A REVIEW OF EMERGING EDUCATION AND TRAINING PRACTICES FOR MUNICIPAL ENGINEERS

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Abstract

The principles of engineering endure, but development and change is consistent in the application of these principles to real world problems. Emerging threats and concerns need to be overcome, new ways of administering engineering projects are developed, and all of this is set against a background of continually increasing social expectation. The Municipal Journal has published a number of papers which have investigated practices concerning engineers’ education and training. In the context of staff development and retention, this paper reviews these papers and wider contributions to current and emerging thinking and practice in engineering education and training. It deals with human society issues including new conceptual models for gender and disability training and public engagement, particularly in regard to how concepts of risk are expressed to the public. Partnerships between local authorities and universities in the context of both multi-discipline research and continuing development training and associated mentorship are considered. In the context of a model of competencies which can be matched to an organisation’s aims, means of offering wider skills in law, finance, contract procurement and administration and, importantly, communication and negotiation skills are also reviewed.

Key Words: education, training, gender, disability, public engagement, risk, continuing professional development