<table>
<thead>
<tr>
<th>Paper title</th>
<th>Terms of Reference and Membership</th>
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<tr>
<td><strong>Outcome requested</strong></td>
<td>Programme and Module Approval Board (PMAB) is asked to consider and note the approved Terms of Reference and Membership for PMAB detailed in the accompanying paper. If any suggestions or recommendations arise through discussion at the Board regarding its Terms of Reference and Membership these should be clearly stipulated in the PMAB minutes and articulated to Senate.</td>
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<tr>
<td><strong>Comments from the Academic Secretariat</strong></td>
<td>Due to a number of structural changes at Queen Mary the Membership for PMAB (formerly Programmes Committee) has changed.</td>
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</table>
Programme and Module Approval Board

Terms of Reference

Remit

The Programme and Module Approval Board has a specific remit for the consideration of programme and module approval proposals and amendments on behalf of Senate. The responsibilities of the Programme and Module Approval Board are as follows:

1. To ensure that there is full and consistent consideration of programme and module proposals;
2. To ensure that the approval process is independent from the school/institute that is proposing the development;
3. To provide an opportunity for a critical appraisal of proposals across a broader spectrum, thereby avoiding a silo approach to approval;
4. To provide procedures that allow for the most efficient turnaround times, greater responsiveness and the most cost-effective use of the College’s resources.
5. To recognise the contribution that can be made to the process by school/institute learning and teaching lead staff and committees.

Terms of reference

1. To consider all proposals for new taught programmes of study and modules;
2. To approve new taught programmes and modules, either with or without conditions;
3. To consider and approve all proposals for amendments to programmes of studies;
4. To receive reports of amendments to modules that have been approved by teaching and learning committees and scrutinised by the Academic Registry and Council Secretariat;
5. To consider and approve proposals for programme and module withdrawals.
6. To consider all proposals (as above) for new academic developments with collaborative partners (there is an articulation agreements sub-panel of the Programme and Module Approval Board. This panel has been formulated to advise QMSE on the academic case for proposed articulation agreements with external institutions).
Membership

- The Vice Principal Teaching and Learning (Chair)
- The Deans for Taught Programmes
- A nominee of the Warden of SMD
- The Deans for Research
- One further member of academic staff from each sector, nominated by the Sector VP
- A member of the Planning Unit, nominated by the Director of Finance and Planning.
- The Students’ Union President or nominated sabbatical officer.
- Up to two co-opted members from the staff or students of the College to ensure the inclusion of appropriate expertise (eg e-learning).

In attendance:

- Members of the Academic Secretariat
- Heads of School/Institute and administrative staff proposing Programmes from their areas.

Operation of the approval process

1. The Programme and Module Approval Board will meet several times each semester. Dates are currently under discussion, and will be notified to academic departments/schools as soon as possible.

2. Academic Secretariat staff will issue a series of deadlines for the approval process. Proposals for new programmes and modules/amendments for programmes and modules should be received 3 weeks prior to the date of the meeting of the Board.

3. Academic Secretariat staff will manage the process of allocating proposals to meetings in accordance with deadlines, ensuring that full consideration of proposals takes place.

4. Academic Secretariat staff will scrutinise all documentation for completeness, adherence to required regulations and curriculum frameworks (eg QMACF, FHEQ), external support (where appropriate), support from the departmental teaching and learning committee, and support from the planning round.

5. Academic Secretariat staff have the authority to reject proposals that are incomplete or do not adhere to the regulations/frameworks.

6. The relevant Head of School/Institute and the programme/module proponent will be invited to attend the meeting to discuss the proposal with the Programme and Module Approval Board.
7. The Programme and Module Approval Board will be facilitated by Academic Standards and Quality Officers, from the Academic Secretariat. Specific responsibility for areas of the College will be indicated on the ARCS website.

8. The Academic Standards and Quality Officers will make contact with Chairs of Teaching and Learning Committees to offer guidance on the completion of documentation for the approval process, together with information on the operation of the Programme and Module Approval Board.

August 2010
Programme and Module Approval Board
Meeting Dates 2010-2011
Wednesday 20th October 2010 (1-4pm)
Wednesday 24th November 2010 (1-4pm)
Wednesday 23rd February 2011 (1-4pm)
Thursday 31st March 2011 (1-4pm)
Wednesday 27th April 2011 (1-4pm)
Wednesday 25th May 2011 (1-4pm)
Wednesday 29th June 2011 (1-4pm)
Wednesday 27th July 2011 (1-4pm)

Membership

Chair – ex officio
VP Teaching and Learning
Prof. Susan Dilly

Deans for Taught Programmes - ex officio
Humanities and Social Sciences
Prof. Warren Boutcher
School of Medicine and Dentistry
Prof. Anthony Warrens
Science and Engineering
Prof. Peter McCowan

Deans for Research – ex officio
Humanities and Social Sciences
Prof. Virginia Davis
Science and Engineering
Prof. Wen Wang
SMD
Prof. Tom MacDonald

Planning Unit Representative – ex officio
Planning Officer
Mr Peter Rosenberg

One nominated member of academic staff from each sector drawn from a pool of three
Humanities and Social Sciences
Dr Angie Raymond
Dr Omar Garcia-Obregon
Vacancy
Science and Engineering
Dr Theo Kreouzis
Dr Julia Shelton
Dr Henri Huijberts
SMD
Prof. Owlyn Westwood
Prof Ray Croucher
Dr. Mark Carroll

President of the Students’ Union or nominee
President
Mr Vraj Domalip

Co-opted members (up to 2)
Head of E-learning: Mr Sam Brenton
Head of Graduate Attributes Project: Prof. Liz Davenport

Heads of School/Institute- when proposals are being submitted from their areas of responsibility:

- English and Drama: Prof. Michele Barrett
- History: Prof. Virginia Davis
- Linguistics and Film: Prof. Rudiger Gorner
- Politics: Prof. Ray Kiely
- Business and Management: Prof. Gerard Hanlon
- CCLS: Prof. Spyros Maniatis
- Economics: Prof. George Kapetanios
- Geography: Prof. Adrian Smith
- Law: Prof. Peter Alldridge
- Biological and Chemical Sciences: Prof. Peter Heathcote
- Physics: Prof. Bill Spence
- Computer Science: Prof. Mark Sandler
- Engineering and Materials Sciences: Prof. John Stark
- Mathematical Sciences: Prof. David Arrowsmith
- Wolfson Institute of Preventative Medicine: Prof. Sir Nick Wald
- Institute of Health Sciences: tbc
- William Harvey Research Institute: Prof. Mark Caulfield
- Institute of Cancer: Prof. Nick Lemoine
- Institute of Cell and Molecular Science: Prof. Mike Curtis
- Institute of Dentistry: Prof. Farida Fortune

Secretary:
Mr Ken Chow and Miss Emma Wynne

Papers circulated to SIS Project Analyst (Andy Robinson) for information
Part 1 – Preliminary Items

Minutes of the extraordinary April meeting of Programmes Committee [PC2009-186]

2009:321 The Committee considered and confirmed the minutes of the previous meeting held on Wednesday 28th April 2010.

Matters Arising from the extraordinary April meeting of Programmes Committee [PC2009-187]

2009:322 The Committee received a paper on the matters arising from the minutes of the extraordinary meeting of Programmes Committee and noted the following:

i. There were a significant number of programme and module related proposals that the Committee had considered that had outstanding issues and were subject to further work.

ii. Due to the need to finalise information on SITS, and given that a number of the programme and module related proposals with outstanding issues were to apply from September 2010, a deadline date of 14 July 2010 would be set for receipt of all revised outstanding programme proposals, programme amendments and module proposals. Anything not received by this deadline would not be approved in time for a September 2010 start.
Minutes of the previous (May) meeting of Programmes Committee [PC2009-188]

2009:323 The Committee **considered** and **confirmed** the minutes of the previous meeting held on Wednesday 12th May 2010.

Matters Arising from the previous (May) meeting of Programmes Committee [PC2009-189]

2009:324 The Committee **received** a paper on the matters arising from the minutes of the previous (May) meeting of Programmes Committee and **noted** the following:

i. There were a significant number of programme and module related proposals that the Committee had considered that had outstanding issues and were subject to further work.

ii. Due to the need to finalise information on SITS, and given that a number of the programme and module related proposals with outstanding issues were to apply from September 2010, a deadline date of 14 July 2010 would be set for receipt of all revised outstanding programme proposals, programme amendments and module proposals. Anything not received by this deadline would not be approved in time for a September 2010 start.

