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the engineering profession.
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Communications Technology Technicians (ICTTech). In addition, the Engineering Council sets and maintains the internationally recognised standards of professional competence and ethics that govern the award

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and retention of these titles.

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The CEng title is open to anyone who can demonstrate the required professional competences and commitment,

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as set out in the professional standard UK-SPEC. Individuals generally develop these through education and working experience.

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Engineer is one of the most recognisable international engineering qualifications. In the UK, some engineering tasks are reserved for licensed

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body for the engineering profession. We hold the national registers of over 222,000 Engineering Technicians (EngTech), Incorporated Engineers (IEng), Chartered Engineers (CEng) and Information and

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In the UK, some engineering tasks are reserved for licensed persons only.

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The Engineering Council
(formerly Engineering

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Council UK; colloquially known as EngC) is the UK's regulatory authority for registration of Chartered and Incorporated engineers and engineering technician, holding a register of these and providing advice to

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students, engineers, employers and academic institutions on the standards for registration and procedures for registration. It is also responsible for the accreditation of educational

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of some of the Engineering

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May 2009. 9107-205

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between an academic and
professional qualification?
Who should get a
professional qualification?

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Did you know that some professions can not be legally practised with a degree alone? Why get a UK qualification? Is it expensive to gain a British qualification? What is a chartered institute or

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supported by a simple website, which ensures purchasers of the book are kept up-to-speed with new developments.

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A synthesis of nearly 2,000
articles to help make
engineers better educators
While a significant body of
knowledge has evolved in the
field of engineering

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education over the years,
much of the
published information has
been restricted to scholarly
journals and has not found a
broad audience. This
publication rectifies that
situation by reviewing the

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findings of nearly 2,000 scholarly articles to help engineers become better educators, devise more effective curricula, and be more effective leaders and advocates in curriculum and research development. The

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author's first objective is to provide an illustrative review of research and development in engineering education since 1960. His second objective is, with the examples given, to encourage

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the practice of classroom assessment and research, and his third objective is to promote the idea of curriculum leadership. The publication is divided into four main parts: Part I demonstrates how the

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underpinnings
of education—history,
philosophy, psychology, socio
logy—determine the aims and
objectives of the
curriculum and the
curriculum's internal
structure, which

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integrates assessment,
content, teaching, and
learning Part II focuses on
the curriculum itself,
considering such key issues
as content organization,
trends, and change. A
chapter on interdisciplinary

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and integrated study and a chapter on project and problem-based models of curriculum are included Part III examines problem solving, creativity, and design Part IV delves into teaching, assessment, and

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evaluation, beginning with a chapter on the lecture, cooperative learning, and teamwork. The book ends with a brief, insightful forecast of the future of engineering education. Because this is a practical

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tool and reference for engineers, each chapter is self-contained and may be read independently of the others. Unlike other works in engineering education, which are generally intended for educational researchers,

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this publication is
writtentnot only for
researchers in the field of
engineering education,
butalso for all engineers
who teach. All readers
acquire a host ofpractical
skills and knowledge in the

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fields of
learning, philosophy,
sociology, and history as
they specifically apply
to the process of engineering
curriculum improvement
and evaluation.

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Over the past decade, software engineering has developed into a highly respected field. Though computing and software engineering education continues to emerge as a prominent interest area of

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study, few books specifically focus on software engineering education itself. Software Engineering: Effective Teaching and Learning Approaches and Practices presents the latest

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developments in software engineering education, drawing contributions from over 20 software engineering educators from around the globe. Encompassing areas such as student assessment and learning, innovative

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teaching methods, and educational technology, this much-needed book greatly enhances libraries with its unique research content.

Drawing on case studies, this volume highlights the

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common problems encountered by educators who must provide vocational training at a distance from their pupils. The contributors discuss the impact of modern technology on education and consider the future role of

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distance education methods.

The skills, knowledge and understanding of the subjects involved in STEM (Science, Technology, Engineering and Mathematics) are vital for all young

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people in an increasingly science- and technology-driven society. This book looks at the purpose and pedagogy of STEM teaching and explores the ways in which STEM subjects can interact in the curriculum

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to enhance student understanding, achievement and motivation. By reaching outside their own classroom, teachers can collaborate across subjects to enrich learning and help students relate school science,

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technology and maths to the wider world. Packed with ideas and practical details for teachers of STEM subjects, this book: considers what the STEM subjects contribute separately to the curriculum

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and how they relate to each other in the wider education of secondary school students describes and evaluates different curriculum models for STEM suggests ways in which a critical approach to the pedagogy of the

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classroom, laboratory and workshop can support STEM for all students addresses the practicalities of introducing, organising and sustaining STEM-related activities in the secondary school looks to ways schools

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can manage and sustain STEM approaches in the long-term. This timely new text is essential reading for trainee and practising teachers who wish to make the learning of Science, Technology, Engineering and

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Mathematics an interesting,
motivating and exciting
experience for their
students.

Advances in Computers covers
new developments in computer
technology. Most chapters

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present an overview of a current subfield within computers, with many citations, and often include new developments in the field by the authors of the individual chapters. Topics include hardware, software,

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theoretical underpinnings of computing, and novel applications of computers.

This current volume emphasizes information security issues and includes topics like certifying computer professionals, non-

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invasive attacks ("cognitive hacking"), computer files as legal evidence ("computer forensics") and the use of processors on plastic ("smartcards"). The book series is a valuable addition to university

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courses that emphasize the topics under discussion in that particular volume as well as belonging on the bookshelf of industrial practitioners who need to implement many of the technologies that are

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described. In-depth surveys
and tutorials on new
computer technology Well-
known authors and
researchers in the field
Extensive bibliographies
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of seven chapters focus on

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security issues Discussion
of computer forensics,
professional certification
and smart cards A chapter on
how DNA sequencing is
accomplished is important in
the growing bioinformatics
field

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Professional IT practitioners need not only the appropriate technical skills, but also a broad understanding of the context in which they operate. This book provides a unique

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introduction to: social,
legal, financial,
organizational and ethical
issues in the context of the
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legislation. It is designed

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to accompany the BCS
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Core Diploma Module:
Professional Issues in
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