Programme Title: H608 Master of Engineering (MEng) Electrical and Electronic Engineering (2024-2025)

# Programme Specification (UG)

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| Awarding body / institution: | Queen Mary University of London |
| Teaching institution: | Queen Mary University of London |
| Name of award and field of study: | Master of Engineering (MEng) Electrical and Electronic Engineering |
| Name of interim award(s): | CertHE, DipHE, BSc(Eng), BEng, MEng |
| Duration of study / period of registration: | 4 years |
| QMUL programme code / UCAS code(s): | UMEF-QMELEC1 / H608 |
| QAA Benchmark Group: | Engineering |
| FHEQ Level of Award : | Level 6 |
| Programme accredited by: | Chartered Institute for IT (BCS). Institution of Engineering and Technology (IET) - Extended to the full 5 year period to 2025 intake. |
| Date Programme Specification approved: | |
| Responsible School / Institute: | School of Electronic Engineering & Computer Science |

| Schools / Institutes which will also be involved in teaching part of the programme: |
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| School of Engineering & Materials Science/School of Mathematical Sciences |

| Collaborative institution(s) / organisation(s) involved in delivering the programme: |
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## Programme outline

The programme offers the opportunity to gain in-depth technical knowledge of electrical and electronic engineering, practical and hands-on experience to prepare you for real-world applications, and develop important transferable skills through individual and group project work. This programme will provide both the foundations and specialist knowledge you will need for a wide-range high-quality electrical and electronic engineering careers across a variety of sectors, in industry, business and R&D.

The choice of modules available allows you to get a general grounding in the science and mathematics underlying electrical and electronic engineering, like engineering mathematics, analog and digital electronics, electromagnetism, signals and systems, communications, computing. In later years you will be offered an increasing number of options to choose from to develop your own specialisation in subjects that interest you. By the end of the programme, successful students will have the skills to analyse, develop, design, and build electrical and electronic systems within their own specialisation of choice. In this programme you will develop skills that enable you to be creative, innovative and flexible in devising engineering solutions; knowledge and techniques to break problems into manageable chunks to solve issues in a systematic manner; and you will learn how to apply your numerical, computational, analytical and technical skills, using appropriate tools, in that process.

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This programme is accredited by the Institution of Engineering and Technology on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as a Chartered Engineer.

## Aims of the programme

This is one of our MEng programmes, which is an integrated masters programme that both include technical content beyond normal first degree level and additional content on economic, social and environmental issues. In addition they provide enhanced experience of project management in a group activity.

The programme aims to provide a broad yet deep knowledge and understanding in the area of electrical and electronic engineering that prepare the graduates for the wide range of high-end professional careers in the relevant industries, such as electronics, power and electrical systems, automation and control, mobile and satellite communications, network engineering, embedded systems engineering, where they will be able to take on a variety of roles, for example, in research and development, systems engineering, systems integration, operations, technical consultancy and education. Graduates from the programme will also have an excellent grounding to continue their education at a postgraduate level, should they wish to do so.

The programme addresses the skills gap in the UK industry and responds to the international demand for a broad-based yet thorough high-level education sought after by employers world-wide. Apart from specialised knowledge, great emphasis is given to transferable skills that impact on graduates' employability, such as management of own workload, team working, effective communication, integrated thinking, leadership of projects and teams, and risk management.

## What will you be expected to achieve?

At the end of his/her degree, each student should be able to demonstrate the following abilities:
• the ability to recall factual knowledge and the ability to apply it in familiar and unfamiliar situations;
• the ability to apply scientific, mathematical and software 'tools' to a familiar or unfamiliar situation;
• the ability to use Information Technology as a key tool pervading all aspects of Electronic Engineering;
• the ability to understand practical issues concerning real systems (whether hardware or software);
• the ability to recognise insufficient existing knowledge and the ability to search for the necessary scientific, mathematical and software 'tools' relevant to that particular issue;
• the ability to work as part of a team;
• the ability to manage time effectively;
• the ability to appreciate the financial background against which decisions are made in industry;
• the ability to show a certain level of reflection on the role of engineering in society;
and the following skills:
• the perceptive skills needed to understand information presented in the form of technical circuit-diagrams, flow-charts and high-level languages;
• the practical skills needed to implement a piece of hardware or software and to use laboratory test equipment;
• the analytical skills needed to verify the correct behaviour of a hardware or software system or component and to be able to identify faults;
• the design skills needed to synthesise a design (in hardware and/or software) from a specification (including the choice of the best option from a range of alternatives), to implement the design and to evaluate the design against the original specification;
• the written and oral communication skills needed to present information, in particular written information, effectively;
• the critical reasoning skills needed to appraise a particular topic

Context-based aims and objectives
• To provide a broad coverage across the spectrum of electrical science and maths covering industrial applications and control as well as electronics and computer systems.
• To provide a sound foundation in the principles of electrical science and engineering with specialisation in industrial electronics, microprocessor applications and computer systems.