Part 2 – For Discussion

Process for considering and approving module updates [PC2009-190]

2009:325 The Committee **considered** a paper relating to a process for the consideration and approval of module updates/amendments to already approved modules and **noted** the following:

i. Under previous arrangements the process for considering and approving module updates would have been completed by the Academic Dean via Chair’s Action and then reported at respective Faculty Boards. However, with the introduction of Programmes Committee a formal process for considering and approving module updates needed to be established.

ii. There were several possible options that could be considered regarding a process for considering and approving module updates. Given that the majority of module updates constituted fairly minor changes (i.e. change to module title, method of teaching, content description and method of assessment) any agreed process should reflect this fact.

iii. The agreed process should also take into account that the volume of module updates through the course of an academic year could be substantial and should not overburden the work of the Committee.

iv. Cumulative changes and updates to modules were discussed, given that a number of minor changes to a module may ultimately constitute a major change. This would need further consideration and closer central monitoring of module amendments.
2009:326 The Committee approved option 3 regarding a process for considering and approving module updates but requested further information on the operation of the process, with particular reference to the screening of module updates. **Action: Academic Secretariat**

**Programme Amendments and Programme Specifications**

2009:327 The Committee discussed whether Programme Specifications that accompany Programme Amendments should be considered by the Committee, given that the volume of Programme Specifications is often significant.

2009:328 The Committee agreed that Programme Specifications that accompany Programme Amendments would in future not have to be considered by the Committee. However, Programme Specifications would be submitted to the Academic Secretariat with the amendment and would be checked for completeness. Any programme amendment received without an updated Programme Specification would not be considered by the Programmes Committee.

**Part 3 – Programme Proposals**

**School of Languages, Linguistics and Film [PC2009-191]**

**MA Comparative Literature (Part 2)**

2009:329 The Committee **considered** a Part 2 programme proposal for the MA Comparative Literature and the following associated module proposals and module update:

- Key Concepts in Twentieth-Century Literary Criticism
- Cultures of Comparison – Theory of Practice
- Thinking Translation (module update)

2009:330 The Committee **noted** the following points:

i. The programme was designed to be flexible and allow students choice in the modules they studied and the particular area of literature they focused on.

ii. Students would have the opportunity to study on different pathways within the programme in consultation with their advisors, although it was understood that these pathways would not operate as a defined route of study.

iii. Students studying the programme in part-time mode would effectively be studying at the same rate per semester as students enrolled on the full-time mode of study. As such, members of the Committee questioned whether this would be an issue for part-time students. It was understood that other part-time masters programmes within the School of Languages, Linguistics and Film also followed a slightly different format in terms of the logistics of part-time study. Consequently, the Committee requested further clarification regarding
The Committee approved the Part 2 programme proposal subject to clarifying the model of part-time provision for the MA Comparative Literature.

Action: SLLF

School of Medicine Dentistry [PC2009-192]

2009:332 The Committee considered Part 2 programme proposal for the MSc Critical Care and the following associated module proposals:

- Neurocritical care and trauma management
- Decision making, communication and ethics
- Care of the unconscious patient
- Special Patient Groups
- Research and audit methodology
- Pathophysiological basis of critical illness
- Clinical observership
- Dissertation

2009:333 The Committee noted the following points:

i. It was unclear whether the PgCert and PgDip were intended to be offered as stand alone programmes or whether they would function as interim awards and facilitate an exit route for students who did not attain the MSc in Critical Care. It was expressed that the PgCert and PgDip would only function as exit awards for students and this was what was being put forward before the Committee for consideration and approval.

ii. In order to clarify the status of the PgCert and PgDip elements as exit awards of the programme and not separate programmes of study, the Part 2 proposal form and Programme Specification would be amended accordingly.

iii. The emphasis on clinical practice within the programme was not articulated within the Part 2 proposal and could benefit from further attention.

iv. All new 15 credit modules comprised of 35 hours of student/lecturer interaction but no further details were given regarding the nature of this contact. It was understood that student/lecturer contact would take a variety of formats and that this was in part dependant on the module being taught, with some modules making use of small group tutorials and others favouring lectures. Members agreed that students should be given more detail regarding the nature of student/lecturer contact.

v. The learning outcomes for the module Special Patient Groups could benefit from more detail to ensure they were at the correct academic level; level 7.

vi. The programme would comply with Queen Mary assessment, progression and award regulations with modules having a pass mark
vii. Given the nature of the dissertation module some additional detail regarding student/lecturer interaction would be useful to ensure that students were appropriately supported.

2009:334 The Committee approved the Part 2 programme proposal and associated module proposals subject to clarifying the points above and providing a revised Part 2 proposal form and module proposal for Special Patient Groups that addressed the issues above. This would be considered by Chair's Action. Approval was given on the basis that the PgCert and PgDip would function as exit awards, rather than stand alone programmes.

Action: SMD (WHRI)

MClinDent Oral Medicine (Part 2)

2009:335 The Committee considered a Part 2 programme proposal for the MClinDent Oral Medicine and the following associated module proposals:

- Pathology and Immunology of Oral Disease
- Clinical and Laboratory Tests and their Interpretation
- The Diagnosis, Prevention and Management of Oral and Salivary Gland Disease
- Multidisciplinary Management of the Oral Manifestations of Systemic Disease
- Literature Review
- Audit Project

2009:336 The Committee noted the following points:

i. The programme was a 2 year full-time programme from the Institute of Dentistry.

ii. The module pass mark was confirmed as 50%, in line with Queen Mary assessment, progression and award regulations.

iii. The nature of the training element of the programme had yet to be decided.

iv. Comments from an external advisor were circulated in advance of the meeting to members of the Committee and it was noted that these comments were largely positive regarding the development of the programme.

v. Members of the Committee commended the quality of the documentation received and the well presented proposal that complemented the portfolio of programmes currently offered within the Institute of Dentistry.

2009:337 The Committee approved the Part 2 programme proposal and associated module proposals.

Part 4 – Programme Amendments

Language and Learning Unit [PC2009-193]
Presessional English 4 weeks, 8 weeks and 12 weeks programmes (Y2E1, Y2E2, Y2E3)

2009:338 The Committee **considered** Part 2 programme proposals for the Presessional English 4 weeks, 8 weeks and 12 weeks programmes and **noted** that the proposed change related to extending the duration of the programmes to 5, 9 and 13 weeks in order accommodate the enhanced assessment regime.

2009:339 The Committee **approved** the programme amendments.

Department of Geography [PC2009-194]

2009:340 The Committee **considered** and **approved** programme amendments, incorporating a module update and withdrawal, for the following programmes:

**Programme Amendments:**
- BA Geography (L700)
- BA Human Geography (L720)
- BA Global Change (FL71)
- BSc (Econ) Geography with Business Management (F8N1)
- BSc (Econ) Geography (L721)
- BA Cities, Economies and Social Change (LL31)
- BA Geography and Politics (LL72)
- BSc (Econ) Geography and Economics (LL71)

**Module Update:**
- Research Methods in the Social Sciences 2 (GEG4108)

**Module Withdrawal:**
- Research Methods in the Social Sciences 1 (GEG4107)

School of Languages Linguistics and Film [PC2009-195]

**BA English Language and Linguistics (QQHI)**

2009:341 The Committee **considered** and **approved** a programme amendment for the BA English Language and Linguistics programme.

School of Biological and Chemical Sciences [PC2009-196]

2009:342 The Committee **considered** programme amendments, incorporating a module update, for the following programmes:

**Programme Amendments:**
- MSc & PgCert Freshwater & Coastal Sciences(C1S1/C1S2/C1S5/C1Cf/C1CP)
- MSc Aquatic Ecology by Research (C1S6/C1S7)
- BSc Zoology (C300)
- BSc Biology (C100)
- BSc Biology with Psychology (C1C8)

**Module Update:**
- Aquatic systems: structure and function (SBSM002)
2009:343 The Committee noted the following:

i. The programme amendment for the MSc & PgCert Freshwater & Coastal Sciences and MSc Aquatic Ecology by Research incorporated a module update for Aquatic systems: structure and function (SBSM002), which related to a title change to “Aquatic ecosystems: structure and function”.

ii. The reference to ‘years 5 and 6’ within the programme amendments for the BSc Zoology, BSc Biology, and BSc Biology with Psychology referred to the level and not the year as documented.

2009:344 The Committee approved the programme amendments for the above programmes.

School of Engineering and Materials Science [PC2009-197]

BEng / MEng Sustainable Energy Engineering (H221/H224)

2009:345 The Committee considered and approved a programme amendment for the BEng / MEng Sustainable Energy Engineering.

Department of Law [PC2009-198]

Postgraduate Diploma in Law (M2D1/M2D2)

2009:346 The Committee considered a programme amendment for the Postgraduate Diploma in Law and noted that a revised Programme Specification was not submitted with the programme amendment form and did not accompany the original paperwork presented to the Committee. However, a revised Programme Specification had been received by Academic Secretariat outside of the meeting.

2009:347 The Committee approved a programme amendment for the Postgraduate Diploma in Law.

