

PROGRAMME SPECIFICATION (V1)

Degrees:

Programme Title	Final Award	duration of study/ years	UCAS code	Level
Advanced Aeronautical Engineering and Space Systems	MSc	1	H4S1	7

Ownership	
Awarding institution:	Queen Mary University of London
Teaching institution	Queen Mary University of London
Academic Department(s) involved in programme delivery	School of Engineering and Materials Science
Main location(s) of study	Mile End Road, London
External references	
QAA Benchmark Group	Engineering
External Accreditor (if applicable)	Royal Aeronautical Society & Institution of Mechanical Engineers
Accreditation received	2018
Accreditation renewal	2022 pending (IMechE and RAeS)

Specification Details	
Programme Lead	Dr Eldad Avital
Student cohorts covered by specification	2021 entry
Date of introduction of programme	September 2019
Date of programme specification / amendment	23/09/2021
Approval by School	Sept 2021
Approval by Taught Programmes Board	Dec 2019

1. Programme Overview

Aerospace engineering has come a long way since the Wright brothers first succeeded in powered flight in 1903. Recently the UK government recognized the importance of the field to the UK economy and identified four priority themes: Aerodynamics, Aero-structures, Propulsion and Systems.

This MSc programme allows you to gain advanced skills in these priority themes by providing specialised taught modules in Systems, Aerodynamics and Aero Structures as well as pursuing an MSc research project.

You will undertake a 90 credit research project in an area of our research strengths and using our state of the art facilities. Several high performance computing clusters owned by the university support a full spectrum of computational research. Our aerospace labs include a wide range of wind tunnels and an anechoic chamber supporting aerodynamic research. An advanced UK CueSim Flight Simulator and France-Price Induction Jet engine test bench support Systems, Aerodynamics and Propulsion research. Systems and in particular Space Engineering research is also supported by our micro-injector labs. Further Aero Structure research is supported by the facilities and expertise provided by Nanoforce, a company directly associated with the School.

The programme aims to prepare specialists with advanced taught and research skills. Advanced research skills in propulsion as related to one of the previously noted themes can be pursued through the research project. Students completing this programme will be able to develop novel computational, experimental and technology products for the Aerospace industries. In particular the programme has the following aims to:

- Teach advanced computational, experimental and analytical techniques applicable to Aerospace Engineering themes of Systems, Aerodynamics and Aero Structures.
- Teach advanced research methods applicable to Aerospace Engineering in industry and academia
- Teach modern design procedures used by the leading Aerospace research and development units.
- Develop a research/design project in one of the UK Aerospace themes of Systems, Aerodynamics, Aero Structures and Propulsion.
- Provide students with insight into advanced developments in Aerospace Engineering.
- Enable students to participate in advanced research and industrial developments in Aerospace Engineering.

2. Learning outcomes for the programme

In this degree programme we place strong emphasis not only on the technical content of our modules, but also on cross disciplinary skills vital for an engineer to be effective in the work place. We embed these skills in the technical modules on the programme, to ensure that the technical knowledge and understanding works and also to allow you to graduate with skills you can apply to a range of future careers.

Students who complete successfully this programme will be able to compete for industrial posts in Systems, Aerodynamics and Aero Structures as well as being well prepared to pursue a doctoral research study in aerospace engineering.

2.1 Academic Content

- Gain advanced knowledge and research capability in the Aerospace themes of Systems/Aerodynamics or Systems/Aero Structures.

- Have in-depth understanding of the development cycle of novel Aerospace technologies and be able to contribute to advanced design developments
- Gain in-depth knowledge into finding practical solutions to Aerospace problems using advanced computational, experimental and theoretical methods.

2.2 Discipline specific

- Undertake independent research on a topic related to Aerospace Engineering in one of the UK Aerospace priority themes of Systems, Aerodynamics, Aero Structures or Propulsion.
- Apply advanced Engineering methods to a range of Aerospace related applications
- Optimally select analysis techniques for aircraft and system performance assessment
- Critically assess feasibility of analytical, computational and experimental techniques in use and propose practical methods for their improvement.

2.3 Attributes

- Engage critically with knowledge.
- Be able to assess both the application and limitation of mathematical, computational and experimental techniques available to an engineer.
- Undertake independent research using state of the art computing, processing, characterisation and testing facilities.
- Develop Research capacity and Information expertise.
- Understand the application and use of aerospace technology in related engineering subjects.

3 Learning and teaching approaches

Teaching methods are tailor-made to suit the size of classes and the nature of the subject. Each module has a combination of methods including lectures, tutorials, laboratory sessions, industrial visits, workshops and group work. QMUL degrees combine face to face teaching and practical experiences with supported and structured on-line learning. Our virtual learning platform is referred to as QMplus. Through this platform you will be able to find details about your modules, assessments, timetables and other activities.