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**Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

| Academic Content: | |
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| A1 | Knowledge of the scientific and engineering principles necessary to underpin an education and career in electrical and electronic engineering |
| A2 | Understanding of mathematical principles underpinning electronic and electrical engineering, in addition to the mathematical methods, tools and notations used in the analysis of electrical and electronic engineering problems. |
| A3 | An understanding of concepts from a range of areas including some outside electrical and electronic engineering, and the ability to apply them effectively in electronic and electrical engineering projects. |
| A4 | An awareness of developing technologies related to electrical and electronic engineering. |
| A5 | Knowledge of the regulatory, ethical, economic and environmental issues underpinning engineering professions, especially associated with electrical and electronic engineering, and how an engineer must operate within these. |
| A6 | Knowledge of the design process and understanding of project management principles and tools. |
| A7 | Awareness of market drivers within sub-specialisations of electrical and electronic engineering. |
| A8 | Project management skills. |
| A9 | Understanding of engineering principles and the ability to apply them to undertake critical analysis of key engineering processes, esp. as pertaining to electrical and electronic engineering. |

| Disciplinary Skills - able to: | |
|---|---|
| B1 | Apply engineering principles to analyse problems in electrical and electronic engineering. |
| B2 | Extract data pertinent to an unfamiliar problem, analyse it, and interpret results, particularly in relation to the electrical and electronic engineering. |
| B3 | Apply numerical / quantitative methods and computer software relevant to engineering disciplines, to solve problems in electrical and electronic engineering. |

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| B 4 | Learn new theories, concepts, methods etc. in unfamiliar situations. |
| B 5 | Use fundamental knowledge to investigate new and emerging technologies. |
| B 6 | Work effectively with computing tools for data analysis and processing, as well as modelling, simulation and design. |
| B 7 | Plan and perform safe experimental work in laboratory settings. |
| B 8 | Use laboratory instrumentation correctly. |
| B 9 | Develop, monitor and update a plan, to reflect a changing operating environment. |
| B 10 | Exercise professional judgement in electrical and electronic engineering-related problem solving, considering ethical, economic and environmental issues. |
| B 11 | Apply and integrate knowledge and understanding of other engineering disciplines to support study of their own engineering discipline and the ability to evaluate learnings from other disciplines critically and to apply them effectively. |
| B 12 | Understand and evaluate business, customer and user needs, including considerations such as the wider engineering context and public perception. |
| B 13 | Communicate their work to technical and non-technical audiences. |
| B 14 | Demonstrate the ability to generate an innovative design for products, systems, components or processes to fulfil new needs. |

| Attributes: | |
|---|---|
| C 1 | Develop the necessary transferable skills to be effective in the workplace. |
| C 2 | Engage critically with knowledge, and apply it in a rigorous way. |
| C 3 | Critically evaluate the reliability of information from different sources. |
| C 4 | Use information for evidence based decision making |
| C 5 | Use quantitative data confidently and competently. |
| C 6 | Use a range of communication technologies to engage with a range of audiences. |
| C 7 | Develop an awareness of Health and Safety. |
| C 8 | Be able to isolate the key facts from complex, often contradictory information. |

## How will you learn?

Learning will be realised through a range of techniques and delivery methods. Teaching materials are delivered through a combination of lectures, problem solving classes, and laboratory exercises which will form both formative and summattive assessment across various modules. Coursework will cement knowledge gained, and will take forms of on-line and class tests, laboratory and technical reports, and laboratory notes. Problem-based learning plays a significant role in the first three years.

Electronics laboratory is a dedicated space that will be heavily utilised throughout the study, for various labs and project work. ITL is EECS-only space dedicated to both teaching and self-directed learning, equipped with the necessary tools and software environments that will be used across a number of modules for teaching and learning.

