Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

………………1 Sept. 2015………………………………….(date)

**MODULE SPECIFICATION**

1. **Title of the module**

EL600 Project

1. **School or partner institution which will be responsible for management of the module**

*N/A*

1. **Start date of the module**

September 2015 (revised version start date)

1. **The number of students expected to take the module**

80 Students

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

***N/A***

1. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

H

1. **The number of credits and the ECTS value which the module represents**

45 (ECTS=22.5)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

Successful completion of Stage 2

1. **The programmes of study to which the module contributes**

BEng Electronic and Communications Engineering

BEng Electronic and Communications Engineering with a Year in Industry

BEng Computer Systems Engineering

BEng Computer Systems Engineering with a Year in Industry

Electronic and Computer Systems (BEng)

BSc Web Computing

BSc Web Computing with a Year in Industry

1. **The intended subject specific learning outcomes**

On successful completing of the module, students will be able to:

11.1. Execute a substantial piece of independent design or development engineering work;

11.2. Write a scientific report based on the research, development and evaluation they have conducted;

11.3. Formally present their work to individuals and groups.

1. **The intended generic learning outcomes**

On successful completing the module, students will be able to:

12.1. Analyse, interpret and present numerical results in written and oral form, utilising IT;

12.2. Organise their time, resources and learning skills;

12.3. Apply critical thinking and logical reasoning to solve problems.

1. **A synopsis of the curriculum**

Lecture Syllabus

INTRODUCTION TO THE 3RD YEAR PROJECT

RESEARCH TECHNIQUES

POSTER DESIGN

REPORT WRITING

Coursework

LITERATURE REVIEW

ORAL PRESENTATION

INTERIM REPORT

POSTER DESIGN AND PRESENTATION

LABORATORIES

Students are expected to work two full days a week designing, building and testing their hardware and/or software.

SUPERVISIONS

Weekly meetings are held with the project supervisor throughout the year.

LITERATURE REVIEW

A literature review report is submitted in the beginning of the Autumn Term giving an introduction to the chosen project and the definition of the state-of-the-art in the field.

ORAL PRESENTATION

An oral presentation is required in the middle of the Autumn Term outlining the project and how it will be implemented (i.e., project plan- Gantt Chart).

INTERIM REPORT

The interim report is submitted at the end of the Autumn Term reporting the progress against the Gantt Chart of the project during the term.

POSTER DESIGN AND PRESENTATION

The poster is required at the end of the Lent Term giving an outline of the project. The poster presentation is required in the beginning of the Summer Term.

FINAL PROJECT REPORT, VIVA AND DEMONSTRATION

The final project report is submitted at the end of the Lent Term and is subject to a viva voce examination and demonstration. The final report is a formal documentary description of the project, including the introduction in the field, definition, aim and objectives of the project, detailed technical approaches, design, implementation and experimental results of the work completed.

All documents should conform to the requirements given in the Project Guidelines.

1. **Indicative Reading List**

None

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**

This module will be taught by means of 4 one-hour lectures (imparting learning outcomes 11.1-3, and 12.1-3) and 24 hours of personal supervisions (imparting learning outcomes 11.1-2, and 12.1-3). Students will also be expected to give an oral presentation (2 contact hours, imparting learning outcomes 11.3, and 12.1&2), poster presentation (4 contact hours, imparting learning outcomes 11.3, and 12.1&2), and have a viva voce examination (1 contact hour, imparting learning outcomes 11.1-3, and 12.1-3). In addition, students are required to design and implement the project hardware and software, write formal reports and design a poster (imparting learning outcomes 11.1-2, and 12.1-3).

Total Contact Hours: 35

Independent Study Hours: 415

Total Study Hours: 450

1. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

This module will be assessed 82% by a final project report (15000 words, testing learning outcomes 11.2&3, and 12.1&3) with a viva voce examination (one hour, testing learning outcomes 11.1-3, and 12.1-3), and 18% by coursework.

The coursework consists of a literature review report (1500 words, 4%, testing learning outcomes 11.2, and 12.2), an oral presentation (5%, one hour, testing learning outcomes 11.3, and 12.2), an interim report (2400 words, 5%, testing learning outcomes 11. 2, and 12.1-2), and a poster (4 hours, 4%, testing learning outcomes 11.3, and 12.1).

In addition, supervisors will assess as part of the final project report mark the project work including students' logbook and contributions to supervision meetings (testing learning outcomes 11.1-3, and 12.1-3) throughout the year. The assessment and evaluation strategy has been devised to ensure that participants develop the required knowledge and skills to which these topics relate.

1. **Implications for learning resources, including staff, library, IT and space**

*No Implications*

1. **The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury