Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: n/a **Last amended** 19/05/26 **Version no.** 2

1. Programme title(s) and code(s)

MEM – Master of Engineering Management
MEM – Master of Engineering Management with Industry
Postgraduate Certificate in Engineering Management (exit award only) *
Postgraduate Diploma in Engineering Management (exit award only) *
Postgraduate Diploma in Engineering Management, with Industry (exit award only) *
Postgraduate Certificate in Management (exit award only) *

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

HECOS Code

HECOS Code	%
100184	100

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods

September intake

The normal period of registration for the Masters of Engineering Management is 12 Months

The maximum period of registration for the Masters of Engineering Management is 24 Months

The normal period of registration for the Masters of Engineering Management with Industry is 24 Months

The maximum period of registration for the Masters of Engineering Management with Industry is 33 Months

January intake

The normal period of registration for the Masters of Engineering Management is 16 months

The maximum period of registration the Masters of Engineering Management is 28 months

The normal period of registration for the Masters of Engineering Management with Industry is 28 months

The maximum period of registration for the Masters of Engineering Management with Industry is 40 months

5. Typical entry requirements

Academic:
Candidates should normally have at least a good second-class honours degree in a relevant subject from a British university; or a qualification recognized by the University as equivalent.
Candidates who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme will be considered.
English language
Candidates whose first language is not English will be required to provide evidence of appropriate language skills. A score of 6.5 in IELTS or an equivalent is required, with no less than a score of 6.0 in any element but if candidates have been instructed in their u/g courses in English in certain countries for a period of at least two years, this may be deemed adequate. Courses at the University's English Teaching Unit are offered to candidates who fail this requirement. The course must be completed before the MEM can begin.

6. Accreditation of Prior Learning

None

7. Programme aims

This is an advanced career entry programme focussed on industrial careers in the engineering / technology sector. The focus of this programme is Engineering Management. A more practical and engineering-focussed alternative to an MBA for aspiring engineering managers, the Masters in Engineering Management (MEM) is designed to train and develop future leaders of technological companies.
Incorporating distinctive modules such as Lean manufacturing, product and service design, Cost Management, Value Driven Design and Engineering Business Management, the MEM covers usable pragmatic management techniques to complement the technical skills that are necessary for future leaders in the Engineering industry. The technical element of this programme will be dominated by systems engineering, concurrent engineering methodologies and quantitative engineering management techniques that will allow students to design engineering products that are optimum business solutions. The combination of advanced business optimisation and management methodologies will equip students with the knowledge and skills required to secure leadership roles in global engineering industries.
The MEM programme aims to satisfy the criteria of the accrediting engineering institutions. These are based on the Engineering Council's Accreditation of Higher Education Programmes (AHEP4) learning outcomes. These are defined in 5 overarching engineering specific areas of learning:

- Science and Mathematics (M1)
- Engineering Analysis (M2-M4)
- Design and Innovation (M5)
- The Engineer and Society (M7)
- Engineering Practice (M16-M17)

Programme-level Intended Learning Outcomes for the degree programmes are mapped, using the shorthand codes above, to these overarching outcomes in section 9 - Programme Outcomes below. Each of these overarching engineering specific areas of learning are mapped to module-level Intended Learning Outcomes and assessment elements, and are detailed in the module specifications.

For the aims, learning outcomes and special features of the Year in Industry, please see https://le.ac.uk/study/postgraduates/courses/industry

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)

- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [log in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- Engineering Accreditation Board (EAB) Master's Degree other than Integrated Masters, and EngD Learning Outcomes (AHEP 4th Edition)
- UK-SPEC (UK Standard for Professional Engineering Competence)
- Engineering Council Compensation and Condonement requirements November 2021