Students will undertake a group "design and build" project in the second year, a major individual project in the third year, that can be research-based, design and build, service or product integration, or an application development, and a substantive group project (either research or design and build) in the fourth year. The latter could be sponsored by one of our industrial partners. All projects are designed to help students integrate, assimilate and apply knowledge and skills gained throughout the degree, and give them an opportunity to develop and practice transferable employability skills such as group and team working, project planning, time management, written and oral communication of technical content to a mix of audiences. The projects will also help students acquire generic engineering professional skills such as research methods, design and development methods, product or service testing, market assessment and business case presentation.

Associated with each 15-credit module is 150h of study time, one third of which , on average, will be delivered through lectures, tutorials and laboratory exercises, and the rest is expected to be student-driven self-study using library, Internet and other resources. Materials of all modules are provided on QMPlus. In the final year, some of the modules will have invited lectures given by experts from industry. We will also be using our strong base of industrial partners to generate substantial advanced group projects in the final, fourth year.

## How will you be assessed?

Assessment is continuous throughout the degree, with written reports, projects, presentations, group work and exams (exams take place in the summer only). The degree programme has eight modules per year split over two semesters, and most are assessed by a combination of coursework and an end of year exam. Some modules will also have an element of in-class tests, that will be form part of assessment for those modules.
Individual research or design projects in the third year counts as two modules and lasts through both semesters. In the third and fourth year, students can select from a range of module options allowing them to tailor their degree to specific areas of interest within their degree programme.
The 3rd and final year projects are examined on the basis of a written report, a formal oral presentation, and a demonstration of the piece of software or hardware developed by the student(s).

## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1 Modules
Semester1
ECS408U Electronic Engineering Mathematics I (15 credits)
ECS412U Digital Circuit Design (15 credits)
ECS429U Programming Fundamentals for Engineers (15 credits)
ECS431U Engineering Skills and Practice (15 credits)
Semester 2
ECS403U Communications and Networks (15 credits)
ECS409U Analogue Electronic Systems (15 credits)
ECS411U Signals and Information (15 credits)
ECS423U Electronic Engineering Mathematics 2 (15 credits)

Year 2 Modules
Semester3
ECS502U Microprocessor Systems Design (15 credits)
ECS517U Electronic Devices and Applications (15 credits)
ECS528U Communication Systems (15 credits)
ECS532U Power Systems Analysis (15 credits)
Semester 4
ECS504U Electric and Magnetic Fields (15 credits)
ECS514U Design and Build Project in Electronic Engineering (15 credits)
ECS515U Signals and Systems Theory (15 credits)
ECS527U Digital Systems Design (15 credits) (pre-requisite for ECS617U)

ECS620U Summer Internship (15 credits) (to be offered between year 2 year 3)** (replacing ECS7200U Summer Internship (15 credits) to be offered between penultimate and final year)

Third Year Modules
We offer two streams, focusing on either electronics, or electrical and power engineering. Each provides two stream-specific modules, and further two options. Student will be allowed to choose alternative off-diet engineering modules in EECS or SEMS should they wish to do so.

Third Year ((both streams)
ECS635U Project (30 credits) (Core) (Semester 5 and 6)

"Electronics Engineering" stream:
Semester 5
ECS642U Embedded Systems (15 credits)
Plus TWO modules from:
ECS601U Control Systems (15 credits) (pre requisite for ECS654U)
ECS602U Digital Signal Processing (15 credits)
ECS643U Power Electronics (15 credits)
ECS644U Microwave and Millimetrewave Electronics (15 credits)
Semester 6
ECS617U Integrated Circuit Design (15 credits) (pre-requisite ECS527U)
Plus TWO modules from:
ECS649U Electrical Machines and Systems (15 credits)
ECS654U Advanced Control Systems (15 credits) (pre requisite ECS601U)
ECS660U Modelling and Performance (15 credits)
ECS662U Electric and Hybrid Powertrain Transport (15 credits)
ECS670U Electrical and Electronic Materials (15 credits) (not available 2024-2025)

"Electrical Engineering" stream:
Semester 5
ECS643U Power Electronics (15 credits)
Plus TWO module from:
ECS601U Control Systems (15 credits) (pre requisite for ECS654U)
ECS602U Digital Signal Processing (15 credits)
ECS642U Embedded Systems (15 credits)
ECS644U Microwave and Millimetrewave Electronics (15 credits)
Semester 6
ECS649U Electrical Machines and Systems (15 credits)
Plus TWO modules from:
ECS617U Integrated Circuit Design (15 credits) (pre-requisite ECS527U)
ECS654U Advanced Control Systems (15 credits) (pre requisite ECS601U)
ECS660U Modelling and Performance (15 credits)
ECS662U Electric and Hybrid Powertrain for Transport (15 credits)
ECS670U Electrical and Electronic Materials (15 credits) (not available 2024-2025)

