and the ability to conduct and evaluate experiments **L4 C2:** create, use and/or evaluate computer software with integration into engineering solutions	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, students will undertake focused activities within workshops and will be able to evaluate and interpret data and present the results in a clear and reliable manner.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L4 D1: develop project management and communication skills to an expected industrial format **L4 D2:** develop cooperative skills through team-based challenges **L4 D3:** develop independence and interdependence when learning **L4 D4:** develop a responsible and professional attitude	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, throughout FHEQ Level 4, students will develop their independent learning skills together with their team-building with emphasis on project management and communication (including rhetoric, effective writing, and deep and critical reading). Industry focused communication methods have been selected for those modules which have been created to instigate the development of the behavioural practices of an industry ready graduate.

[Exit Award: CertHE**]**

Programme Structure - LEVEL 5						
Code	**Module Title**	**Optional Modules**	**Duration in Weeks**	**Credits**	**Is the Module Compensatable?**	**Semester/ Cluster**
ME5CBMAE	Managing Engineering	N/A	2	8	Y	C
ME5CCCON1	Community Based Challenge: Concept 1	N/A	3.5	14	N	C

ME5CCPRO1	Community Based Challenge: Prototype 1	N/A	3.5	14	N	C
ME5CEEEE2	Electromagnetics in Engineering	N/A	3.5	14	Y	C
ME5CEMAT2	Structural Materials and their Innovation	N/A	3.5	14	Y	C
ME5DBINF	Information	N/A	2	8	Y	D
ME5DECTR2	Control Systems	N/A	3.5	14	Y	D
ME5DEFHE2	Energy Systems	N/A	3.5	14	Y	D
ME5DEMAN	Manufacturing Systems Optimisation	N/A	3.5	14	Y	D
ME5DBCIT	Creativity in a Team	N/A	2	8	Y	D

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L5 A1: develop a detailed understanding of the fundamentals of engineering within Integrated Engineering **L5 A2**: acquire and develop further skills in modelling and analysis and the ability to solve well-established technical challenges	Students will develop a more extensive knowledge and understanding of the core areas of engineering with, where appropriate, support in mathematics and sciences. Assessment at FHEQ Level 5 is focused on methodologies which have been selected for the purpose of developing core engineering skills, whilst assessing the ability of the student to apply prior learning. Assessments will therefore include a variety of output media including industry test reports, group presentations, etc. *Educator Marked Assessments.*

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L5 B1: acquire and develop design skills and the ability to create relatively complex engineering designs using a multi-disciplinary approach **L5 B2:** further develop an awareness of the responsibilities of engineers in economic, social and environmental contexts	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, students will undertake a community-based challenge activity which will require conceptual thinking, analysis, logical thought, judgment and the clear presentation of their ideas.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L5 C1: further develop practical skills and the ability to conduct and evaluate experiments of increasing complexity	The Learning and Teaching Strategy/assessment methods are as given under 3A above.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L5 D1: develop communication skills, both oral and written, to confidently communicate in a variety of formats to a range of audiences **L5 D2:** develop business skills required of an engineer **L5 D3:** interact effectively with the rest of the members of their team in all team-based challenges **L5 D4:** develop study skills through the successful management of available resources taking responsibility for their own learning **L5 D5:** further develop a responsible and professional attitude	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, students will apply their knowledge and understanding to more complex challenges whilst continuing to develop their independent learning, communication skills and their ability to work in teams.

[Exit Award: DipHE**]**

Programme Structure - LEVEL 6						
Code	**Module Title**	**Optional Modules**	**Duration in Weeks**	**Credits**	**Is the Module Compensatable?**	**Semester/ Cluster**
ME6EEMAT3	Advanced Materials and Processes	N/A	3.5	14	Y	E
ME6EEDYN3	Advanced Solid Mechanics	N/A	3.5	14	Y	E
ME6EBPPF	Past, Present and Future	N/A	2	8	N	E
ME6ECCON2	Community Based Challenge: Concept 2	N/A	3.5	14	N	E
ME6ECPRO2	Community Based Challenge: Prototype 2	N/A	3.5	14	N	E
ME6FEEEE3	Integrated Electronic Engineering	N/A	3.5	14	Y	F
ME6FEFHE3	Thermal Fluids	N/A	3.5	14	Y	F
ME6FECTR3	Advanced Control Systems	N/A	3.5	14	Y	F
ME6FABEP	Independent Development Project	N/A	3.5	14	N	F