Part 5 – Module Proposals

Language and Learning Unit [PC2009-199]

Business Studies (Pre-Masters Diploma)

2009:348 The Committee considered a module proposal for Business Studies (Pre-Masters Diploma) and noted the following:

i. The Business Studies (Pre-Masters Diploma) module proposal was due to come to a previous meeting of the Committee. Given that this module was business-related and situated at level 6, members of the Committee questioned why more support from the School of Business and Management was not provided. As such, it was suggested that the School of Business and Management should provide a member of staff to teach the module, rather than for the LLU to buy in the teaching from outside of Queen Mary.

ii. The length of the presentation element of assessment required
clarification and it was also not clear how seminar skills would be assessed.

iii. Members of the Committee agreed that the Academic Dean for Law and Social Sciences would discuss the nature of support provided to the LLU by the School of Business and Management for the Business Studies (Pre-Masters Diploma) module and reinforce the need to provide appropriate and adequate support.

2009:349 The Committee did not approve the module proposal, as further discussion was needed with the School of Business and Management regarding the nature of support provided for the delivery of the module. The module would be reconsidered by Chair’s Action following the outcome of discussions with the Academic Dean for Law and Social Sciences (ADLSS) and School of Business and Management.

Action: ADLSS/SBM/Chair

Business Studies (Foundation Certificate)

2009:350 The Committee considered and approved a module proposal for the Business Studies (Foundation Certificate). Members of the Committee reinforced the importance of having a close working relationship between LLU and the School of Business and Management to facilitate the delivery of the module.

Introduction to Film Studies

2009:351 The Committee considered a module proposal for Introduction to Film Studies and noted the following:

i. This module had an identical title to an existing module already running within the School of Languages, Linguistics and Film (SLLF).

ii. Given that the module was at level 6 the content seemed somewhat generic. The rationale section of the module proposal could also benefit from some tailoring to the module itself and should be addressed.

iii. Both English language skills and subject specific skills relevant to the discipline were included in the module.

iv. It was not clear how seminar skills would be assessed.

v. Members of the Committee agreed that the Academic Dean for Arts would discuss the nature of support provided to the LLU by the SLLF for the Introduction to Film Studies module and reinforce the need to provide appropriate and adequate support.

2009:352 The Committee did not approve the module proposal, as further discussion was needed with the School of Languages, Linguistics and Film regarding the nature of support provided for the delivery of the module. The module would be reconsidered by Chair’s Action following the outcome of discussions with the Academic Dean for Arts (ADA) and School of Languages, Linguistics and Film.

Action: ADA/SLLF/Chair

Exploring How English Works
2009:353 The Committee **considered** a module proposal for Exploring How English Works and **noted** the following:

i. The learning outcomes for the module required more detail to ensure that they were at the correct academic level; level 4.

ii. The current credit value of the module was valued at 7.5 credits, which did not comply with the Academic Credit Framework.

iii. Ultimately, QEC would need to consider the request for modules that were outside of the approved QMACF and it was agreed that the Head of the Language and Learning Unit should seek permission from QEC to offer a 7.5 credit module on academic grounds.

**Action:** LLU

2009:354 The Committee did **not approve** the module proposal due to the credit value of the module being outside of the Academic Credit Framework. The learning outcomes also required further development. Following consideration and approval by QEC to offer a 7.5 credit module, a revised module proposal form would be submitted incorporating revised learning outcomes and this would be considered by Chair’s Action.

**Action:** LLU/Chair

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**Exploring Spoken English**

2009:355 The Committee **considered** a module proposal for Exploring Spoken English and **noted** the following:

i. The learning outcomes for the module required more detail to ensure that they were at the correct academic level; level 4.

ii. The current credit value of the module was valued at 7.5 credits, which did not comply with the Academic Credit Framework.

iii. Ultimately, QEC would need to consider the request for modules that were outside of the approved QMACF and it was agreed that the Head of the Language and Learning Unit should seek permission from QEC to offer a 7.5 credit module on academic grounds.

2009:356 The Committee did **not approve** the module proposal due to the credit value of the module being outside of the Academic Credit Framework. The learning outcomes also required further development. Following consideration and approval by QEC to offer a 7.5 credit module, a revised module proposal form would be submitted incorporating revised learning outcomes and this would be considered by Chair’s Action.

**Action:** LLU/Chair

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**Listening through the Media**

2009:357 The Committee **considered** a module proposal for Listening through the Media and **noted** the following:

i. The current credit value of the module was valued at 7.5 credits, which did not comply with the Academic Credit Framework.

ii. Ultimately, QEC would need to consider the request for modules that
were outside of the approved QMACF and it was agreed that the
Head of the Language and Learning Unit should seek permission from
QEC to offer a 7.5 credit module on academic grounds

iii. The percentage weighting of the individual assessment elements was
blank and required attention.

2009:358 The Committee did not approve the module proposal due to the credit value
of the module being outside of the Academic Credit Framework. Following
consideration and approval by QEC to offer a 7.5 credit module, a revised
module proposal form would be submitted incorporating the points detailed
above and this would be considered by Chair’s Action.

Action: LLU/Chair

Communicating in Writing

2009:359 The Committee considered a module proposal for Communicating in Writing
and noted the following:

i. The learning outcomes for the module required more detail to ensure
that they were at the correct academic level; level 4.

ii. The current credit value of the module was valued at 7.5 credits,
which did not comply with the Academic Credit Framework.

iii. Ultimately, QEC would need to consider the request for modules that
were outside of the approved QMACF and it was agreed that the
Head of the Language and Learning Unit should seek permission from
QEC to offer a 7.5 credit module on academic grounds

2009:360 The Committee did not approve the module proposal due to the credit value
of the module being outside of the Academic Credit Framework. The learning
outcomes also required further development. Following consideration and
approval by QEC to offer a 7.5 credit module, a revised module proposal form
would be submitted incorporating revised learning outcomes and this would be
considered by Chair’s Action.

Action: LLU/Chair

School of Biological and Chemical Sciences [PC2009-200]

Dissertation

2009:361 The Committee considered a module proposal for ‘Dissertation’ and noted
the following:

i. Given the nature of the module and its independent study focus, some
additional detail regarding student/lecturer interaction was requested.
Specifically, it was unclear who assumed the responsibility for
supervising the dissertation and if there would be timetabled /
arranged meetings with project supervisors / the module tutor to
support students.

ii. An explanation of the logistics of assessing the student
contribution/work ethic element of assessment was requested, as it
was not clear how this be assessed in practice.

iii. The qualifying mark field was left blank on the form and required
The Committee approved the module proposal subject to clarifying the points detailed above.

Action: SBCS

Department of History [PC2009-201]

Saladin, Richard the Lionheart and the Third Castle

2009:363 The Committee considered a module proposal for Saladin, Richard the Lionheart and the Third Castle and noted the following:

i. The assessment of a 30 credit module by means of a 5,000 coursework essay was in line with existing assessment practices within the Faculty of Arts.

ii. The total module notional study hours were specified as 150 hours.

iii. Given that the module was a 30 credit level module, and taking into consideration Queen Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should be reconciled so that the total notional study hours for the 30 credit module equated to 300 hours.

2009:364 The Committee approved the module proposal subject to further clarification of the issues noted above. A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.

Action: DH/Chair

The Latin East

2009:365 The Committee considered a module proposal for The Latin East and noted the following:

i. The total module notional study hours were specified as 150 hours.

ii. Given that the module was a 30 credit level module, and taking into consideration Queen Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should be reconciled so that the total notional study hours for the 30 credit module equated to 300 hours.

2009:366 The Committee approved the module proposal subject to further clarification of the issues detailed above. A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.

Action: DH/Chair

The Middle Ages (1000-1300)

2009:367 The Committee considered a module proposal for The Middle Ages (1000-
i. It was unclear how class participation would be assessed. It was expressed that this was not simply a mark for students who turned up to the module. Rather, this was part of a wider pilot project within the Department of History and there were clearly defined assessment criteria used to assess class participation.

ii. The marking scheme field and qualifying mark fields were left blank and required attention.

The Committee approved the module proposal subject to further clarification of the marking scheme field and qualifying mark.

Action: DH

Gender and Politics in Britain since 1870

The Committee considered and approved a module proposal for Gender and Politics in Britain since 1870.

The Crusades (1095-1291)

The Committee considered a module proposal for The Crusades (1095-1291) and noted the following:

i. The marking scheme field and qualifying mark fields were left blank and required attention.

ii. The learning outcomes of the module required attention and more detail in order to ensure the module was at the correct academic level; level 5.

iii. The details of student/lecturer interaction were vague and should be clarified, as it was unclear what form this interaction would take. It was understood that this referred to formal lectures/seminars and students would also have contact with their tutor beyond the specified timetabled hours.

The Committee approved a module proposal for The Crusades (1095-1291), subject to clarifying the points above. A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.

Action: DH

German Society 1645-1955

The Committee considered a module proposal for the German Society 1645-1955 and noted the following:

i. Previous modules within the Department of History aimed to build up students’ research methods skills and capabilities, as the acquisition of research skills was not explicitly addressed within this module.

ii. A significant amount of student independent learning time would be focused on engaging with key texts.