Year 4 Modules
Semester 7
ECS7019U Advanced Group Project (30 credits) (Core)
plus three modules from:
ECS702U Mobile and WLAN Technologies (15 credits) (pre requisite for ECS7021U 5G and Beyond)
ECS707U Fundamentals of DSP (15 credits) (if not taken as ECS602U in Semester 5)
ECS709U Introduction to Computer Vision (15 credits)
ECS783U Enabling Communication Technologies for IOT (15 credits)
MTH739P Topics in Scientific Computing (15 credits)
EMS717U Renewable Energy Resources (15 credits)
Semester 8

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ECS7019U Advanced Group Project (30 credits) (Core)
Plus three modules from:
ECS726U Security and Authentication (15 credits)
ECS797U Machine Learning for Visual Data Analysis (15 credits)
ECS7008U Modeling and Performance (15 credits) (if not taken as ECS660U in Semester 6)
ECS7021U 5G and Beyond (15 credits) (pre requisite ECS702U)
ECS7XXU IOT Systems Engineering (15 credits) (replacing ECS782U Introduction to IOT (15 credits) Semester A)
DEN7600 Energy Storage Engineering (15 credits) (withdrawn by SEMS 24/25)
DEN7601 Introduction to Solar Energy (15 credits) (withdrawn by SEMS 23/24)

Academic Year of Study FT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Electronic Engineering Mathematics I | ECS408U | 15 | 4 | Compulsory | 1 | Semester 1 |
| Digital Circuit Design | ECS412U | 15 | 4 | Compulsory | 1 | Semester 1 |
| Programming Fundamentals for Engineers | ECS429U | 15 | 4 | Compulsory | 1 | Semester 1 |
| Engineering Skills and Practice | ECS431U | 15 | 4 | Compulsory | 1 | Semester 1 |
| Communications and Networks | ECS403U | 15 | 4 | Compulsory | 1 | Semester 2 |
| Analogue Electronic Systems | ECS409U | 15 | 4 | Compulsory | 1 | Semester 2 |
| Signals and Information | ECS411U | 15 | 4 | Compulsory | 1 | Semester 2 |
| Electronic Engineering Mathematics 2 | ECS423U | 15 | 4 | Compulsory | 1 | Semester 2 |

Academic Year of Study FT - Year 2

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Microprocessor Systems Design | ECS502U | 15 | 5 | Compulsory | 2 | Semester 1 |
| Electronic Devices and Applications | ECS517U | 15 | 5 | Compulsory | 2 | Semester 1 |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Communication Systems | ECS528U | 15 | 5 | Compulsory | 2 | Semester 1 |
| Power Systems Analysis | ECS532U | 15 | 5 | Compulsory | 2 | Semester 1 |
| Electric and Magnetic Fields | ECS504U | 15 | 5 | Compulsory | 2 | Semester 2 |
| Design and Build Project in Electronic Engineering | ECS514U | 15 | 5 | Compulsory | 2 | Semester 2 |
| Signals and Systems Theory | ECS515U | 15 | 5 | Compulsory | 2 | Semester 2 |
| Digital Systems Design | ECS527U | 15 | 5 | Compulsory | 2 | Semester 2 |

Academic Year of Study FT - Year 3

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Project | ECS635U | 30 | 6 | Core | 3 | Semesters 1 & 2 |
| Power Electronics | ECS643U | 15 | 6 | Elective | 3 | Semester 1 |
| Control Systems | ECS601U | 15 | 6 | Elective | 3 | Semester 1 |
| Digital Signal Processing | ECS602U | 15 | 6 | Elective | 3 | Semester 1 |
| Embedded Systems | ECS642U | 15 | 6 | Elective | 3 | Semester 1 |
| Microwave and Millimetrewave Electronics | ECS644U | 15 | 6 | Elective | 3 | Semester 1 |
| Electrical Machines and Systems | ECS649U | 15 | 6 | Elective | 3 | Semester 2 |
| Integrated Circuit Design | ECS617U | 15 | 6 | Elective | 3 | Semester 2 |
| Advanced Control Systems | ECS654U | 15 | 6 | Elective | 3 | Semester 2 |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Modelling and Performance | ECS660U | 15 | 6 | Elective | 3 | Semester 2 |
| Electric and Hybrid Powertrain Transport | ECS662U | 15 | 6 | Elective | 3 | Semester 2 |
| Electrical and Electronic Materials | ECS670U | 15 | 6 | Elective | 3 | Semester 2 |
| Summer Internship (see note in structure)** | ECS620U | 15 | 6 | Elective | 3 | Semester 1 |

