

## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London and Beijing University of Posts and Tele
Teaching institution:	Queen Mary University of London and Beijing University of Posts and Tele
Name of final award and programme title:	BSc(Eng) E-Commerce Engineering with Law
Name of interim award(s):	
Duration of study / period of registration:	4 years
QMUL programme code / UCAS code(s):	H6NF
QAA Benchmark Group:	Engineering, but benchmarks subsumed by UKSPEC
FHEQ Level of Award :	Level 6
Programme accredited by:	Institution of Engineering and Technology
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:

Centre for Commercial Law Studies

Institution(s) other than QMUL that will provide some teaching for the programme:

Beijing University of Post and Telecommunications

### Programme outline

This is a comprehensive programme covering telecommunications and the way it supports the delivery of e-commerce. Telecommunications is the particular strength of BUPT, being a focal theme across the university that is delivered by highly skilled staff in this discipline.

Law is an important component of this programme. Engineers in the field need to acquire a good understanding of the relevant local and global laws impacting electronic commerce activity as well as the ability to successfully manage legal risks in this complex and frequently ambiguous legal environment.

In addition to the technology, the programme includes the contextual and "soft" skills that are incorporated across the range of JP programmes, these being specifically commended by the QAA.

### Aims of the programme

The programme sets out provide graduates with:

- A solid fundamental knowledge of telecommunications to support the delivery of e-commerce;
- An understanding of network design and network planning principles;

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- A knowledge of the theory, methodology and techniques for the software development of e-commerce applications;
- A good overall understanding of the relevant laws and legal issues in this field.

This programme covers telecommunications and the way it supports the delivery of e-commerce. It provides graduates with excellent employment opportunities covering the field of telecommunications and related management. It combines comprehensive and relevant material developed at QM, together with the specialised scientific content from BUPT, encompassing technologies that are relevant both in China and internationally.

The Law modules supplement the core engineering content giving a good understanding of the relevant local and global laws impacting electronic commerce activity. The programme provides graduates with the ability to successfully manage legal risks in this complex and frequently ambiguous legal environment. Additionally, the business and management modules, enable students to:

- Understand business terminology and concepts, to appreciate the processes involved and to assess the potential rewards / challenges and risks
- Communicate effectively with other commercial departments, e.g., sales, marketing, and accounting
- Apply what they learnt to formulate and implement business strategies, better design and develop new products or services, and to become better managers

### 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 Telecommunications, Management and Law;
- 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 be able to explain the impact that law or developing laws could have on online commercial activities;
- to give students enough understanding and problem solving skills to alert them to the many risks facing e-commerce and when to seek legal advice;
- to be able to identify issues and legal requirements in the practice of e-commerce engineering activities, such as ethical issues and safety (e.g. hearing damage prevention);
- to be able to analyse the advantages and limitations of various business models, and the impact of technologies on the transformation of global supply chains;
- to be able to apply quantitative methods and computer software to solve multimedia engineering problems (e.g. processing, compression and segmentation);
- to be able to demonstrate a firm theoretical foundation in economics and management, understand modern information science and technologies, and who can engage in the operations and management side of e-commerce businesses
- to be able to discuss the need of ethical conduct in the practice of e-commerce engineering, for example in relation to copyright protection.

## QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

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

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

### Academic Content:

A 1	[US1] Knowledge and understanding of scientific principles and methodology necessary to underpin their education in their engineering discipline, to enable appreciation of its scientific and engineering context, and to support their understanding of historical, current and future developments and technologies.
A 2	[US2] Knowledge and understanding of mathematical principles necessary to underpin their education in engineering discipline and to enable them to apply mathematical methods, tools and notations proficiently in the analysis and solution of engineering problems.
A 3	[EA1] Understanding of engineering principles and the ability to apply them to analyse key engineering processes.
A 4	[EA3] Ability to apply quantitative methods and computer software relevant to the engineering discipline, in order to solve engineering problems.
A 5	[EA4] Understanding of a systems approach to engineering problems and to work with uncertainty.
A 6	[D2] Understand customer and user needs and the importance of considerations such as aesthetics.
A 7	[P6] Awareness of appropriate codes of practice and industry standards.

A 8	[P7] Awareness of quality issues
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Disciplinary Skills - able to:	
B 1	[US3] Ability to apply and integrate knowledge and understand of other engineering disciplines to support study of their own engineering discipline.
B 2	[EA2] Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modelling techniques.
B 3	[D1] Investigate and define a problem and identify constraints including environmental and sustainability limitation, health and safety and risk assessment issues.
B 4	[D3] Identify and manage cost drivers.
B 5	[D4] Use creativity to establish innovative solutions.
B 6	[D5] Ensure fitness for purpose for all aspects of the problem including production, operation, maintenance and disposal.
B 7	[D6] Manage the design process and evaluate outcomes.
B 8	[P1] Knowledge of characteristics of particular materials, equipment, processes, or products.
B 9	[P8] Ability to work with technical uncertainty.
B 10	Ability to produce a coherent technical presentation in written or oral form;
B 11	Ability to present a coherent argument;
B 12	Ability to acquire and apply knowledge in a rigorous way to new and unfamiliar situations;
B 13	Ability to use quantitative data in analysis and synthesis in engineering problems.

Attributes:	
C 1	[S1] Knowledge and understanding of commercial and economic context of engineering processes.
C 2	[S2] Knowledge of management techniques that may be used to achieve engineering objectives within that context.
C 3	[S3] Understanding of the requirement for engineering activities to promote sustainable development.
C 4	[S4] Awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk).
C 5	[S5] Understanding of the need for a high level of professional and ethical conduct in engineering.
C 6	[P3] Understanding of contexts in which engineering knowledge can be applied (e.g. operations and management, technology development, etc).

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C7	[P4] Understanding use of technical literature and other information sources.
C8	[P5] Awareness of nature of intellectual property and contractual issues

QMUL Model Learning Outcomes - Level 4:	
D1	
D2	
D3	

QMUL Model Learning Outcomes - Level 5:	
E1	
E2	
E3	

QMUL Model Learning Outcomes - Level 6:	
F1	
F2	
F3	

QMUL Model Learning Outcomes - Level 7:	
G1	
G2	
G3	

**How will you learn?**

All taught courses involve lectures, problem solving coursework, laboratory work, case study and independent study. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows

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students to develop their skills in problem solving and to gain practical experience. Laboratory work provide students with the guidance and help while solving a problem using a wide range of tools and techniques. This allows students to learn-by-doing in order to complement the lectures. QM Graduate Attributes are available for all JP students to identify students' attributes and develop students' knowledge, skills and behaviour that employers' value.

### How will you be assessed?

The assessment of the taught course units takes place through a written examination and practical coursework. Some courses also include in-class tests as a component in assessment.

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.

Examinations must contribute at least 70% of the overall marks to satisfy IET Accreditation.

### How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Most modules are shown with a value of 15 credits. This is to simplify the procedure to fit the QM system. EBU modules are actually 44 contact hours instead of 33 so should count for more than 15 credits; BBx modules use Chinese credits that do not map exactly to QM credits. The exception is Personal Development Plan (PDP) which is 1.8. Engineering Environment is a mix of QM and BUPT modules that does not have any specific credits but counts 5% towards the award of Honours and exists in all JP modules, with a slightly different mix depending on programme; PDP counts towards Engineering Environment but does not have any real credits by itself, although it is shown on the transcript.

In addition there are more modules than in a degree in London in order to satisfy Chinese requirements - the module load is not symmetrical across semesters as the technical modules are balanced with the Chinese compulsory modules not shown. All modules are taught in English and every module must be passed for a degree to awarded (Chinese regulations) - so are all shown as core.

JP programme has two parts: technical content and compulsory courses. The degree is awarded on the basis of the technical content, but the compulsory part must be passed to get a degree to comply with Chinese MoE requirements.

Only modules shown on the QM transcript counting towards the award of Honours are included; Chinese compulsory courses are not shown in detail, nor are short summer semester modules, but these must all be passed for the award of the degree so a pass/fail module is included to allow that to be handled at QM.

Note that each unit is assigned credits based on contact time; again these are Chinese requirements.

## Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Personal Development Plan 1	EBC3000	1.8	3	Study only	0	Semesters 1 & 2	No
English 1	BBC3914	15	3	Core	0	Semester 1	No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Advanced Mathematics 1	BBC4911	15	4	Core	0	Semester 1	<input type="checkbox"/> No
Linear Algebra	BBC4913	15	4	Core	0	Semester 1	<input type="checkbox"/> No
Programming Fundamentals	BBU4161	15	4	Core	0	Semester 2	<input type="checkbox"/> No
English 2	BBC3923	15	3	Core	0	Semester 2	<input type="checkbox"/> No
Introduction to Electronic Systems	BBC4102	15	4	Core	0	Semester 2	<input type="checkbox"/> No
Advanced Mathematics 2	BBC4921	15	4	Core	0	Semester 2	<input type="checkbox"/> No
Physics	BBC4922	15	4	Core	0	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Personal Development Plan 2	EBC4000	1.8	4	Study only	1	Semesters 1 & 2	<input type="checkbox"/> No
Engineering Mathematics 2	BBC4111	15	4	Core	1	Semester 1	<input type="checkbox"/> No
Discrete Techniques for Computing	BBC4113	15	4	Core	1	Semester 1	<input type="checkbox"/> No
Signals and Systems Theory	BBU5374	15	5	Core	1	Semester 1	<input type="checkbox"/> No
Enterprise Management	EBU6402	15	6	Core	1	Semester 1	<input type="checkbox"/> No
Communication Skills	BBC4104	15	4	Core	1	Semester 2	<input type="checkbox"/> No
Digital Circuit Design	EBU4202	15	4	Core	1	Semester 2	<input type="checkbox"/> No
Introductory Java Programming	EBU4201	15	4	Core	1	Semester 2	<input type="checkbox"/> No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Probability Theory and Mathematical Statistics	BBC4943	15	4	Core	1	Semester 2	<input type="checkbox"/> No
Product Development	EBU6606	15	6	Core	1	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Personal Development Plan 3	EBC5000	1.8	5	Study only	2	Semesters 1 & 2	<input type="checkbox"/> No
Advanced Network Programming	EBU5042	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Telecoms Systems	EBU5302	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Internet Protocols	EBU5403	15	5	Core	2	Semester 1	<input type="checkbox"/> No
e-Commerce Law	EBU5027	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Internet Database	BBU5123	15	5	Core	2	Semester 1	<input type="checkbox"/> No
Software Engineering	EBU5304	15	5	Core	2	Semester 2	<input type="checkbox"/> No
Information and Privacy Law	EBU6008	15	6	Core	2	Semester 2	<input type="checkbox"/> No
Logistics and Supply Chain Management	EBU5609	15	5	Core	2	Semester 2	<input type="checkbox"/> No
Intellectual Property Law	EBU5016	15	5	Core	2	Semester 2	<input type="checkbox"/> No
Internet Applications	BBU6404	15	6	Core	2	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 4



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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Project	ECS625U	30	6	Core	3	Semesters 1 & 2	No
Engineering Environment (E-commerce)	EBC6001		6	Core	all year	Semesters 1-3	No
Chinese Compulsory Topics	BBF7000		7	Core	all year	Semesters 1-3	No
Semi-structured Data and Advanced Data Modelling	ECS650U	15	6	Core	3	Semester 1	No
Security and Authentication	ECS726U	15	7	Core	3	Semester 2	No
Computer Crime	EBU6009	15	6	Core	3	Semester 1	No
Business Technology Strategy	ECS728U	15	7	Core	3	Semester 2	No

### What are the entry requirements?

Pass the minimum entry requirements for BUPT. As a national key university, all entrants to BUPT must score above the top line in the Chinese national entrance examinations. In addition, BUPT's requirement is much higher than that and the level is approximately equivalent to the top 2-3% of the population in China of that age group.

### How will the quality of the programme be managed and enhanced?

The JP operates an Academic Committee which is responsible under the contract and MoE licence for 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.

The JP operates an Annual Programme Review of the taught undergraduate provision. The process is normally organised with the Director and co-Director of JP who responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes using the relevant Undergraduate Annual Programme Review process. In addition BUPT conducts a biannual review of all programmes.

### How do we listen to and act on your feedback?

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between QM and BUPT and JP students. The committee consists of student representatives from each year in JP together with appropriate representation from staff within the QM and BUPT. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. SSCLs meet twice a semester.

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### **What academic support is available?**

Induction and pastoral support is provided through BUPT. Students are organised into "classes" of 30 as in the usual Chinese model. Each class has a tutor who provides pastoral support. One male and one female tutor sleep on campus every night so there is 24/7 access to pastoral support.

Feedback mechanisms from students are: (i) directly to the lecturers (ii) to their tutor (as described above) and (iii) through an SSLC that meets twice a semester. Because of the large numbers of students, a separate SSLC is held for each cohort.

For every module, whether taught by QM or BUPT, formal office hour or tutorial slots are provided. In addition QM staff can give advice and supervision remotely using a variety of techniques including Skype, MSN and the cloud-based Nefsis conferencing system.

### **Programme-specific rules and facts**

The Special Regulations for the JP apply to this programme.

### **Specific support for disabled students**

A specific disabled students support that complies with Chinese law is applied to this programme since the students are physically in China.

### **Links with employers, placement opportunities and transferable skills**

There is an industrial advisory committee consisting of senior staff from the Chinese Telecommunications industry. A dedicated Industrial Liaison Manager is part of the JP team to develop links with industry and industrial projects, to ensure that projects are appropriate and to monitor their progress. A good industrial project provides excellent experience for an engineering undergraduate. There is a compulsory internship for all year 3 summer students and frequent invited industry lectures to year 3 and 4 students.

To date the JP has a record of 100% employment or PG education.

In fact, most JP graduates (>80%) go on to PG education

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## **Programme Specification Approval**

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**Person completing Programme Specification:**

Ling Ma

**Person responsible for management of programme:**

Yue Chen

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

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