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will develop, and therefore be able to deploy a core knowledge of general and specialist Engineering management topics and techniques to problems encountered in engineering industries (PGCert/PGDip/MEM), and apply this knowledge to a major extended engineering management case study (MEM only)	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to apply comprehensive knowledge of mathematics, statistics, natural science and engineering principles to the solution of complex problems. Much of the knowledge will be at the forefront of engineering informed by a critical awareness of new development and the wider context of engineering (M1).	As above.	As above.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will explain and critique the application of general and specialist engineering management techniques (such as project management methodologies, cost engineering and value driven design) to engineering systems and products (PGCert/PGDip/MEM). A successful MEM student will demonstrate the selection and application of appropriate techniques to a substantive engineering management problem.	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to design solutions for complex problems that evidence some originality and meet a combination of societal, user, business and customer needs as appropriate. This will involve consideration of applicable health & safety, diversity, inclusion, cultural, societal, environmental and commercial matters, codes of practice and industry standards. (M5)	Independent project, project supervision.	Major project report and presentation.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will apply general and specialist engineering management techniques to undertake analysis of engineering systems and to critique the business performance of engineering systems and products (PGCert/PGDip/MEM) and to a major substantive case study (MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to select and apply appropriate computational and analytical techniques to model complex problems, discussing the limitations of the techniques employed. (M3)	As above.	As Above.

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will critically appraise results of engineering management analyses, results and literature on the discipline of management and its application in engineering, including in different cultural, environmental and organisational contexts (PGCert/PGDip/MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to formulate and analyse complex problems to reach substantiated conclusions. This will involve evaluating available data using first principles of mathematics, statistics, natural science and engineering principles, and using engineering judgment to work with information that may be uncertain or incomplete, discussing the limitations of the techniques	Lecture, tutorial, computer practical class, coursework assignment, presentation.	Examination, Oral presentation, contribution to discussion, problem-based exercise, project report.

employed.(M2)		
A successful student will be able to evaluate the environmental and societal impact of solutions to complex problems (to include the entire life cycle of a product or process) and minimise adverse impacts. (M7)	Lecture, group project, independent project.	Project report, coursework assignment, presentation.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will present and defend scientific and business results, management analysis and conclusions in an organized and appropriate medium to a professional standard with clarity, fluency and coherency (PGCert/PGDip/MEM), and present the results of a substantive team engineering management project (MEM).	Exercises, Tutorials, Group discussion, Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to communicate effectively on complex engineering matters with technical and non-technical audiences, evaluating the effectiveness of the methods used. (M17)	As above.	As above.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will locate, organise and assess data, analyse complex ideas and appraise and criticise different arguments (PGCert/PGDip/MEM). A successful student will conduct independent inquiry, evaluating engineering management topics and application at an advanced level and proposing and justifying solutions (MEM only)	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to select and critically evaluate technical literature and other sources of information to solve complex problems. (M4)	Major project work, including team meetings and supervision meetings.	Major project report and presentation.
A successful student will be able to evaluate customer and user needs taking into account the wider engineering context (M5)	As above.	As above.

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will demonstrate intellectual independence through selecting appropriate methods (PGCert/PGDip/MEM), applying them to unfamiliar context and delivering a credible and substantial research project at an advanced level (MEM)	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to select and critically evaluate technical literature and other sources of information to solve complex problems. (M4)	Major project work, including team meetings and supervision meetings.	Major project report and presentation.

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will be able to communicate to an acceptable standard in a professional environment (PGCert/PGDip/MEM).	Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to present technical and business information orally, in an appropriate form for a given audience. (M17)	Tutorial, group project, independent research, project supervision.	Presentation
A successful student will be able to communicate business and technical information in an appropriate written form for a given audience (M17).	Group project, independent research, project supervision.	Written assignment, project report, group report.