The Committee approved a module proposal for German Society 1645-1955.
The Mamluks

2009:373 The Committee **considered** a module proposal for The Mamluks and **noted** the following:

i. The total module notional study hours was specified as 150 hours.

ii. Given that the module was a 30 credit level module, and taking into consideration Queen Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should be reconciled so that the total notional study hours for the 30 credit module equated to 300 hours.

2009:374 The Committee **approved** the module proposal subject to further clarification of the issues detailed above. A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.

**Action:** DH/Chair

School of Mathematical Sciences [PC2009-202]

2009:375 The Committee **considered** module proposals for the following modules:

- Electromagnetic Radiation in Astrophysics MSc
- Electromagnetic Radiation in Astrophysics MSci
- Research Methods for Astrophysics
- Topics in Scientific Computing MSc
- Topics in Scientific Computing MSci
- Additive Combinatorics MSc
- Additive Combinatorics MSci

2009:376 The Committee **noted** the following:

i. The learning outcomes of the both the MSc and MSci Electromagnetic Radiation in Astrophysics modules required attention and more detail in order to ensure the modules were at the correct academic level; level 7.

ii. The marking scheme field and qualifying mark fields were left blank on both the MSc and MSci Topics in Scientific Computing module proposals and required attention.

iii. The length of assessment for the three assessed elements of both the MSc and MSci Topics in Scientific Computing modules was specified in weeks and further clarification was requested as to the nature of this assessment.

iv. The learning outcomes of the both the MSc and MSci Additive Combinatorics modules required attention and more detail in order to ensure the modules were at the correct academic level; level 7.

2009:377 The Committee **approved** the above module proposals subject to further
clarification of the issue's detailed above. Revised module proposal forms for all of the MSc and MSci modules would be submitted incorporating revisions to learning outcomes and these would be considered by Chair's Action.

Action: SMS/Chair

School of English and Drama [PC2009-203]

2009:378 The Committee considered module proposals for the following modules:

- Renaissance Archival Skills
- After Modernism: American Fiction 1940-1970

2009:379 The Committee noted the following:

i. The module proposal for Renaissance Archival Skills was unsigned, however, Academic Secretariat had now received a signed proposal.

ii. The learning outcomes of the module After Modernism: American Fiction 1940-1970 required attention and more detail in order to ensure the module was at the correct academic level; level 7. Currently, the learning outcomes were somewhat vague.

2009:380 The Committee approved the above module proposals subject to further refinement of the learning outcomes for the module After Modernism: American Fiction 1940-1970. A revised module proposal form would be submitted for this module incorporating revisions to learning outcomes and this would be considered by Chair’s Action.

Action: SED/Chair

School of Business and Management [PC2009-204]

2009:381 The Committee considered and approved module proposals for the following modules:

- Public Advocacy Marketing
- State, Market and Society – Concepts and Critique

School of Languages Linguistics and Film [PC2009-205]

2009:382 The Committee considered and approved module proposals for the following modules:

- Mapping Contemporary Cinemas
- Heinrich von Kleist
- Describing Prosody
- Experimental Linguistics
- Monsters, Gods and Desire: Myths in Camoes and Fernando Pessoa
- Slavery, Colonialism and Postcolonialism in African Cinema

Centre for Commercial Law Studies [PC2009-206]

Intellectual Property, Fashion and Design

2009:383 The Committee considered a module proposal for Intellectual Property, Fashion and Design and noted the following:
The module would be offered on both the LL M and Postgraduate Diploma.

ii. The LLM used standard re-assessment on all modules and not synoptic reassessment as specified on the form. This was an error.

2009:384 The Committee approved the module proposal.

**Department of Physics [PC2009-207]**

2009:385 The Committee considered module proposals for the following modules:

- Stars
- Space, Time and Gravity

2009:386 The Committee noted the following:

i. These modules had not previously been approved for delivery at level 6 and the accompanying module proposals addressed this issue.

2009:387 The Committee approved the above module proposals.

---

**Part 6 – Module Withdrawals**

**Department of Physics [PC2009-208]**

2009:388 The Committee considered and approved module withdrawals for the following modules, which were to be withdrawn from level 5:

- Stars
- Space, Time and Gravity

**School of Biological and Chemical Sciences [PC2009-209]**

2009:389 The Committee considered and approved module withdrawals for the following modules:

- Marine Biology (SBS308)
- Functional Genomics and Biotechnology (SBCM011)

2009:390 The Committee considered module withdrawals for the following modules but did not approve the withdrawal of these modules, given that the Programme Withdrawal for the MSc Bioinformatics was not approved:

- Research Methods for Bioinformatics (SBCM001)
- Functional Genomics and Epigenetics (SBCM009)
- Genes and Bioinformatics (SBSM017)
- Transmission Genetics (SBSM018)
- Genomics (SBSM019)

**Language and Learning Unit [PC2009-210]**

2009:391 The Committee considered and approved module withdrawals for the following modules:
- 16 -

- Foundation Certificate in Social Sciences and Humanities: Business Studies (IFC003)
- Pre-Masters Programme in Social Sciences and Humanities: Business Studies (IFC016)
- English Language and Study Skills (IFC017)

School of Languages Linguistics and Film [PC2009-211]

2009:392 The Committee considered and approved module withdrawals for the following modules:

- Describing Prosody (LIN017)
- (De)constructing Empire: Portugal and Lusophone Countries

School of English and Drama [PC2009-212]

Metropolitan Romanticism: 1780-1820 (WASM016)

2009:393 The Committee considered and approved module withdrawals for Metropolitan Romanticism: 1780-1820.

Part 7 – Other business

Any other business

2009:394 No further business was noted.

Dates of next meetings

2009:395 The Committee agreed the following meeting dates of Programmes Committee for the 2009/10 academic session:

- Wednesday 20th October 2010 (1-4pm)
- Wednesday 24th November 2010 (1-4pm)
- Wednesday 23rd February 2011 (1-4pm)
- Thursday 31st March 2011 (1-4pm)
- Wednesday 27th April 2011 (1-4pm)
- Wednesday 25th May 2011 (1-4pm)
- Wednesday 29th June 2011 (1-4pm)
- Wednesday 27th July 2011 (1-4pm)

2009:396 The Committee noted that all papers for meetings of Programmes Committee should be received 3 weeks prior to the date of the meeting of the Committee.

2009:397 The Committee agreed that the confirmed dates of Programmes Committee for the 2009/10 academic session would be circulated to members of the Committee and colleagues outside of the meeting.
## Matters Arising Action Sheet: Programmes Committee 23rd June 2010

### For Discussion

<table>
<thead>
<tr>
<th>Minute</th>
<th>Item Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009:326</td>
<td>Process for considering and approving module updates</td>
<td>Further information requested on the operation of the process for considering and approving module updates, with particular reference to the screening of module updates.</td>
<td>Further information has been provided in a supplementary paper and this was circulated to all staff for comment. School Teaching and Learning Committees will consider and approve module updates from September 2010.</td>
<td>Academic Secretariat</td>
</tr>
</tbody>
</table>

### Programme Proposals

<table>
<thead>
<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009:333</td>
<td>MSc Critical Care</td>
<td>In order to clarify the status of the PgCert and PgDip elements as exit awards of the programme and not separate programmes of study, the Part 2 proposal form and Programme Specification would be amended accordingly. The emphasis on clinical practice within the programme was not articulated within the Part 2 proposal and could benefit from further attention. All new 15 credit modules comprise 35 hours of student/lecturer interaction but no further details were given regarding the nature of this contact. This should be elaborated on.</td>
<td>Completed</td>
<td>SMD (WHRI)</td>
<td>David Watson</td>
</tr>
</tbody>
</table>
The learning outcomes for the module Special Patient Groups could benefit from more detail to ensure they were at the correct academic level; level 7 and a revised module proposal should be submitted.

Given the nature of the dissertation module some additional detail regarding student/lecturer interaction would be useful to ensure that students were appropriately supported.

---

### Module Proposals

<table>
<thead>
<tr>
<th>Minute</th>
<th>Module Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Module Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009:349</td>
<td>Business Studies (Pre-Masters Diploma)</td>
<td>This module proposal was not approved. Further discussion was needed with the School of Business and Management regarding the nature of support provided for the delivery of the module. The module would be reconsidered by Chair’s Action following the outcome of discussions with the Academic Dean for Law and Social Sciences (ADLSS) and School of Business and Management.</td>
<td>Discussion had taken place with the School of Business and Management regarding the nature of support provided for the delivery of the module. It was subsequently agreed that the School of Business and Management would provide a lecturer to teach the module. The length of the presentation element of assessment has been clarified as has the assessment of seminar skills. Presentations will be 15 - 20 minutes with questions and usually on a case study the student has undertaken. Students also attend and participate in weekly seminars, and are assessed on their ongoing</td>
<td>ADLSS/SBM/Chair</td>
<td>Simon Pate</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Outcome</td>
<td>Decision Maker/Chair</td>
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<tr>
<td>2009:352</td>
<td>Introduction to Film Studies</td>
<td>This module proposal was not approved. Further discussion was needed with the School of Languages, Linguistics and Film regarding the nature of support provided for the delivery of the module. The module would be reconsidered by Chair’s Action following the outcome of discussions with the Academic Dean for Arts (ADA) and School of Languages, Linguistics and Film.</td>
<td>ADA/SLLF/Chair</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The reinstatement of IFC010 has been approved to address the non-approval of this module as an interim measure for 2010/11. This will be reviewed next year.</td>
<td>Simon Pate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009:354</td>
<td>Exploring How English Works</td>
<td>This module proposal was not approved due to the credit value of the module being outside of the Academic Credit Framework. The learning outcomes also required further development. Following consideration and approval by QEC to offer a 7.5 credit module, a revised module proposal form would be submitted incorporating revised learning outcomes and this would be considered by Chair’s Action.</td>
<td>LLU/Chair</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>This module has been combined with another module to make a 15 credit module.</td>
<td>Saima Sherazi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009:356</td>
<td>Exploring Spoken English</td>
<td>This module proposal was not approved due to the credit value of the module being outside of the Academic Credit Framework. The learning outcomes also required further development. Following consideration and approval by QEC to offer a 7.5 credit module, a revised module proposal form would be submitted incorporating revised learning outcomes and this would be considered by Chair’s Action.</td>
<td>LLU/Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This module has been combined with another module to make a 15 credit module.</td>
<td>Saima Sherazi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009:358</td>
<td>Listening through the Media</td>
<td>This module proposal was not approved due to the credit value of the module being outside of the Academic Credit Framework. Following consideration and approval by QEC</td>
<td>LLU/Chair</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>This module has been combined with another module to make a 15 credit module.</td>
<td>Saima Sherazi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Module Title</td>
<td>Notes</td>
<td>Person(s)</td>
<td></td>
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<tr>
<td>2009:360</td>
<td>Communicating in Writing</td>
<td>This module proposal was not approved due to the credit value of the module being outside of the Academic Credit Framework. The learning outcomes also required further development. Following consideration and approval by QEC to offer a 7.5 credit module, a revised module proposal form would be submitted incorporating revised learning outcomes and this would be considered by Chair’s Action.</td>
<td>LLU/Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This module has been combined with another module to make a 15 credit module.</td>
<td>Saima Sherazi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009:361</td>
<td>Dissertation</td>
<td>Given the nature of the module and its independent study focus, some additional detail regarding student/lecturer interaction was requested. Specifically, it was unclear who assumed the responsibility for supervising the dissertation and if there would be timetabled / arranged meetings with project supervisors / the module tutor to support students. The qualifying mark field was left blank on the form and required attention.</td>
<td>SBCS</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Revised module proposal submitted.</td>
<td>Jonathan Grey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009:363</td>
<td>Saladin, Richard the Lionheart and the Third Castle</td>
<td>Given that the module was a 30 credit level module, and taking into consideration Queen Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should</td>
<td>DH/Chair</td>
<td></td>
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<td></td>
<td></td>
<td>Revised module proposal submitted.</td>
<td>Tom Asbridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Issue</td>
<td>Revised Module Proposal</td>
<td>Chair</td>
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<tr>
<td>2009:368</td>
<td>The Latin East</td>
<td>Given that the module was a 30 credit level module, and taking into consideration Queen Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should be reconciled so that the total notional study hours for the 30 credit module equated to 300 hours. A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.</td>
<td>Revised module proposal submitted.</td>
<td>DH/Chair</td>
<td></td>
</tr>
<tr>
<td>2009:370</td>
<td>The Crusades (1095-1291)</td>
<td>The marking scheme field and qualifying mark fields were left blank and required attention. The learning outcomes of the module required attention and more detail in order to ensure the module was at the correct academic level; level 5. The details of student/lecturer interaction were vague and should be clarified, as it was unclear what form this interaction would take.</td>
<td>Revised module proposal submitted.</td>
<td>DH/Chair</td>
<td></td>
</tr>
<tr>
<td>2009:373</td>
<td>The Mamluks</td>
<td>Given that the module was a 30 credit level module, and taking into consideration Queen Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should be reconciled so that the total notional study hours for the 30 credit module equated to 300 hours. A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.</td>
<td>Revised module proposal submitted.</td>
<td>DH/Chair</td>
<td></td>
</tr>
</tbody>
</table>
Mary guidelines relating to credit level values and notional study hours, members questioned whether the total notional study hours was appropriate. Typically, a 30 credit level module would have a total of 300 notional study hours. This irregularity should be reconciled so that the total notional study hours for the 30 credit module equated to 300 hours.

A revised module proposal form would be submitted incorporating these revisions and this would be considered by Chair’s Action.

| 2009:376 Electromagnetic Radiation in Astrophysics MSc | The learning outcomes of the both the MSc and MSci Electromagnetic Radiation in Astrophysics modules required attention and more detail in order to ensure the modules were at the correct academic level; level 7. |
| Topics in Scientific Computing MSc | The marking scheme field and qualifying mark fields were left blank on both the MSc and MSci Topics in Scientific Computing module proposals and required attention. |
| Topics in Scientific Computing MSci | The length of assessment for the three assessed elements of both the MSc and MSci Topics in Scientific Computing modules was specified in weeks and further clarification was requested as to the nature of this assessment. |
| Additive Combinatorics MSc | The learning outcomes of the both the MSc and MSci Additive Combinatorics modules required attention and more detail in order to ensure the modules were at the correct academic level; level 7. |

| Revised module proposal submitted for all MSc and MSci modules | SMS/Chair | Various |
Further refinement of the learning outcomes for the module After Modernism: American Fiction 1940-1970. A revised module proposal form would be submitted for this module incorporating revisions to learning outcomes and this would be considered by Chair’s Action.

### Module Withdrawals

<table>
<thead>
<tr>
<th>Minute</th>
<th>Module Details</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Module Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009:388</td>
<td>Stars (PHY211) and Space, Time and Gravity (PHY213)</td>
<td>Withdraw from level 5. Request for withdrawal made</td>
<td>Academic Secretariat</td>
<td>D. Tsiklauri / D. Berman</td>
</tr>
<tr>
<td>2009:390</td>
<td>Research Methods for Bioinformatics (SBCM001) and Functional Genomics and Epigenetics (SBCM009)</td>
<td>Withdrawal of these modules was not approved, given that the Programme Withdrawal for the MSc Bioinformatics was not approved</td>
<td>G. Elgar / B. Curran / C. Malcolm / Andrew Leitch</td>
<td></td>
</tr>
<tr>
<td>2009:391</td>
<td>Foundation Certificate in Social Sciences and Humanities: Business Studies (IFC003)</td>
<td>Request for withdrawal made</td>
<td>Academic Secretariat</td>
<td>Philippa Kennedy / Simon Pate /</td>
</tr>
<tr>
<td></td>
<td>Pre-Masters Programme in Social Sciences and Humanities: Business Studies (IFC016)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Approval Status</td>
<td>Academic Secretariat</td>
<td>Signatory</td>
</tr>
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</tr>
<tr>
<td>2009:392</td>
<td>English Language and Study Skills (IFC017) Describing Prosody (LIN017) (De)constructing Empire: Portugal and Lusophone Countries</td>
<td>Request for withdrawal made</td>
<td>Academic Secretariat</td>
<td>David Adger / Else Vieria</td>
</tr>
<tr>
<td>2009:393</td>
<td>Metropolitan Romanticicism: 1780-1820 (WASM016)</td>
<td>Request for withdrawal made</td>
<td>Academic Secretariat</td>
<td>Anne Janwitz</td>
</tr>
</tbody>
</table>
Programme and Module Approval Board 20/10/10

<table>
<thead>
<tr>
<th>Paper title</th>
<th>Programme and Module Development Procedures and Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome requested</td>
<td>Programme and Module Approval Board (PMAB) is asked to note the new Programme and Module Development Procedures and Guidelines. These guidelines contain comprehensive and detailed information and flowcharts on programme/module development processes and are available from the revised ARCS QA website.</td>
</tr>
<tr>
<td>Comments from the Academic Secretariat</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Programme / Module Developer’s Guidelines:

Guidance Notes to Programme Proposers / Organisers in preparation for the design and revision of undergraduate and postgraduate programmes and modules.

For use in connection with:

Programme and Module Approval, Amendment and Withdrawal.
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   1.2 Scope of Procedures 3
   1.3 A Summary and Timeline of the Programme Approval Process 4

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Appendices

1. INTRODUCTION

1.1 Why do we have a programme approval process?

- **Quality Assurance** - a commitment to formally approve the standards and quality of our awards.
- **Quality Enhancement** - an opportunity to update QM awards, and identify or incorporate developing practices in teaching, learning, assessment and to reflect appropriately any shift in approaches to a discipline.

