Programme Title: BSc(Eng) Information and Communications Technology

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 (Eng) Information and Communications Technology
Name of Interim Award(s): Bachelor of Science (Engineering)
Duration of Study / Period of Registration: Three Years, Full Time
QM Programme Code / UCAS Code(s): I100
QAA Benchmark Group: Engineering
FHEQ Level of Award: Level 6
Programme Accredited by: N/A
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.

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

A1 Information Technology as a key tool pervading all aspects of Electronic Engineering
A2 Practical issues concerning real systems (whether hardware or software)
A3 The ability to use Information Communications Technology as a key tool to design “solutions” which will meet business needs

Disciplinary Skills - able to:

B1 Recognise insufficient existing knowledge and search for the necessary scientific, mathematical and software ‘tools’ relevant to that particular issue
B2 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
B3 Reflect on the role of Technology in society

Attributes:

C1 The ability to work as part of a team
C2 Make a clearer connection between theory and practice
C3 Apply critical reasoning skills needed to appraise a particular topic

How Will You Learn?
Each non-project-based course unit 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 the 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.

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 developed by the student. Students can also put in some business flavour into their final year projects. In addition to the final year project, other modules introduce project and group working skills.

How is the Programme Structured?

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<th>Semester 4</th>
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<tr>
<td>ECS404U Computer Systems and Networks</td>
<td>ECS403U Communications and Networks</td>
<td>DCS310 Systems Analysis</td>
<td>DCS237 Business Information Systems</td>
<td>ELE595 Software Tools for Engineers</td>
<td>ELE613 Project (cont)</td>
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<tr>
<td>ECS402U Professional Applications and Research Themes</td>
<td>ECS419U Information Systems Analysis</td>
<td>ELE403 Internet Protocols</td>
<td>DCS224 Graphical User Interfaces</td>
<td>DCS302 Multimedia (optional module)</td>
<td>ELE606 Product Development</td>
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<td>Semester 5</td>
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ELE611 Artificial Intelligence

Progression Criteria
To progress from one developmental year to the next, a student must meet any programme and pathway requirements and take and pass modules as follows:

i. foundation year to developmental year one: take modules to the value of 120 credits and pass modules to the value of 90 credits;
ii. developmental year one to developmental year two: take modules to a value of 120 credits and pass modules (excluding modules at Level 3) to the value of 90 credits from developmental year one;
iii. developmental year two to developmental year three: take modules to the value of 120 credits and pass modules (excluding module

Academic Year of Study

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<th>Module Title</th>
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<th>Credits</th>
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What Are the Entry Requirements?

Passes in three GCE A-levels are normally required for admission to the BSc programmes. Typical grades asked for would be ABB, but actual offers are carefully considered at interview alongside an applicant’s overall abilities and engineering aptitudes. GCSE Maths Grade C or above is essential.

A good BTEC National Diploma in an appropriate discipline is acceptable: an overall merit with at least four distinctions at Level 3. Also welcomed are equivalent UK or overseas qualifications, such as the International Baccalaureate (30 points), as well as appropriate Access qualifications (assessed on an individual basis).

For international students, English Language skills are required to recognised standard. The minimum requirement is: IELTS 6.5, TOEFL (CBT) 242 or TOEFL (written test) 580. For students not quite meeting this requirement (e.g. IELTS 6.0), enrolling on a 4-week pre-sessional English Language course is required. These conditions are higher than standard College conditions.

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 students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute 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, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate
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Programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Each student is allocated a personal tutor in their first year and the tutor remains with them until they complete their programme.

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 programme is scrutinised by a School Industrial Advisory Panel. The Panel meets annually to discuss research and teaching matters pertinent to our field.
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Programme Specification Approval

| Person completing Programme Specification | Dr. John Schormans |
| Person responsible for management of programme | Ms. Jane Reid |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | |
| Date Programme Specification approved by Taught Programmes Board | |