Projects throughout the programme are designed for you to exercise independent thinking, research and problem solving skills. Group work enhances your communication, organisational as well as technical skills.

3.1 Employers Links

The school has an active Industrial Liaison forum (ILF). This forum has a direct impact on the programmes by encouraging employers to sponsor and support the students and to provide real design case studies to engage the students throughout the curriculum. Recent case studies that have been taught and assessed were delivered by Bridgestone, DePuys, Baxter, Artis, Corus, BAe, DSTL, Rolls Royce.

The ILF meets twice a year. The event in October runs in parallel with the SEMS prize day where companies award prizes to more than 30 of our best students. During the October event the projects that you will tackle in the academic year are planned and the second event in March is designed to help evaluate and review the projects.

3.2 Assessment methods

You can expect a variety of different types of assessment methods:

Written assessment

- Examinations
- Progress tests
- Online assignments and quizzes

- Report and other writing
 - Peer assessment
- Practical assessment
- Laboratory/workshop practicals
 - Design work
 - Programming tests
 - CAD & simulation tool tests
- Oral assessment
- Oral presentations
 - Poster presentations
 - Group presentations
 - Design presentations

Assessments allow you to demonstrate that you have met the intended learning outcomes for each module and contribute towards your achievement of the programme learning outcomes. There are summative (formal) assessments during and/or at the end of each module and well as ongoing formative (informal – no marks) through the degree. Examinations are intended to assess understanding rather than recall. Group assessments may incorporate peer marking.

Assessments operate in accordance with QMUL Regulations and established procedures. Feedback is provided through a number of formats, including:

- Oral (e.g. face to face during or after face-to-face sessions, video)
- Personal (e.g. discussion with staff)
- Interactive (e.g. Team Based Learning, peer-to-peer, online quizzes)
- Written (e.g. solutions, model answers, comments on work)

You will receive feedback on intermediate, developmental assessments such as project plan and progress reports and on coursework assessments. This feedback may be summarised for the whole cohort or be directed towards your work individually.

The final project thesis will be assessed in September and the student will also complete a presentation as well as an oral examination.

Feedback is intended to help you learn and you are encouraged to engage with it, reflect upon it and discuss it with your module organiser. Feedback will be provided on coursework and practical assessments within an appropriate time. Feedback on examination performance is available upon request from the module leader and overall class performance feedback on a question-by-question basis may also be provided.

QMUL's Policy on Assessment and Feedback and guidance on issuing provisional marks to students is available at:

http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Code-of-Practice-on-Assessment-and-Feedback_amended-2016.01.18.pdf

3.3 Support of students

We aim to support all students throughout their time with us. We encourage students to develop independently but this does not mean that you need to be alone. We know that support and encouragement from staff and fellow students is very important throughout your degree.

The Student Support Officer for SEMS is the first contact for any personal support; they can be contacted by email: semsstudents@qmul.ac.uk with any questions or to arrange an appointment.

3.3.1 Academic Advisor arrangements

Your Academic Advisor will be your project supervisor .

3.3.2 Central support services

Disability and Dyslexia Service

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all QMUL students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites. You can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum

Advice and Counselling

QMUL offers a wide range of advice, guidance and self-help material. These free and confidential professional services are available to all students. Details can be found at:

<https://www.welfare.qmul.ac.uk/student-advice-guides/>

3.4 Interruption of Study

The University's Policy on a student's interruption of study is available at:

[http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Interruption-of-Study-Policy-\(June-2020\).pdf](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Interruption-of-Study-Policy-(June-2020).pdf)

4 Programme structure

45 credits of taught modules will be taught in the first semester from September until December plus an additional 15 credits of taught material associated with the research project. A further 45 credits of taught modules will be taught in the second semester from January until April. All taught module examinations will be in the standard examination periods during January and May. The 90 credit Research Engineering project will be completed over 3 semesters.

The modules making up the programme are presented in the table below.

module	semester	title		credit
DENM100	A,B,C	Extended Research Project	core	90
3 from:				
DENM004	A	Computational Engineering	elective	15
DENM026	A	Numerical Optimisation in Engineering Design	elective	15
DENM305	A	Advanced Aircraft Design	elective	15
DENM011	A	Robotics	elective	15
DENM001	A	Advanced Flight Control and Simulation of Aerospace Vehicles	elective	

3 from:				
DENM032	B	Aeroelasticity	elective	15
DENM335	B	Advanced Spacecraft Design: Manoeuvring and Orbital Mechanics	elective	15
DENM010	B	Computational Fluid Dynamics	elective	15
DENM405	B	Advanced High Speed Aerodynamics	elective	15

The credit load for elective modules are to be balanced across semesters.