1.2 Scope of Procedures

These procedures cover proposals for:

- all new undergraduate and postgraduate taught programmes of study\(^1\);
- the amendment or withdrawal of existing undergraduate and postgraduate taught programmes of study;
- changes to the regulations of an undergraduate or postgraduate taught programme.
- approval of all new modules;
- amendment to previously approved modules;
- withdrawal of modules.

The procedures do not cover research degrees or non-award-bearing continuing education.

Associated programme-related documents

- Part I Programme Proposal Form
- Part 2 Programme Proposal Form
- Programme Specification Template
- Guidance on Programme Specifications
- External Adviser Guidelines
- Academic Regulations
- Programme Amendment Form
- Programme Withdrawal Form

Associated module-related documents

- Module Proposal Form
- Module Update Form
- Module Withdrawal Form
- Module Directory

\(^1\) In the case of a new programme development that involves collaboration with another Higher Education Institution, Queen Mary Senior Executive must approve the partnership. For further guidance see the relevant section on Collaborative Provision in the QA Handbook.
A Summary and Timeline of the Programme Approval Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Process</th>
</tr>
</thead>
</table>
| September – November | - Draft Part 1 programme proposal for programmes due to start in September of the following year;  
|                 | - Lodge Part 1 proposal with the Quality Assurance Unit for approval by the autumn meetings of Programme and Module Approval Board (following School LTC Approval);  
|                 | - Programmes can be advertised after Part 1 approval is confirmed but no offers can be made until Part 2 approval is confirmed. |
| December        | - Consider possible external advisers who might be willing to scrutinise the Part 2 programme proposal |
| January – March | - Draft Part 2 programme proposal (including programme specification and proposals for any new modules)  
|                 | - Send Part 2 proposal to at least one external adviser for written comments |
| July            | - Part 2 programme proposals can be considered throughout the year but consideration should be complete and approval confirmed by the end of July; |
| September       | - Start of new programme  
|                 | - Complete nomination forms for any new External Examiners required. |

1Queen Mary Senior Executive approval is additionally required for Collaborative Programmes.

2Where minor revisions to Part 1 or Part 2 Proposals are required, revised proposals should be submitted within a 2 week deadline from the date of the PMAB meeting where initial consideration took place.

3Following Approval in Principle the programme can be advertised but all promotion material should carry a clear statement that the programme is ‘subject to approval’

4Programme formally approved for its first student intake.
2 GETTING STARTED

2.1 Initial Conception and Planning/Resource Approval

The first step in developing a new programme is the identification of strategic justification for the programme within School/Institute and in consultation with the Dean for Taught Programmes/ Faculty Vice-Principal and Executive Dean. This stage of the process will involve a detailed discussion of the staffing, space and resource implications and liaison with other relevant academic units. Consultation should also be undertaken with students and External Examiners as appropriate. Advice should also be sought from Corporate Affairs with regard to the market potential of the programme under development. The strategic consideration of new programmes should also involve a review of existing programmes and their continuing viability.

Plans for new undergraduate and postgraduate programmes must normally be discussed and approved during the annual Planning and Accountability Review. The Academic Secretariat will not be able to receive proposals for programmes that have not been so approved unless they are accompanied by a Confirmation of Resources Form signed by the Faculty Vice-Principal and Executive Dean and by the Chief Administrative Officer.

3 PROCEDURE FOR THE APPROVAL OF A NEW PROGRAMME - PART 1

3.1 Part 1: Approval in Principle

The approval of a new programme of study is a two stage process. Part 1 consists of approval in principle for the programme proposal, and Part 2 consists of the approval of the submission of the detailed academic content for the proposal. The purpose of the process of applying for approval in principle is to ensure that:

- the proposal fits into the School's academic profile and QMUL's Strategic Plan;
- there is evidence that there is a demand for the proposed programme;
- the School is able to provide adequate physical and human resources to support the proposed programme.

Proposals for new programmes may arise from an initiative of an individual or group of staff, or from a collective decision of a staff meeting or committee. Proposals must always be put forward in the context of the Planning and Accountability Review and QMUL’s Strategic Plan.

Through the programme development process consideration should also be given to other key QM internal reference points including the:

- Academic Regulations
- Queen Mary Academic Credit Framework
- QM Graduate Attributes Statement
Learning Institute - Guidance on curriculum design (learning outcomes, employability, entrepreneurship, teaching, learning and assessment, and research-informed teaching, etc.)
QM Code of Practice on Assessment and Feedback
Learning, Teaching and Assessment Strategy

Ideally, the development process should start at least 12 months before the first delivery of a programme, to enable sufficient time to:

(i) establish the market for the programme,
(ii) develop the programme itself,
(iii) consult across the institution
(iv) undertake the approval processes.

3.2 Signatures

Programme proposals must have the support of the originating School. A proposal should normally be considered and endorsed by the School Teaching and Learning Committee (or equivalent) before the Head of School signs the programme proposal form. Proposals that involve more than one school require the signature of all participating Heads of School. Completed proposal forms should be forwarded in the first instance to the Academic Secretariat.

3.3 Deadlines

Part 1 programme proposals for programmes due to start in September of the following year should be completed and lodged with the Academic Secretariat for approval by the autumn meetings of Programme and Module Approval Board. Schools should also take in to account the deadlines for the UCAS Handbook and the College prospectus. Sufficient time should be allowed following the Part I programme proposal for the development of the Part 2 submission.

Approval in principle for a proposal lapses after two years.

3.4 Submission of the Part 1 Programme Proposal

The Academic Secretariat will arrange for the completed programme proposal form to be considered for Part 1 approval in principle by Programme and Module Approval Board. Any proposal which involves collaboration with another institution or body must first have completed Stage 0 and Stage 1 of the partner approval process by Queen Mary Senior Executive prior to being considered by Programme and Module Approval Board. The Academic Secretariat can provide further advice in this area.

Senate receives a regular report of all academic developments at QMUL, and has the right to request a programme proposal at any stage of its development.

A proposal is given approval in principle only when it has been approved by Programme and Module Approval Board, and any resource implications resolved.
A programme can be advertised after approval in principle has been given, but any such promotional material should be clearly marked as ‘subject to approval’.

3.5 Resources

The signature of the Head of School/Institute will be taken as confirmation that the required resources, both internal to the School and elsewhere (for instance library or computing facilities), can be funded by the School, and have been agreed with the relevant Faculty Vice-Principal and Executive Dean.

4 COMPLETION OF THE PART 1 PROGRAMME PROPOSAL FORM

4.1 Process

After discussion within the school, the Programme Proposer should complete a Part 1 Programme Proposal Form. If the proposed programme was not included in the school Planning and Accountability Review submission for the academic session in which the proposal is made then a Confirmation of Resources Form must also be submitted.

The Programme Proposal Form requires the Programme Proposer to first specify the rationale for a new programme of study and the programme's aims and learning outcomes. The rationale should set the programme within the context of the School and the wider context of QMUL. It should say how it fits in with the School’s academic plan, as agreed between the School and the relevant Faculty Vice-Principal and Executive Dean.

The aims should reflect the broad purposes and goals of the proposed programme of study: what it seeks to achieve. The learning outcomes are specific measurable outcomes and should be expressed in terms of what students will be able to do on completion of the proposed programme. Learning outcomes must be measurable and assessable.

4.2 Programme Rationale

Programme Proposers should address the following issues when putting forward a new programme of study:

- its ‘fit’ within existing provision in the School and, if appropriate, in relation to that of other areas of QMUL;
- evidence of student demand and how the programme might broaden the recruitment base of the department/school;
- how existing programmes would benefit from its introduction;
- its position in relation to national trends in the area of study;
- prospects for graduate employment and/or postgraduate study;
• the relationship to the QAA subject benchmark statement and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008);

• how the programme might enhance the research profile of the school

4.3 Development of Programme Aims and Learning Outcomes

The writing of aims and learning outcomes should:

- make students aware of what is expected of them;
- specify the end result of a programme and therefore enable the proposer to select the appropriate content, teaching, learning and assessment methods;
- help to ensure that the overall programme of study does not become overloaded. Aims and learning outcomes can provide a better measure of the work expected of a student than lists of syllabus topics.
- enable staff to test the effectiveness of a programme in relation to its goals.

4.4 Programme Aims

Aims are aspirational (yet achievable) goals for students to work towards. Unlike learning outcomes, they are not usually measurable. The aims of a programme (or module) should express the broad purpose for offering the programme (or module). Aims are commonly expressed in terms of goals to work towards. They are usually stated following the introductory words ‘This programme (or module) aims to…’. There can be a multiplicity and diversity of aims:

- the meeting of local, regional or national need;
- preparation for the prosecution of research;
- preparation for employment;
- widening access to higher education;
- encouraging the pursuit of independent study in the area.

Aims should be justified by their link to the overall academic content of the programme.

The aims should also indicate the type of students it is expected that the programme will attract and the type of graduates it will produce.

