

ACED ANNUAL CONFERENCE 2013

STUDENT EXPECTATIONS

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EXPECTATIONS:

BEFORE STARTING THE COURSE

“Thought I'd do loads of CAD”

EXPECTATIONS:

BEFORE STARTING THE COURSE

“Thought I'd be doing a lot of building and structure design. Didn't really know about the geotechnical or water engineering (which I've ended up enjoying more).”

EXPECTATIONS:

BEFORE STARTING THE COURSE

“Didn't know what to make of group projects prior to course - retrospectively they have been the most beneficial bits. Have learnt loads through them, and while sometimes stressful also enjoyed them.”

EXPECTATIONS:

BEFORE STARTING THE COURSE

“Thought that once I was finished I would be able to look at a structure and tell if it was going to fail and how. (e.g. in Prison Break when Scofield notices the tunnel they dug under Panama Jail would collapse because of the rain the day before)”

EXPECTATIONS:

BEFORE STARTING THE COURSE

“Thought it’d be easy to get work placements and internships.”

EXPECTATIONS:

BEFORE STARTING THE COURSE

“Thought there would be loads of theory and calculations. The amount of group work has been a pleasant surprise.”

EXPECTATIONS:

BEFORE STARTING THE COURSE

“I think I was expecting a bit more practical work like Constructionarium. Obviously not the same scale but to have only had an optional week of that and then a week surveying isn't much.”

CHANGES IN EXPECTATIONS:

“Realised that civil engineering is a lot more about competency of following guidelines rather than individual creative thinking. Realised this about half way through course when many design projects just involved following EuroCodes.”

CHANGES IN EXPECTATIONS:

“Didn’t think reports would be as important as they are within industry.”

CHANGES IN EXPECTATIONS:

“Now that we know the basics, I would expect to be taught things tailored towards the workplace - especially dealing with the cutting edge, for instance at work things like geosynthetics are prevalent, and in drainage SuDS are all the rage but to be able to innovate with them and be creative at work I need to know now.”

CHANGES IN EXPECTATIONS:

“Expecting more guidance on choosing a discipline as a career. The more I look the more there seems to be out there!”

SUMMARY:

PRIOR EXPECTATIONS

- Expected to be **taught** (rather than **learn**)
- Overestimated graduate competence
- Expected more hands-on
- Weren't aware of the number of soft skills that would be learnt
- Unaware of the breadth of the discipline

SUMMARY:

THE TRANSITION PHASE

- Spending time in industry
- Maturing as a person and developing specific academic interests
- Deciding upon a sector
- Deciding to work outside engineering

SUMMARY:

NEW/CONTINUOUS EXPECTATIONS

- *Critical* feedback
- Impactive practical work
- “Cutting edge” knowledge
- Career guidance
- Clear communication

Thank you for listening.