

Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	Bachelor of Science (Engineering) (BSc(Eng) Information and Communications Technology with Industrial Experience
Name of Interim Award(s)	Cert HE, Dip HE
Duration of Study / Period of Registration	4 years FT
QM Programme Code / UCAS Code(s)	I101
QAA Benchmark Group	Engineering
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of Electronic Engineering & Computer Science

Schools which will also be involved in teaching part of the programme

N/A

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/A

Programme Outline

This programme includes programming and software engineering with an emphasis on applied topics such as systems, security, and business management. You will gain a broad range of skills that will equip you for a career in a variety of sectors, including management and consulting, finance, government and the media.

The programme includes a year in industry between the second and final years of study.

Aims of the Programme

The programme will enable students to study cutting edge technologies in the areas of Internet Computing, eCommerce Engineering and Communications.

The year in industry supports the students in learning about the application of computer science in an organisational context.

The aims of the placement year are to:

- Ground the taught components of the programme in practical experience at a scale not possible within the College;
- Improve career preparation, giving students a better understanding of future career options and enhancing their career prospects.

What Will You Be Expected to Achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the relevant QAA benchmark statement(s) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:

A 1	Information Technology as a key tool pervading all aspects of Electronic Engineering
A 2	Practical issues concerning real systems (whether hardware or software)
A 3	The ability to use Information Communications Technology as a key tool to design "solutions" which will meet business needs

Disciplinary Skills - able to:

B 1	Recognise insufficient existing knowledge and search for the necessary scientific, mathematical and software 'tools' relevant to that particular issue
B 2	Synthesise a design (in hardware and/or software) from a specification (including the choice of the best option from a range of alternatives), implement the design and evaluate the design against the original specification
B 3	Reflect on the role of Technology in society

Attributes:

C 1	The ability to work as part of a team
C 2	Make a clearer connection between theory and practice
C 3	Apply critical reasoning skills needed to appraise a particular topic

How Will You Learn?

Each non-project-based module involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and

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help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

Individual projects are undertaken throughout the year under the supervision of an academic member of staff with whom there are weekly consultancy meetings. These are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students' ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module.

How Will You Be Assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

Project modules are normally examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed.

The industrial placement is assessed by a combination of written report, viva, learning journal and 2 employer evaluations. The first employer evaluation takes place a few months into the placement and the second takes place shortly before the end of the placement. Each evaluation involves employer and student jointly setting appropriate objectives within a structured framework of categories; progress is later measured against these objectives using set marking criteria.

How is the Programme Structured?

Semester 1

ECS401U Procedural Programming
ECS402U Professional and Research Themes
ECS404U Computer Systems and Networks
ECS407U Logic and Discrete Structures

Semester 2

ECS416U Introduction to Multimedia
ECS417U Fundamentals of Web Technology
ECS418U Business Modelling
ECS419U Information Systems Analysis

Semester 1 and 2

ECS422U Skills for Electronic Engineering and Computer Science (non-credit bearing module)

Semester 3

ECS505U Software Engineering
ECS507U Website Design and Authoring
ECS521U Interactive Media Design and Production
ECS524U Internet Protocols and Applications

Semester 4

ECS508U Business Information Systems
ECS519U Database Systems
ECS523U ICT Group Project
Plus one from:
ECS522U Graphical User Interfaces
ECS525U Telecommunication Systems

Semesters 5 and 6

ECS550U Industrial Placement Project

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Semester 7
 ECS635U Project (30 credits)
 Plus three from:
 ECS604U Entrepreneurship in Information Technology
 ECS607U Data Mining
 ECS609U Project Risk Management
 ECS612U Interaction Design
 ECS650U Semi-Structured Data and Advanced Data Modelling

Semester 8
 ECS635U Project (contd)
 Plus three from:
 ECS619 Network Planning, Finance and Management
 ECS637U Digital Media and Social Networks
 ECS639U Web Programming
 ECS641U Communicating and Teaching Computing
 ECS647U Bayesian Decision and Risk Analysis

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What Are the Entry Requirements?