4.5 Programme Learning Outcomes

Learning outcomes are statements of what successful students will achieve as a result of receiving their award i.e. what students should know and be able to
do at the end of the programme of study that he or she was not able to do initially (so-called ‘can do’ statements). They are not a wish list or a statement of the programme content. Neither are they simply an aggregation of the module learning outcomes – they are more than the sum of their parts. Well designed learning outcomes:

- Relate to the programme aims;
- Refer to relevant external reference points (see section 6);
- Are clear to staff, students and external examiners.

A learning outcome describes an intended result of teaching and learning, rather than the process of teaching and learning itself.

Programmes will usually have learning outcomes under one or all of the following headings:

- **Knowledge & Understanding**: the learning outcome should identify the knowledge that students should be able to recognise, recall and demonstrate at the end of the programme;

- **Intellectual (Cognitive) Skills**: learning outcomes can require students to demonstrate a number of different transferable cognitive skills, such as the application of knowledge; analysis; synthesis; and evaluation;

- **Practical Skills**: learning outcomes may require students to demonstrate a practical skill such as calibrating a machine. There is a considerable overlap between cognitive and practical skills and in many cases students will be required to demonstrate cognitive skills through their mastery of practical skills. For example, in calibrating a machine, a student may also be demonstrating knowledge of how the machine works;

- **Transferable/Personal Skills**: these learning outcomes describe transferable skills that students will develop for use in the discipline itself or more widely. For example, developing skills in seminar presentation will be as useful outside a particular discipline as within it.

In designing learning outcomes Programme Proposers should ensure that they have regard to

(i) any relevant Subject Benchmark statements (see para 6.2),
(ii) relevant professional body requirements (see para 6.3), and
(iii) the appropriate level of study according to the Framework for Higher Education Qualifications (see para 6.1.1).

(iv) the Queen Mary Statement of Graduate Attributes (http://www.learninginstitute.qmul.ac.uk/wp-content/uploads/2010/08/QMGA-Statement-DEC-2009.pdf) (see para 7.2)

Learning outcomes should be very clear. They should convey to students precisely what it is they are expected to achieve. It is recommended that phrases such as; to know, to understand, to appreciate, should be avoided, as they are open to different interpretations. They can be replaced by, for example; to identify, to sort, to solve, to construct, to compare, which are open to fewer interpretations.
Begin by identifying all the factors which prompted the decision that the programme was required; for example, developments in the discipline, changes in career prospects, comments from students or graduates, employers or external examiners. These should help to identify needs which existing provision is failing to meet.

A useful starting point is to study past examination papers and model answers for module assessment and other work which students are expected to do on related programmes. This will help establish a list of attainments which, together, have been accepted as proof that a student has reached an acceptable standard in the module. In parallel, the existing syllabus topics should be studied, asking in each case what effects its inclusion was intended to have on the students.

Example Learning Outcomes
For those who find them useful an example set of learning outcomes are given below:

NB The following are not presented as ‘models’ or ‘exemplars’, but as working examples that are acceptable in practice.

**a) Knowledge and Understanding**
Upon graduating from this programme, students will have demonstrated:

1) a systematic comprehension of Sociolinguistics or Formal Linguistics, and a critical awareness of current problems in those fields, much of which is at, or informed by, the forefront of the discipline;
2) a comprehensive understanding of research techniques in Sociolinguistics or Formal Linguistics, including both qualitative and statistical methods in the case of Sociolinguistics and the elicitation of native speaker judgements and the formulation of grammars using discrete mathematics in the case of Formal Linguistics.

**b) Intellectual Skills**
Upon graduating from this programme, students will be able to:

1) produce critical evaluations of current research in Sociolinguistics or Formal Linguistics;
2) propose and test new hypotheses in Sociolinguistics or Formal Linguistics.
3) advance their knowledge and understanding, and to develop new skills to a high level.

**c) Practical Skills**
Upon graduating from this programme, students will have demonstrated:

1) an ability to deal with complex issues in Linguistics both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
2) self-direction and originality in tackling and solving problems.

**d) Transferable/Personal Skills**
Upon graduating from this programme, students will have demonstrated:
1) the ability to exercise initiative and personal responsibility;
2) the ability to make decisions in complex and unpredictable situations;
3) the independent learning ability required for continuing professional development.

It is worth recognising from the start that writing learning outcomes (and programme documentation as a whole) is an iterative process: almost certainly there will need to be several stages of revision.

5 PROCEDURE FOR THE APPROVAL OF A NEW PROGRAMME - PART 2

5.1 Part 2: Submission of the Detailed Academic Content

The Part 2 Programme Proposal Form for a proposed new programme should be produced by the Programme Proposer after Part 1 approval in principle has been given by Programme and Module Approval Board.

The Programme Proposer should complete a Part 2 Programme Proposal Form which must be accompanied by:

- Module Proposal Forms for all new modules
- A Programme Specification
- Details of any proposed 'special regulations' (if approval of any programme-specific regulation is sought).

5.2 Programme Specifications

A Programme Specification Template is provided on the Academic Secretariat website along with Guidance on Programme Specifications. A Programme Specification is a summary of a programme's aims and learning outcomes and the teaching, learning and assessment processes which allow these aims and learning outcomes to be achieved and demonstrated.

5.3 Comments from an External Adviser

The Part 2 submission must include a written expression of support and/or commentary from an expert in the area of the programme proposal who is external to Queen Mary, e.g. a senior academic within the discipline and/or running a similar programme elsewhere.

The External Advisor should be able to make impartial judgements on the comparability of the programme in terms of standard and content, with similar programmes elsewhere in higher education in the UK, and are able to consider the programme in a national perspective.

The External Advisor should have an understanding of current practice and developments in teaching, learning and assessment in higher education.

In the case of professional or vocational programmes it may also be appropriate to seek comment from a major employer or a professional body who can appreciate the needs of industry, commerce, public service and the
professions (as appropriate). An external adviser is normally approached by
the Head of the School responsible for the proposal and the advisor should be
given a copy of the External Adviser Guidelines.

External advisors are often found through known contacts and enquiries to
other universities and may comment on the following:

- Aims and learning outcomes
- Academic standards
- Outline structure
- Currency and relevance of Programme content
- Teaching, learning and assessment strategy
- Comparability with other similar programmes
- How the programme relates to the levels and the qualification
descriptors in the Framework for Higher Education Qualifications in
England, Wales and Northern Ireland (2008) (see section 6)
- The way in which QAA and relevant PSRB Benchmark Statements
  have been taken into account (see section 6)

5.4 Process

The Part 2 submission, including the Programme Specification, the new
Module Proposals, special regulations (where required) and the External
Adviser’s comments, should be forwarded to the Academic Secretariat who will
arrange for it to be considered by Programme and Module Approval Board.
The Academic Secretariat will check all proposals for completion, and retains
the right to send an incomplete proposal back to the originator for amendments
before it is submitted to the Programme and Module Approval Board.

Programme and Module Approval Board may request further information or
refer the proposal back to the Programme Proposer/responsible school for
further development. If significant development of the proposal is required it
should be resubmitted to Programme and Module Board for reconsideration.
Proposals that require minor revisions will be considered by the Chair of
Programme and Module Board outside of the meeting and should be
submitted within 2 weeks from the date of the meeting where initial
consideration took place.

In cases where the approval of a programme requires a validation meeting in
association with an external body, the arrangements are made by the Head of
School responsible for the programme in consultation with the external body
and the Academic Secretariat.

Once Part 2 approval is agreed, the programme is formally approved for its
first student intake.

Senate receives a regular report of all academic developments at QMUL, and
has the right to request a programme proposal at any stage of its
development.
6  EXTERNAL REFERENCE POINTS

Throughout the programme development process Programme Proposers should take due consideration of the Academic Infrastructure and various external reference points detailed below. This is in addition to the key QM internal reference points, such as the Academic Regulations; Queen Mary Academic Credit Framework; QM Graduate Attributes Statement; and Learning, Teaching and Assessment Strategy.

6.1 FHEQ, SEEC level descriptors


This summary has been extracted from FHEQ.

The Framework for Higher Education Qualifications (FHEQ) is designed to ensure a consistent use of qualification titles. Its main purposes are:

- for employers, schools, parents, prospective students, etc. to understand HE qualifications;
- to assist students to identify potential progression routes;
- to assist Universities, external examiners & QAA reviewers, by providing points of reference.

FHEQ informs these ‘stakeholders’ what the holders of the named qualifications have achieved, and the skills they would bring to a job. The HE qualifications awarded are at five levels: Certificate, Intermediate, Honours, Masters and Doctoral.

Application of FHEQ in curriculum design

FHEQ is used to exemplify the outcomes of the main qualification at each level and demonstrate the nature of change between levels. The descriptors are an essential reference point in determining the intended programme learning outcomes. However, they are generic level descriptors, and so should be used in association with other external reference points such as QAA Subject Benchmark statements and professional body statements in order to develop programme-relevant learning outcomes.