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L6 A1: acquire up-to-date knowledge and understanding of theory and practice within Integrated Engineering **L6 A2:** continue to develop skills in modelling and analysis utilising these skills in order to solve complex challenges	By the end of FHEQ Level 6 it is expected that students will have become self-motivated, efficient and organised independent learners. Assessment methods are designed to include a combination of both academic and industrially focused formats. Focus will be given to assessing the development and attainment of the knowledge and understanding necessary to apply technology to engineering problems and processes, and to maintain and manage current technology. *Educator Marked Assessments.*

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L6 B1: develop creativity, synthesis and design skills, and the ability to create engineering design solutions	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, students will be required to participate in an individual Bachelor's Engineering Project where they will develop technical and professional skills.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L6 C1: design and evaluate experiments and undertake numerical modelling using a range of computer software	The Learning and Teaching Strategy/assessment methods are as given under 3A above. In addition, students will be required to participate in an individual Bachelor's Engineering Project where they will develop technical and professional skills.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L6 D1: continue to develop communication, teamwork and project management skills to a professional standard and be proactive in taking responsibility for the success of a project **L6 D2:** develop the facility for independent and interdependent learning, open-mindedness and critical enquiry, including self-reflection **L6 D3:** develop the ability to tackle unforeseen demands with confidence and competence as required within industry	The Learning and Teaching Strategy/assessment methods are as given under 3A above.

[Exit Award: BEng**]**

Programme Structure - LEVEL 7						
Code	**Module Title**	**Optional Modules**	**Duration in Weeks**	**Credits**	**Is the Module Compensatable?**	**Semester/ Cluster**
ME7GAIST	Advanced Integrated Engineering - Infrastructure	N/A	3.5	14	Y	G
ME7GAEGY	Advanced Integrated Engineering - Energy	N/A	3.5	14	Y	G
ME7GAHEA	Advanced Integrated Engineering - Health	N/A	3.5	14	Y	G
ME7GASTY	Advanced Integrated Engineering - Security	N/A	3.5	14	Y	G
ME7HAMEP	Master's Engineering Project	N/A	16	64	N	H

Intended learning outcomes at Level 7 are listed below:

Learning Outcomes – LEVEL 7	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L7 A1: specialise in considerable depth in a chosen area of Integrated Engineering **L7 A2:** acquire up-to-date knowledge and understanding of theory and practice in a chosen area of Integrated Engineering **L7 A3:** continue to further develop skills in modelling, analysis and problem solving for complex challenges with a range of uncertainties	Students will complete a series of 4 Advanced Engineering Sprints exploring engineering challenges in depth in thematic areas such as health, energy, infrastructure and security. Following these challenges, the students will be required to participate in an individual Master's Engineering Project. They will develop enhanced technical and professional skills, and specialist knowledge. In

Learning Outcomes – LEVEL 7	
3A. Knowledge and understanding	
	addition, students will be required to record and reflect on their accumulating experiences for later use in professional recognition. Assessments at FHEQ Level 7 are designed to assess engineering capability and industry readiness, and therefore adopt mechanisms which assess ability in application. Assessment methods include a combination of both academic and industrially focused formats. These include academic reports such as literature reviews, laboratory and experimental write-ups, project reports and industry relevant formats such as industry-based test report, design review presentation and technical communication. Assessments therefore provide a demonstration of the greater range and depth of specialist knowledge at FHEQ Level 7, within a research and industrial environment, as well as a broader and more general academic base. The foundation for leadership and a wider appreciation of the economic, legal, social, ethical and environmental context of engineering are also included. *Educator Marked Assessments.*

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L7 B1: develop advanced creativity, synthesis and design skills, and the ability to create original engineering design solutions to a high professional standard **L7 B2:** independently design and evaluate experiments to a high standard	The Learning and Teaching Strategy/assessment methods are as given under 3A above.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L7 C1: record and reflect on experiences and improve performance as the foundation for professional lifelong learning **L7 C2:** develop an awareness of the role of future engineers within society	The Learning and Teaching Strategy/assessment methods are as given under 3A above.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
L7 D1: develop self-directed, interdependent learning, open-mindedness and critical enquiry **L7 D2:** develop the ability to tackle unforeseen technical demands and to apply new technologies in novel situations with confidence and competence as expected in industry **L7 D3:** practise reflective, meta-cognitive development **L7 D4:** lead and work creatively within a team-based project **L7 D5:** evaluate the implications of social, cultural, environmental, legal, economic and commercial drivers in engineering challenges **L7 D6:** efficiently and effectively communicate to a professional standard	The Learning and Teaching Strategy/assessment methods are as given under section 3A above.