General entry requirements

- A-levels: Our A-level entrance requirements are based on 3 A-levels, or 2 A-levels and 2 AS-levels. We are delighted to receive applications from students who have studied Computer Science at GCSE or A-Level (often called Computing by the examination boards), and in general we prefer Maths and Science based A-levels, though we will consider other combinations of subjects.
- Advanced diplomas: The School warmly welcomes applications from students taking Advanced or Extended (level-3) Diplomas in Information Technology or Engineering. We require 320-360 UCAS Tariff points (320 for BSc Computer Science and Mathematics, 340 for BSc(Eng) and BEng, 360 for BSc, MSci and MEng programmes) and applicants must also have passed GCE A-level Mathematics at grade C or above. Grade B or above for BSc Computer Science and Mathematics.
- Vocational or applied A-levels: Vocational A-levels are acceptable and are subject to the above tariff requirements for A/AS-levels. They should be subject-related: electronic engineering or engineering for MEng and BEng programmes. Grade B GCSE Mathematics minimum.
- Key skills: Results of key skills tests will not normally form part of an offer of a place.
- BTEC National Diploma (18 units): The BTEC National Diploma is acceptable on its own and combined with other qualifications with minimum grade requirements: DDM for BEng, MEng, DDD (with Distinctions in all modules) for BSc(Eng), BSc. Your BTEC National Diploma must be subject-related: engineering, electronic engineering for MEng and BEng programmes, computing or related subject for BSc programmes. The IT practitioners Diploma is only accepted for BSc(Eng) programmes. Additionally, we require a minimum Grade C GCSE in mathematics.
- International Baccalaureate: We require a minimum of 32 points overall for BEng and BSc programmes, 34 points for MEng and BSc(Eng) programmes. Subjects must include mathematics HL at least five points for all MEng and BEng programmes and at least six points for all BSc programmes; physics is required for selected MEng and BEng programmes; see programme details.
- European Baccalaureate: We require 80% including grade eight minimum Mathematics for all MEng and BEng programmes. Physics at grade eight required for selected MEng and BEng programmes as per A-level subject requirements, please see programmes for specific requirements.
- Access to HE Diploma: Applicants will be considered on a case-by-case basis. Please contact the School for guidance.
- European and international qualifications: The College accepts a wide range of EU and International qualifications, for information please contact the School.

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• Other qualifications: The College welcomes applications from those holding qualifications not listed above. The School will be happy to advise you as to the acceptability of your qualification.

Specific programme entry requirements

• GCSE Grade Mathematics grade B or higher required.

International students - English Language entry requirements

For international students, English Language skills are required to a recognised standard. The minimum requirement is IELTS 6.0 or equivalent.

How Do We Listen and Act on Your Feedback?

The Student-Staff Liaison Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each cohort, together with appropriate representation from School staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet four times a year, twice in each teaching semester.

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of the SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School's Learning and Teaching Committee.

The School's Learning and Teaching Committee advises the Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the College's Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School's Taught Programmes Action Plan, which records progress on learning and teaching related actions on a rolling basis. Students' views are considered in the APR process through analysis of the NSS and module questionnaires, among other data.

Academic Support

All students are assigned an academic advisor during induction week. The advisor's role is to guide their advisees in their academic development including module selection, and to provide first-line pastoral support.

In addition, the School has 2 Senior Tutors for undergraduate students who provide second-line guidance and pastoral support for students, as well as advising staff on related matters.

Every member of teaching staff holds 2 open office hours per week during term-time.

The year in industry is supported by a dedicated Industrial Placements Manager.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Queen Mary 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 Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students 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 (e.g. Braille)
- 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.

Links With Employers, Placement Opportunities and Transferable Skills

The School has a wide range of industrial contacts secured through research projects and consultancy, our Industrial Experience programme and our Industrial Advisory Panel.

The Industrial Advisory Panel works to ensure that our programmes are state-of-the-art and match the changing requirements of this fast-moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, IBM, The National Physical Laboratory, National Instruments, PA Consulting, Rohde and Schwarz, O2, Cisco Systems, ARM, Selex and BAE Systems.

Recent graduates have found employment as IT consultants, specialist engineers, web developers, systems analysts, software designers and network engineers in a wide variety of industries and sectors. A number of students also go on to undertake PhDs in electronic engineering and computer science. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica,, Credit Suisse, KPMG, Transport for London, Sky and Selex ES are among the organizations that have recently employed graduates of EECS programmes.

Transferable skills are developed through a variety of means, including embedding of QM Graduate Attributes in taught modules and the project, together with the opportunity to participate in extra-curricular activities, e.g. the School's E++ Society, the School's Annual Programming Competition and external competitions with support from the School.

Programme Specification Approval

Person completing Programme Specification

Jane Reid

Person responsible for management of programme

Rachel Appleton

Date Programme Specification produced/amended by School Learning and Teaching Committee

12 Feb 2016

Date Programme Specification approved by Taught Programmes Board