



## Programme Specification (UG)

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) Electronic Engineering and Telecommunications
Name of interim award(s):	Cert HE, Dip HE, BSc(Eng), BEng
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	H691
QAA Benchmark Group:	Engineering
FHEQ Level of Award :	Level 7
Programme accredited by:	Institution of Engineering and Technology (IET)
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:

N/A

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

### Programme outline

This programme covers the most rapidly growing areas of electronic engineering and all aspects of communications. You will learn about microwave and optical systems as well as the design, operation, and management of large-scale communication networks for computers and voice and video signals. A range of technical and business modules provides a strong engineering foundation to this specialised degree.

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 an Incorporated Engineer and partly meeting the academic requirement for registration as a Chartered Engineer.

### Aims of the programme

he accredited degrees form a group of programmes with the same broad aims and objectives; the difference being that they address different technical flavours of the broad spectrum that is now Electronic Engineering.

Skill-based aims and objectives are, therefore, common across the family, but the instantiation of these objectives may make use of different technical aspects within the family.

Context-based aims and objectives describe the differences between the programmes and Level-based aims and objectives between the BEng and MEng degrees.

### 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 wide coverage of telecommunications systems from physical layer, through network layer to applications.
- To emphasise Electromagnetics as the key underlying theoretical base for wireless communications.
- To provide practical skills in Electromagnetics.

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 wide coverage of telecommunications systems from physical layer, through network layer to applications.
- To emphasise electromagnetics as the key underlying theoretical base for wireless communications.
- To provide practical skills in electromagnetics.

**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:

A 1	Theory, principles, concepts and methodologies fundamental to electronic and telecommunications engineering.
A 2	Role of business processes in engineering, including the commercial, societal and legal processes; moral and ethical issues including professional conduct and intellectual property.

Disciplinary Skills - able to:

B 1	Demonstrate the comprehension and higher level cognitive skills necessary to solve practical problems of constrained complexity using the fundamental concepts and physical principles that underpin electronic and telecommunications engineering in the key areas of circuits, systems, networks and algorithms.
B 2	Demonstrate a level of software engineering and programming skills that are appropriate to electronic and telecommunications engineering.
B 3	Demonstrate the ability to analyse and evaluate using the appropriate mathematical principles and techniques that underpin the analysis of electronic and telecommunications engineering systems.

Attributes:

C 1	Engage critically with knowledge, taking responsibility for own learning and personal and professional development.
C 2	Demonstrate an appropriate level of expertise in the use of information technology.

C3	Manage time and prioritize tasks by working to strict deadlines while achieving clarity of communication, both with peers and with academic staff.
----	--

## 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 take the form of problem-solving exercise classes, or programming or hands-on laboratory sessions that use instruments and hardware and software tools. They allow the students to learn-by-doing, and thus complement the lectures. Practical sessions provide students with guidance and help while solving a problem.

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 the taught course units takes place through a written examination and coursework.

The final year project is 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. In addition to the final year project, other modules introduce project and group working skills.

## 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.

ECS620U Summer Internship (offered between penultimate and final year)

Final Year Modules

Semester 5

ECS625U Project (30 credits) (Core)

ECS644U Microwave and Millimetrewave Electronics (15 credits)

Plus two modules from:

ECS601U Control Systems (15 credits) (pre-requisite for ECS654U)

ECS602U Digital Signal Processing (15 credits)

ECS642U Embedded Systems (15 credits)

ECS643U Power Electronics (15 credits)

Semester 6

ECS625U Project (cont) (30 credits) (Core)

Plus three modules from:

ECS617U Integrated Circuit Design (15 credits) (pre-requisite ECS527U)

ECS622U Product Engineering (15 credits)

ECS660U Modelling Performance (15 credits)

ECS649U Electrical Machines and Systems (15 credits)

ECS654U Advanced Control Systems (15 credits) (pre-requisite ECS601U)

At the discretion of the Director of Undergraduate Studies and Programme Organiser final year students may substitute up to 30 elective level 6 credits (2 modules) from EECs/other level 6 elective modules subject to timetabling constraints and module availability

--

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Project	ECS625U	30	6	Core	3	Semesters 1 & 2
Microwave and Millimetrewave Electronics	ECS644U	15	6	Compulsory	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
Power Electronics	ECS643U	15	6	Elective	3	Semester 1
Integrated Circuit Design	ECS617U	15	6	Elective	3	Semester 2
Product Development	ECS622U	15	6	Elective	3	Semester 2
Electrical Machines and Systems	ECS649U	15	6	Elective	3	Semester 2
Advanced Control Systems	ECS7654U	15	6	Elective	3	Semester 2
Modelling and Performance	ECS660U	15	6	Elective	3	Semester 2
Summer Internship	ECS620U	15	6	Elective	3	

### 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 a Teaching and Learning Committee (TLC) structure which enables programmes to be both managed and enhanced.

The Structure allows for subject level teaching groups and programme coordinators 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 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 Student Experience Learning Teaching And Assessment (SETLA) Committee .

The School's Teaching and Learning Committee 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 and one full time Student Support Officer. 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 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.

## 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. 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.

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:

Joan Hunter

Programme Title: Bachelor of Engineering (BEng) Electronic Engineering and Telecommunications (H691)

**Person responsible for management of programme:**

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

13 January 2021

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