Note: The modules, structure and assessments presented in this Programme Specification are correct at time of publication but might change as a result of student and staff feedback and the introduction of new or innovative approaches to teaching and learning. You will be consulted and notified in a timely manner of any changes to this document.

5 Progression and Classification

5.1 Classification

The marks from modules contribute towards the final degree classification. In order to be considered for an award, you must have met all of the following requirements:

- i) take 180 credits, including a minimum 150 credits at level 7.
- ii) either: a pass 180 credits; or, b pass a minimum 150 credits and meet the requirements for condoned failure in the remaining credits
- iii) achieve a Classification Mark of 50.0 or higher.

Failure may be condoned in up to 30 credits of modules where all of the following conditions are met:

- i) the module mark for each failed module is 40.0 or higher
- ii) the mean average mark across all modules, including the failed module(s), is 50.0 or higher
- iii) a failed module is not designated as 'core' (must be passed outright) in the programme regulations.

The Classification Mark is the mean average mark for the full programme of study

Classification Mark	Classification
70 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass

5.2 Exit awards

An exit award is an award at a lower level than that for which a student initially registered. An exit award may be recommended where a student meets the requirements for the lower level award and where the student has either withdrawn or been deregistered. Exit awards for the postgraduate programmes have the following hierarchy. A student will be awarded the highest linked award for which they meet all requirements: i Master of Science (MSc). ii Postgraduate Diploma (PgDip). iii Postgraduate Certificate (PgCert).

6 Entry requirements

Students will be admitted according to the entry requirements found at:

<https://www.sems.qmul.ac.uk/pgtadmissions/entry/>

7 Quality assurance

7.1 Student-Staff Liaison Committee (SSLC) meetings

The School has a Student-Staff Liaison Committee and students on this programme are represented on this committee. The committee meets twice during each semester and is made up of the following members:

- Director of Student Support (Chair)
- Student Support Officer (Secretary)
- Directors of the relevant programmes
- At least one student representing the relevant programmes

The elections for the undergraduate representatives are organised through the Student Union. SSLC agendas and minutes are found on the SEMS QMplus landing page (<https://qmplus.qmul.ac.uk/course/view.php?id=13091>). Relevant items on the minutes are referred to the appropriate School committees for consideration and feedback.

7.2 Evaluating and improving the quality and standards of teaching and learning

We assess our provision of teaching by:

- Module review by means of student feedback questionnaires and course organisers' reports.
- Annual staff appraisal.
- Peer observation of teaching.
- External examiners' reports.
- Periodic Internal Review by the College involving external panel members.
- Periodic Institutional Audit of the College by the Quality Assurance Agency.

The Committees within SEMS that have responsibility for monitoring and evaluating quality and standards are

- Education Board
- Education Coordination Group
- Student Experience Committee
- Academic Standards Committee
- Teaching Development and Scholarship Committee
- Student-Staff Liaison Committee
- Subject Examination Boards – meet in January, June and September to confirm marks and prizes, and to consider progression and awards
- Degree Examination Boards – meet in July to confirm progression and awards
- Science and Engineering Faculty Board
- University Quality Enhancement Committee.

The ways we receive student feedback on the quality of teaching and your learning experience are:

- Annual National Student Survey
- Student-Staff Liaison Committee
- Student feedback questionnaire evaluation

- Student forums on the School's website, including module and programme specific forums as well as ones covering more general topics
- Discussions with Academic Advisors.

7.3 Staff development

Our staff are continuously engaging with professional development activities, including courses and workshops related to teaching and learning.

8 Supporting Information

QMUL's Academic Regulations can be found at:

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2020-21-FINAL.pdf>

QMUL's Assessment Handbook can be found at:

[http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2020-21-FINAL-\(WEB\).pdf](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2020-21-FINAL-(WEB).pdf)

QMUL's Academic Credit Framework can be found at:

[http://www.arcs.qmul.ac.uk/media/arcs/docs/quality-assurance/Queen-Mary-Academic-Credit-Framework-\(June-2017\).pdf](http://www.arcs.qmul.ac.uk/media/arcs/docs/quality-assurance/Queen-Mary-Academic-Credit-Framework-(June-2017).pdf)

QMUL's admission policy can be found at:

<http://www.arcs.qmul.ac.uk/media/arcs/qmstaff/admissions/documents/Admissions-Policy-2021-22.pdf>

QMUL is regulated by the Office for Students (OfS) www.officeforstudents.org.uk/advice-and-guidance/the-register/

This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.