[Completion Award: MEng**]**

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
- how the delivery of the academic award fits in with the wider apprenticeship
- the integration of the 'on the job' and 'off the job' training
- how the academic award fits within the assessment of the apprenticeship

NMITE's MEng in Integrated Engineering was created with a unique philosophy of integrating not only traditionally separate strands of engineering, but also integrating engineering with other disciplines such as arts, humanities and business. With modules focused on engineering challenges, the implications of other disciplines for engineering, and the interactions between technical and non-technical considerations, are fully and integrally woven into the learning throughout the degree.

NMITE learning will take place through a curriculum that has been co-developed with industry and the community to meet the engineering demands of the 21st century. Through a series of sequential modules, students will work on engineering challenges, during which they will acquire knowledge, understanding, skills and competencies, primarily within a team-based environment. An accelerated schedule will enable a MEng to be achieved in three (46-week) years of academic study.

This approach responds to two key changes facing engineering – the blurring of boundaries between traditional disciplines, and the increasingly interwoven nature of society's challenges. Both require engineers able to range across disciplines, to synthesise knowledge of different types and to work effectively in teams. The next generation of engineers must be equipped with more than core technical competence. They must be passionate, challenging, multidisciplinary, applied, creative, commercially literate, instantly productive and fully integrated into the world around them.

Additional Details:

- Within the programme there is no scheduled professional/placement year however there is a 16 week FHEQ Level 7 Masters' Engineering Project (which does not affect progression) and which will typically be suggested by a collaborating organisation in the private or public-sectors, others may be student-designed by negotiation;
- There are no elective modules;
- There are no choices of pathway/route;
- This is not an apprenticeship programme.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

NMITE's primary support for students is via a Personal Tutoring system with the following aims:

- Providing students with an individual academic point of contact with whom they can develop a supportive, one-to-one relationship;
- Ensuring students are sign-posted to wider areas of support, such as counselling, health and careers advice as needed;
- Fulfilling aspects of the duty of care NMITE has for ensuring students' well-being;
- Ensuring that academic and non-academic matters that affect more than individual students are identified early and that effective action is taken.

To fulfil these aims, each student will be allocated an individual Personal Tutor (PT) upon arrival at NMITE. As far as possible, a student's tutor will not be changed during their degree. During the first year of the degree, students and PTs will have regular meetings to ensure that an effective and trusting relationship develops. Later in the degree meetings with PTs will be available to students on request.

Personal Tutors' duties include providing academic advice; structured support for students' academic and professional development; providing employment guidance; helping students obtain suitable non-academic support; and maintaining a general interest in and understanding of students' wider well-being. PTs record when meetings with students take place and a summary of matters discussed using a confidential system.

The Personal Tutoring system is the primary means of identifying students who need additional support to cope with the intensive nature of the degree. PTs will be able to advise on a range of mitigating measures, such as taking a study break (supported by NMITE's multiple entry points each year), advice on available study skills support in areas such as mathematics, communication and time management (through the Academic Skills Centre), and sign-posting to counselling or other support services.

Every student that discloses a disability or additional learning requirement during the application process is allocated a PT upon acceptance of a place at NMITE. This enables an effective and trusting relationship between student and tutor to develop before arrival at NMITE and ensures that everything necessary to support the student is in place from the day they arrive at NMITE.

A Senior Tutor oversees the tutoring system and is responsible for identifying issues that affect multiple students and acting to resolve matters. They work closely with the Academic Registrar and Head of Student Experience to ensure coherent responses are made. They also lead the development and training of tutors and ensure advice that is offered is structured, correct, and well-delivered.

6. Criteria for admission *(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*
Prospective students following traditional academic routes will be required to have a minimum of English (Grade 6) and Mathematics (Grade 6) GCSEs (or equivalent) and a minimum of 120 Tariff Points, secured via A-Levels or equivalent assessment (such as an International Baccalaureate). Using RPL and RPEL approaches, applications will also be welcomed from a diverse range of students from non-traditional academic pathways who have already begun careers, including those who have engaged in apprenticeships or military service. An applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected to reach, before commencing the programme, a suitable minimum level of competence in the English language. It is essential that a student is able to understand and to communicate in both written and spoken English to a sufficient standard to fully engage with the programme. The minimum English Language requirements for entry to the MEng is IELTS (or recognised equivalent) of 6.5 overall with at least 6.5 in both Speaking and Writing. An applicant who is unable to evidence the minimum standard through one of the above qualifications or an equivalent will be required to undertake relevant study and assessment before admission to the MEng. Full details are provided in NMITE's Admissions Policy.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
(i) Progression requirements: Each module within this MEng will be graded as follows: • FHEQ Levels 4, 5 and 6: Fail (<40%); Pass (40% or over); • FHEQ Level 7: Fail (<50%); Pass (50% or over). To meet with the accreditation requirements of the IET students must achieve an average mark of at least 50% at FHEQ Level 6 to be eligible to progress to Level 7 and continue to complete this MEng. Students who have achieved the 40% Pass mark for each module at Level 6, but

not the required 50%, will not be eligible to continue to Level 7 for the award of MEng and instead will be transferred to the BEng (Hons) exit route.