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will be able to select and use appropriate IT, Analytical and graphical methods, CAD drawings, Statistics, financial results, and be able to locate, organise and marshal evidence and select and apply appropriate software packages for quantitative analysis (PGCert/PGDip/MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will be able to use standard and specialist IT tools (PGCert/PGDip/MEM, if appropriate developing tools or templates or applying programmes in unusual contexts (MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will be able to propose one-off and continuous improvements to processes in specific contexts (PGCert/PGDip/MEM) and in complex, industrially relevant situations (MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.
A successful student will be able to solve problems through the integration of knowledge of mathematics, science, information technology, design, business context and engineering practice (M1).	Project supervision, lecture, tutorial, example sheet, independent research project, group project.	Project report, presentation, group report, Individual report.
A successful student will be able to select and analyse appropriate evidence to solve non-routine problems (M2).	As above.	As above.
A successful student will be able to use systematic analysis and design methods to solve problems in unfamiliar situations (M3).	As above.	As above.
A successful student will be able to use creativity and innovation to solve problems (M5).	As above.	As above.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will demonstrate effective skills in project management, organisation, time management (PGCert/PGDip/MEM) collaborative and responsible working and/or leadership in teams (MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Coursework exercises, tutorial questions. Major project report and presentation.

A successful student will be able to function effectively as an individual, and as a member or leader of a team. Evaluate effectiveness of own and team performance (M16).	Lecture, tutorial, group project, project supervision.	Group report, presentation, Individual report.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will demonstrate advanced study skills and identify their strengths and interests, including self-reflection upon behaviour and skills with a view to personal and professional development (PGCert/PGDip/MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A successful student will reflect on motivation, strengths, interests and skills, using this to identify future career opportunities (PGCert/PGDip/MEM).	Lectures, Specified reading, Exercises, Tutorials, Group discussion, private study, and assignment feedback (formative and summative). Major project work, including team meetings and supervision meetings.	Module examinations, coursework exercises, tutorial questions, individual reports/essays. Major project report and presentation.

10. Special features

[Updated 19.05.2026] This programme is no longer accredited by the Institution of Mechanical Engineers (IMechE) or The Institution of Engineering and Technology (IET).

10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	Research-briefed This program immerses students in the real-world hand on engineering challenges through individual and collaborative group projects. The themes are closely tied to the university's research areas, ensuring students develop practical problem-solving skills directly applicable to engineering practice.

Research-based Framed enquiry for exploring existing knowledge.	Research-based Where possible, students collaborate with scientific experts to address meaningful research questions. Most lecturers are both educators with industrial background and active researchers, bringing diverse expertise into lectures, workshops, and tutorials. This hands-on approach enables students to tackle real-world problems while honing essential skills in design and optimisation.
Research-oriented Students critique published research content and process.	Research-oriented The programme emphasises critical analysis and evaluation of research. Students are trained to assess their findings scientifically, supported by workshops and assessments that develop both empirical and computational skills. This practical training is geared toward real-world engineering applications.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research-apprenticed Key competencies such as report writing and teamwork are central to the curriculum. Students are taught to analyse and reference research papers effectively, integrating these skills into group activities and workshops. Communication skills are also a focus, with opportunities to present findings through reports, posters, and oral presentations. This holistic approach equips students with the technical and professional skills needed for a successful engineering career

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Our bi-monthly engineering seminars give students a unique interdisciplinary perspective on cutting-edge research. Featuring guest speakers from diverse fields, these sessions highlight key research breakthroughs and provide valuable insights into various career paths. Students also have the chance to engage directly with speakers through interactive questions and discussions, enriching their learning experience.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

Module convenors play an active role in educational committee meetings, staying updated on the school's teaching activities. They also remain engaged with the school's research through regular special interest group meetings. Frequent teaching away days further enhance their expertise, featuring best practice examples, seminars by educational speakers, and general teaching guidance.

11. Indicators of programme quality

The programme is subject to all normal departmental, college and institutional academic quality assurance processes.

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

The following additional award requirements for this programme have been approved:

- This programme follows the Scheme of Assessment for Master degree programmes with a structure of 120 credits of taught modules and a project of 60 credits, with the variation (required by the Engineering Council for accreditation purposes) that a maximum of 15 credits may be failed at grade D (40-49%). Students who fail to meet this criterion will be considered for an interim award based on the taught component of the programme.
- A student who successfully completes an industry placement but does not meet the award requirements for an MEM may be considered for the exit award of PGDip in Engineering Management with industry.
- Special conditions are required for the PGCert exit route to ensure engineering / management learning outcomes achieved are appropriate to the title of the award. If only the management (MN) modules are passed a PGCert in Management will be awarded. For other combinations of passes a PGCert in Engineering Management or a PGDip in Engineering Management will be awarded in accordance with the normal provisions of Senate Regulation 6.