Academic Year of Study FT - Year 4

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Advanced Group Project | ECS7019U | 30 | 7 | Core | 4 | Semesters 1 & 2 |
| Mobile and WLAN Technologies | ECS702U | 15 | 7 | Elective | 4 | Semester 1 |
| Fundamentals of DSP | ECS707U | 10 | 7 | Elective | 4 | Semester 1 |
| Introduction to Computer Vision | ECS709U | 15 | 7 | Elective | 4 | Semester 1 |
| Enabling Communication Technologies for IOT | ECS783U | 15 | 7 | Elective | 4 | Semester 1 |
| Topics in Scientific Computing | MTH739U | 15 | 7 | Elective | 4 | Semester 1 |
| Security and Authentication | ECS726U | 15 | 7 | Elective | 4 | Semester 2 |
| Machine Learning for Visual Data Analysis | ECS797U | 15 | 7 | Elective | 4 | Semester 2 |
| Modelling and Performance | ECS7008U | 15 | 7 | Elective | 4 | Semester 2 |
| 5G and Beyond | ECS7021U | 15 | 7 | Elective | 4 | Semester 2 |
| IoT Systems Engineering | ECS7XXXU | 15 | 7 | Elective | 4 | Semester 2 |

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|---|---|---|---|---|---|
| Energy Storage Engineering | DEN7600 | 15 | 7 | Elective | 4 | Semester 2 |

## What are the entry requirements?

Further information about the entry requirements for this programme can be found at:

http://www.eecs.qmul.ac.uk/undergraduates/entry-requirements/

## How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has an Education Committee (EduComm) structure which enables programmes to be both managed and enhanced.

The Structure allows for subject level teaching groups and Programme Directors to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes.

Additionally, programme coordinators work with the Director of Education to ensure each programme is current and can be delivered effectively.

The Student-Staff Liaison Committee (SSLC) 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 Education Committee (EduComm).

The School's Education Committee (EduComm) advises the Director of Education 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.

## What academic support is available?

Academic support for individual modules is the responsibility of the module organiser and co-organiser(s). These are supported by Demonstrators and post-graduate students, many of whom will have studied the modules themselves as undergraduates in the School. In addition there is technician support available for practical sessions in labs.

Academic support for the programme as a whole, including choosing optional modules and possible transfer between programmes is provided in the first instance by the Personal Tutor, with further guidance available from the Senior Tutor and Programme Coordinator, the latter having overall responsibility for the programme structure.

We additionally have a Teaching Services team, with many student-facing staff available to support student learning. These staff members will help with coursework submission, time tabling concerns and other general administration as well as providing pastoral support and further guidance on dealing with extenuating circumstances. We also have staff designated to support students in achieving industrial placements and providing careers advice. as well as advising staff on related matters.

The School also has a Student Support Team, the first point of contact regarding all matters.

Every member of Teaching Staff holds 2 open office hours per week during term time.

## How inclusive is the programme for all students, including those with disabilities?

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.

## Programme-specific rules and facts

Further information on the Academic Regulations can be found at http://www.arcs.qmul.ac.uk/policy

In addition to this the programme does have special regulations (further details are available in the Academic Regulations):
1. There is a requirement for students to achieve a minimum mark of 30.0 in every module, and to pass the project outright (in addition to the standard award rules) in order to achieve the intended, accredited, award.
2. The exit award and the field of study of the exit award will be dictated by the specific modules passed and failed by a student.

## 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. Merril 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.

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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.
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## Programme Specification Approval

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| **Person completing Programme Specification:** | Joan Hunter |
| **Person responsible for management of programme:** | Kamyar Mehran |
| **Date Programme Specification produced / amended by School / Institute Education Committee:** | 13 December 2023 |
| **Date Programme Specification approved by Taught Programmes Board:** | |

Queen Mary University of London