Full details are provided in NMITE's Assessment Policy.

(ii) Compensation:

Compensation is permitted for all modules, **excluding those listed below**:

- Module ME6EBPPF – Past, Present and Future
- Modules ME5CCCON1; ME5CCPRO1; ME6ECCON2; ME6ECPRO2 - Community Based Challenges
- Module ME6FABEP - Bachelor's Engineering Project
- Module ME7HAMEP - Master's Engineering Project

Compensation can be applied when a minimum mark of no more than 5 percentage points below the pass mark has been achieved. NMITE allows compensation of a maximum of 30 credits during the MEng programme provided an aggregate mark of 40% has been achieved for the qualification level of the programme (and in the case of FHEQ Level 7, provided an aggregate mark of 50% has been achieved).

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The Academic Quality and Standards Committee (led by Academic Registrar) covers internal oversight from a quality assurance perspective reflecting sector best-practice in accordance with the UK Quality Code. The committee's remit is to ensure that NMITE recognises and reflects the importance of robust academic principles in the design and delivery of its programme; provides accurate information to students; encourages student engagement in teaching; provides effective feedback to students; and has a commitment to continuous improvement of the efficiency and management of its teaching and learning. It does this principally by regular monitoring (including student reviews, staff peer assessment and external review) of each module and programme that NMITE delivers and requiring that any shortcomings or areas of potential improvement are highlighted and addressed.

More generally, NMITE's institutional model is built around a commitment to developing teaching and learning. Staff are therefore deeply engaged in national and international forums for improving higher education teaching and exposed to ideas for doing so that are then disseminated internally. Similarly, within NMITE, the studio-based teaching methods inherently encourage continuous discussion, reflection and feedback, both between students and teaching staff, and between those teaching on different modules aimed at continually enhancing the quality of its provision.

10. Changes made to the programme since last (re)validation
N/A

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes									
		A1	A2	B1	B2	C1	C2	D1	D2	D3	D4
4	ME4ABCER		✓			✓		✓		✓	✓
	ME4AEMAT1	✓	✓		✓						
	ME4AEEEE1	✓				✓	✓				
	ME4AEDYN1	✓	✓			✓		✓	✓		
	ME4AEPRG		✓				✓				
	ME4BBMIH		✓	✓	✓	✓		✓			✓
	ME4BECTR1	✓	✓	✓							
	ME4BEFHE1	✓	✓	✓		✓					
	ME4BEDYN2		✓			✓					

Level	Study module/unit	Programme outcomes									
		A1	A2	B1	B2	C1	D1	D2	D3	D4	D5
5	ME5CBMAE			✓	✓		✓	✓			
	ME5CCCON1			✓	✓	✓	✓		✓		
	ME5CCPRO1			✓	✓	✓	✓		✓		
	ME5CEEEE2	✓	✓	✓			✓				
	ME5CEMAT2	✓	✓		✓	✓					
	ME5DBINF		✓		✓	✓	✓			✓	
	ME5DECTR2		✓	✓		✓					
	ME5DEFHE2	✓	✓	✓	✓						
	ME5DEMAN			✓	✓					✓	✓
	ME5DBCIT			✓	✓		✓	✓	✓	✓	✓

Level	Study module/unit	Programme outcomes						
		A1	A2	B1	C1	D1	D2	D3
6	ME6EEMAT3	✓	✓	✓	✓	✓		
	ME6EEDYN3	✓	✓		✓			
	ME6EBPPF					✓	✓	✓
	ME6ECCON2			✓		✓	✓	✓
	ME6ECPRO2	✓	✓	✓		✓	✓	✓
	ME6FEEEE3	✓	✓	✓	✓			✓
	ME6FEFHE3	✓	✓		✓			
	ME6FECTR3		✓	✓	✓			✓
	ME6FABEP	✓		✓		✓	✓	✓

Level	Study module/unit	Programme outcomes												
		A1	A2	A3	B1	B2	C1	C2	D1	D2	D3	D4	D5	D6
7	ME7GAIST	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	ME7GAEGY	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	ME7GAHEA	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	ME7GASTY	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	ME7HAMEP	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