13. Progression points

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.
The following additional progression requirements for this programme have been approved:
A Placement Student will revert back to the degree without Year in Industry if:

1. At the semester 1 exam board, they have less than one module at merit level and any failed modules at <50%. No progression rule is applied at the semester 2 exam board. In the case of failed modules with mitigating circumstances, the semester 1 board will use its discretion.
2. They fail to secure an industrial placement role.
3. They fail to pass the assessment related to the industrial placement.
4. The industrial placement ends early due to the behaviour of the Placement Student not being in accordance with the University's Regulations for Students, Student Responsibilities. The Placement Student will need to return to the University and carry out an in-house project in the School or Department, as per the normal non-Industry MEM. To prevent such an incident from happening, processes are in place to identify any possible issues or concerns early in the industrial placement role. This includes a start check, regular communications, visits to the workplace (physical and/or virtual) and evaluation. Communication and contact between the Placement Student, Placement Provider and University provides support should issues arise.
5. They discontinue their industrial placement and carry out an in-house project in the School or Department, as per the normal non-Industry MEM.

In the event that a Placement Student is moved to the standard campus-based MEM, the Placement Provider will be notified immediately. For overseas students, the UKBA will also be informed immediately. Placement Provider's will be made that any contract of employment shall be made

subject to satisfactory completion of the taught part of the MEM.
Three months is the minimum time required for an industrial placement to be formally recognised. If the industrial placement is terminated earlier than 3 months as a result of event outside of the Placement Students control (for example redundancy, or company liquidation), the following process will be adopted:

1. If the Placement Student has completed less than 2 months, they will be supported to search for another placement to take them up to the required minimum of 3 months for the industrial placement to be formally recognised. If the Placement Student does not find a placement to meet this criteria they will be required to suspend and transferred onto the degree without industry.
2. If the Placement Student has completed 2 months, they will be supported to search for another placement to take them up to the 3 months required for the industrial placement to be formally recognised. If the Placement Student cannot source an additional placement to take them to 3 months, assessments related to the industrial placement will be set for the student to make it possible for the individual learning objectives for the industrial placement to be met. This will allow with industry to be recognised in the degree certificate.
3. The duration of time between the two Placement Providers to meet the minimum 3 months of an industrial placement must not exceed the period of time required to comply with visa requirements.
4. A Placement Student is permitted to undertake an industrial placement which runs across two academic years.

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g., timetable for admissions)

None

UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate) FOR ENTRY YEAR: 2025/26

Date created: Click or tap here to enter text. **Last amended:** 19/05/26 **Version no.** 2

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MEM – Master of Engineering Management

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/project	n/a	n/a	n/a	60 credits

180 credits in total

Level 7/Year 1-September intake 2025/26

Core modules

Delivery period	Code	Title	Credits
Semester 1	AF7437	Accounting and Finance for Non-Specialist Managers	15 credits
Semester 1	EC7436	Principles of Business Economics	15 credits
Semester 1	EG7311	Engineering Project Management	15 credits
Semester 1	EG7312	Systems Engineering	15 credits
Semester 2	MN7406	International Business	15 credits
Semester 2	EG7321	Engineering Business Management	15 credits
Semester 2	EG7322	Lean and Quality Engineering	15 credits
Semester 2	EG7323	Cost Engineering	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 7/Summer

Core modules

Delivery period	Code	Title	Credits
Summer	EG7302	Engineering Management Project	60 credits

Level 7/Year 1- January intake 2025/26

Core modules

Delivery period	Code	Title	Credits
Semester 2	MN7406	International Business	15 credits
Semester 2	EG7321	Engineering Business Management	15 credits
Semester 2	EG7322	Lean and Quality Engineering	15 credits
Semester 2	EG7323	Cost Engineering	15 credits
Semester 1	AF7437	Accounting and Finance for Non-Specialist Managers	15 credits
Semester 1	EC7436	Principles of Business Economics	15 credits
Semester 1	EG7311	Engineering Project Management	15 credits
Semester 1	EG7312	Systems Engineering	15 credits

Notes
Please note that for January intake students Semester 2 will be first and followed by Semester 1.

