

Programme Title: BEng Electronics with Music and Audio Systems with Industrial Experience



## 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 Engineering (BEng) Electronics with Music and Audio Systems with Industrial Experience
Name of Interim Award(s)	Cert HE, Dip HE, BSc(Eng)
Duration of Study / Period of Registration	4 years FT
QM Programme Code / UCAS Code(s)	H289
QAA Benchmark Group	
FHEQ Level of Award	
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 uses mathematics and engineering techniques to enable you to understand how technology is applied to music and audio. You will learn how electronics and computers shape electronic musical instruments, analogue and digital audio systems, music downloads, sound effects and games. In addition to a team project in your second year, you will complete an individual final-year project that will be supervised by a researcher in our world-leading Centre for Digital Music (C4DM). The programme includes a year in industry between the second and final years of study.

### Aims of the Programme

The aim of this undergraduate programme is to give the student a firm foundation in all aspects of audio systems engineering from the recording and composition/synthesis of music to the design of the underlying hardware and software that makes recording and synthesis possible. The course includes several practical audio related modules along with the core electronics

and programming topics required to understand and master the underlying technology.

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?

Skill-based aims and objectives applying to all engineering undergraduates:

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 develop a knowledge of audio and music-related technologies and have a grasp of the latest developments in the field.
- to gain practical experience designing, using and building audio circuits and systems.

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Academic Content:

A 1	Theories and principles of acoustics plus both analogue and digital audio.
A 2	Analogue and digital hardware knowledge and understanding.
A 3	Programming languages and environments, systems development methodologies.
A 4	Approaches to audio system design and evaluation

Disciplinary Skills - able to:

B 1	Critically evaluate audio systems.
B 2	Design, implement and test audio systems (hardware/software/both)
B 3	Critically evaluate audio technologies, make informed decisions about how best to solve problems.
B 4	Critically reflect on their own performance in practical projects and apply to future work.

Attributes:

C 1	Integrate scholarship, research and professional activities within the audio area of the EE discipline in a developing professional career.
C 2	Evaluate their practice and engage in continuing professional development.

QMUL Model Learning Outcomes - Level 4:

D 1	Identify and discuss their own career aspirations or enterprise skills and knowledge and how they impact on others
D 2	Identify and discuss what their own role in their programme and/or subject discipline might mean to them for future careers
D 3	Consider the role of their discipline in diverse cultural and global contexts

## 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 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. Specialised audio related modules also include elements of performance and presentation for some courseworks.

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?

Please specify the full time and part time programme diets (if appropriate).

### Year 1 Modules

#### Semester 1

ECS401U Procedural Programming (15 credits)  
ECS408U Electronic Engineering Mathematics I (15 credits)  
ECS412U Digital Circuit Design (15 credits)  
ECS427U Professional and Research Practice (15 credits)

#### Semester 2

ECS409U Analogue Electronic Systems (15 credits)  
ECS411U Signals and Information (15 credits)  
ECS415U Introduction to Audio (15 credits)  
ECS416U Introduction to Multimedia (15 credits)

#### Semester 1 and 2

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

### Year 2 Modules

#### Semester 3

ECS501U C Programming (15 credits)  
ECS502U Microprocessor Systems Design (15 credits)  
ECS517U Electrical Devices and Applications (15 credits)  
ECS521U Interactive Media Design (15 credits)

#### Semester 4

ECS512U Sound Design (15 credits)  
ECS514U Design and Build Project (15 credits)  
ECS515U Signals and Systems Theory (15 credits)

Plus one module from:

ECS519U Database Systems (15 credits)  
ECS522U Graphical User Interfaces (15 credits)  
ECS526U Digital Systems Design (15 credits) (pre-requisite for ECS617U)

Year 3 modules

Semester 5 and 6

ECS550U Industrial Placement Project (30 credits)

Final Year Modules

Semester 7

ECS625U Project (30 credits)

ECS602U Digital Signal Processing (15 credits)

ECS614U Sound Recording and Production Techniques (15 credits)

Plus one module from:

ECS604U Entrepreneurship in Information Technology (15 credits)

ECS607U Data Mining (15 credits)

ECS650U Semi-Structured Data and Advanced Data Modelling (15 credits)

Semester 8

ECS625U Project (cont) (30 credits)

ECS622U Product Development (15 credits)

ECS623U Digital Audio Effects (15 credits)

Plus one module from:

ECS612U Interaction Design (15 credits)

ECS617U Integrated Circuit Design (15 credits) (pre-requisite ECS615U)

ECS624U C++ for Image Processing (15 credits)

ECS637U Digital Media and Social Networks (15 credits)

## QMUL Model

Students are required to undertake the equivalent of one module (15 credits in 2017/18) per year of study which has been identified as meeting the requirements of the QMUL Model. Each of these modules has been designed to combine the best of QMUL's academic excellence with your ability to identify and develop your skills, networks and experience. This will help to ensure you become a graduate who can undertake further study or secure graduate employment in areas that interest you, and will support your ability to position yourself to find the right job or opportunity for you. The relevant module for your first year of study in 2017/18 is indicated below.

Where more than one module is specified, this is because pertinent elements from these modules have been identified as being appropriate to the QMUL Model and when studied together, deliver the equivalent content of one 15-credit QMUL Model module.

The QMUL Model modules for future years and associated Learning Outcomes will be identified as your studies continue.

Should Professional, Statutory and Regulatory Body requirements apply to your programme of study, these will be taken into account in the specification of QMUL Model requirements.

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Professional and Research Practice	ECS427U	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes

## 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.
- 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

- A-level or equivalent Mathematics.

### 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 Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its 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 adviser during induction week. The adviser's role is to guide advisees in their academic development including module selection and to provide first-line pastoral support.

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

The School also has a Student Support Officer who is the first point of contact regarding all 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

Students must pass their Final Year project to be awarded the BEng. Student who do not pass their Final Year Project will exit with an alternate award. This is an IET requirement.

## 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.

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## Programme Specification Approval

**Person completing Programme Specification**

**Person responsible for management of programme**

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

**Date Programme Specification approved by Taught Programmes Board**