Level 7/January 2027

Core modules

Delivery period	Code	Title	Credits
January	EG7302	Engineering Management Project	60 credits

Appendix 2: Module specifications

See taught postgraduate module specification database [login required] (Note - modules are organized by year of delivery).

Appendix 3: Module mapping matrix

Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance document when completing the sections below.
This is an internally-facing document which will not be shared directly with prospective or future students.

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	EG7312 Engineering Project Management EG7311 Systems Engineering	Core	Staff introduce their research areas through engaging recordings and interactive workshops. These informal sessions allow subject experts to guide students in exploring research knowledge directly relevant to their assessments, fostering deeper understanding and practical application.
	EG7321 Engineering Business Management	Core	Staff use worked examples from their research to demonstrate the application of fundamental ILOs to real-world scenarios. These examples are reinforced through a range of formative and summative assessments that test students' ability to apply them effectively.
	EG7322 Lean and Quality Engineering EG7323 Cost Engineering	Core	Staff deliver research talks, tailored to the students' level, providing insights into their work. Following these sessions, students create an infographic on a selected research area, which accounts for various level of the module assessment.

[1] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	EG7312 Engineering Project Management EG7311 Systems Engineering	Core	Students are introduced to an interdisciplinary open-ended problem which requires a response via an authentic assessment. Students work in groups to identify previous learning and areas they need to research to address the problem posed. Support for research comes from reading materials and electronic resources to assist them in preparing for discussion workshops and content tutorials to reinforce core knowledge respectively.
	EG7321 Engineering Business Management	Core	Students collaborate in pairs on a real world problems in the class centred on inquiry-based activities. The assessment includes a group technical report, poster session at the end of the semester, a skills audit, and a reflective personal account.
	EG7322 Lean and Quality Engineering EG7323 Cost Engineering	Core	These modules explores the real world application scenarios. Students deliver an individual and group projects which explores the current industry requirements as well as before and after scenarios.

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	EG7312 Engineering Project Management EG7311 Systems Engineering	Core	Every so often, students are assigned few research papers to read, with each student presenting during the module either in perosn or in the form of part of their individual and/or group project. Interdisciplinary teams of staff

[2] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).
[3] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	EG7321 Engineering Business Management EG7322 Lean and Quality Engineering		carefully select papers that showcase the intersection of disciplines at the research frontiers. This activity mirrors the dynamics of a research group, fostering authentic peer discussion and collaboration.

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	EG7312 Engineering Project Management EG7311 Systems Engineering	Core	This module builds on the Journal Seminar activity providing the students with hands-on experience in how research reaches the public domain. Students take on roles as authors, referees, and editors for the journal. Working individually or in small groups, they develop original research ideas, which are written as short scientific papers. Students also peer-review the work of other groups, with a student editorial board overseeing the process. Based on referee reports, the editorial board has the final decision on whether a paper is published.
	EG7321 Engineering Business Management	Core	Students work individually with an academic on an experimental, computational, or analytical project, where they are responsible for planning and conducting their own research and analysis across various scientific disciplines.

[4] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	EG7322 Lean and Quality Engineering EG7323 Cost Engineering	Core	Similar to above, this module requires more extensive planning and deeper analysis, with students expected to undertake a more complex research project.

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*

Currently, students are invited to attend guest research seminars and have some understanding that lectures are informed by research. However, improved communication is needed to emphasise that the University is a research-intensive institution, highlighting the significance of research in both teaching and the broader academic experience.