For the purpose of programme development, the Southern England Consortium for Credit Accumulation and Transfer (SEEC) credit level descriptors can be used as a reference point for identifying module learning outcomes at each academic level.

FHEQ is summarised in the Appendix A. For more detailed descriptions at each level, refer to the QAA website (at the URL identified).


This summary has been extracted from the SEEC Credit Level Descriptors for FE and HE 2003.

The SEEC credit level descriptors have been developed to compliment FHEQ. They are used to locate the level of a module and to inform the definition of...
learning outcomes and assessment criteria at the specific level. They are aids to course development while FHEQ is an aid to the quality assurance of programmes and terminal qualifications.

The SEEC credit level descriptors are grouped under four headings for each level:
- Development of knowledge and understanding
- Cognitive/intellectual skills
- Key transferable skills
- Practical skills

Application in curriculum design
Credit level descriptors can be used as the means by which each subject area can check the level of demand, complexity, depth of study and degree of learner autonomy expected at each level of the individual programme of study. The credit level descriptors are “generic”; it follows that course teams need to translate the generic descriptors into descriptors which identify the subject specific requirements of a programme of study. A useful exercise for subject teams is to examine their current provision by mapping their existing learning outcomes against the credit level descriptors and identifying areas of weaknesses and any gaps in the curriculum. The assessment of all learning outcomes identified within the template of the level descriptors can then be examined to identify skills which are not being assessed, or some which may be over-assessed. The descriptors can be used in the design of learning outcomes in a way which reflects the student’s progression through a course of study and to write appropriate assessment criteria.

Application in the approval of programmes of study
Although the credit level descriptors are not ‘standards’, they provide useful indicators of learning outcomes expected at any stage and therefore may be used as the basis for judgements about the standard of work being required for particular awards. Each award should state the number of credits required at each specified level. Awards typically require credits at more than one level which are accumulated as students progress through the programme of study. Alternatively students can transfer credit already awarded. Programme and Module Approval Board will need to be satisfied that the proposed programme requires students to achieve appropriate standards of work at each level of the award. Credit level descriptors provide a template against which the learning outcomes of the modules within any given programme of learning can be tested to establish whether they are appropriate to the level at which the module is located. Programme and Module Approval Board may also wish to consider the overall coherence of students’ programmes of study and progression through the programme in terms of increasing level of demand, complexity, depth of study and student autonomy.

6.2 QAA Subject Benchmarks
(http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)

The QAA Subject Benchmark statements identify the general expectations about standards of awards (usually Bachelors degrees with Honours) in a specific subject area. They describe the academic characteristics and standards of a subject area and the expectations of a graduate in terms of the knowledge, understanding and skills. They also discuss the teaching, learning and assessment processes appropriate to the discipline. There are currently
53 Honours degree benchmark statements and 9 Masters degree benchmark statements, accessible from the website identified above.

The relevant benchmark statements are an essential reference point for programme designers, and should be used in association with FHEQ and the SEEC credit level descriptors in defining the programme learning outcomes. Within each, expectations are expressed in terms of learning outcomes. These learning outcomes are usually expressed for the threshold level that students would be expected to have attained upon graduation. They are often (but not always) described in terms of (i) knowledge and understanding and (ii) skills, which in turn are usually sub-divided into intellectual skills, practical skills and transferable skills.

In preparing or reviewing Programme learning outcomes, Programme Proposers must relate their programmes to relevant Subject Benchmark statements, but should not be a direct copy of them. For some programmes a relevant benchmark statement may not be available. Whilst benchmark statements mostly focus on Honours degrees, postgraduate programmes may also demonstrate how they relate to the standard and outcomes of that award.

For some interdisciplinary programmes it may be inadequate to refer to only one set of benchmark statements. Where a number of Subject Benchmark statements are referred to it is for the programme team to decide on the appropriate balance, acknowledging that the outcomes of both/all statements cannot usually be achieved in the programme concerned.

6.3 Professional and Statutory Regulatory Body (PSRB) requirements

The importance and relevance of Professional and Statutory Regulatory Bodies varies considerably from discipline to discipline. In some disciplines, programme accreditation from such bodies is attractive in that it improves graduate employability and so increases its attractiveness to prospective students, in others it is essential to the employability of its graduates. In some disciplines, no such bodies exist.

Whether the programme is accredited or not, the requirements of Professional or Statutory Regulatory Bodies give an idea of how the qualification is likely to be accepted by employers. They should be treated by programme development teams in much the same way as the QAA Subject Benchmark statements are. To varying extents, they give guidance on programme learning outcomes, teaching and learning methods, assessment methods, etc. Often these are complimentary to the QAA Subject Benchmark statements, but not always.

6.4 Higher Education Academy (HE Academy)

The Higher Education Academy (HE Academy) gives access to a range of academic resources of use to programme development teams, at both HE-wide and subject levels. Resource subjects include:
- Assessment
- Continuing Professional Development
- Curriculum development
- Disability
- E-learning
There are also 24 subject centres (formerly the Learning and Teaching Support Network, LTSN) which offer a range of resources on a similar range of matters.

7 OTHER FACTORS TO TAKE INTO ACCOUNT IN PROGRAMME DEVELOPMENT

Apart from developing a curriculum that meets external expectations for the subject (see section 6), there are a number of other factors that the team need to consider in developing the programme. This section summarises the most important of these factors.

7.1 Graduate Employment, Employability and Entrepreneurship

This should be considered regardless of type of programme or the target audience. For Queen Mary students to compete in an increasingly competitive and unpredictable world they need to develop their employability alongside their subject and professional expertise.

Enhancing the employability of our students is core to the College’s Strategic Plan and Learning Teaching and Assessment Strategy. The Graduate Attributes Statement (http://www.qmul.ac.uk/gacep/), launched in 2010, makes explicit the knowledge, skills, behaviours and values expected of our graduates. This provides a framework for developing student opportunities for learning that are consistent with our academic programmes but are also focused on preparing graduates for their future careers.

Although more detailed definitions are available within the references outlined below, for the purpose of this summary:

- **Graduate Employment** is the process of helping a student to achieve success immediately after completing their degree. This can take the form of entering into full time paid employment, voluntary work, further studies etc.
- **Employability** is the process of preparing our students for life after graduation in ways that enable them to be competitive and develop successful careers.
- **Entrepreneurship** is an activity which leads to the creation and management of a new organisation designed to pursue a unique, innovative opportunity (Hindle & Rushworth, 2000). Fundamentally, it is about using enterprise to create new business, new businesses and ‘can-do’ organisations and services (Nixon, 2004).

All Programme Proposers need to identify the desirable employability and entrepreneurial skills for their discipline, and incorporate them into the curriculum. You should consult the QM guidance on employability (see below):
Mind The Gap: a Website to Enhance Students' Engagement with Employability at QM: http://www.mindthegap.qmul.ac.uk/

HE Academy guides - Employability and Enterprise: http://www.heacademy.ac.uk/employability.htm


Accrediting Students’ Development of Employability
Undergraduate students can have their learning for employability accredited by registering on the Drapers’ Skills Certificate or the Drapers’ Skills Award. To receive the Certificate, students complete a number of activities which they choose from a list of on-campus opportunities such as careers workshops, Peer-Assisted Study Support (PASS) mentoring and Language and Learning Unit courses.

Students aiming to further develop their understanding of employability can apply to join the Drapers’ Skills Award, a supernumerary module that provides structured support to students to identify the learning achieved through study and engagement in extra-curricular activities. The Award is recorded on a student’s transcript and announced at graduation. For more information about the Certificate and Award, including details about how to participate, please see our website.

7.2 The Queen Mary Statement of Graduate Attributes

The Queen Mary Statement of Graduate Attributes describes the knowledge, skills values and behaviours expected of Queen Mary graduates. As such it provides a key reference point for the development and enhancement of curriculum provision as well as providing a framework for students’ personal development planning.

The distinctive learning environment provided by Queen Mary reflects its position as a leading research-intensive institution in London that draws its students from a culturally diverse set of communities, and that prepares its students for the complexities of the twenty-first century.

Queen Mary is committed to producing graduates with the knowledge and ability to take full advantage of the range of distinctive attributes they possess as a result of their experiences at Queen Mary.

The statement of graduate attributes captures this distinctive environment, using seven attribute themes grouped into the categories of Vision and Realisation. The three Vision attributes embody the core attributes at the heart of the College’s framework for teaching and learning across the institution as a whole, while the four Realisation attributes express ways in which this framework will be instantiated at disciplinary and departmental level. All seven attributes, taken together, reflect the most significant elements of the learning experience achievable through study and engagement in the wider Queen Mary student experience. For further information please see the following link: http://www.qmul.ac.uk/gacep/.

7.3 Equal Opportunities
Direct discrimination in higher education on grounds of: sex; gender identity; race, ethnicity, nationality, national or ethnic origin; disability; sexual orientation; religion or belief is unlawful. Indirect discrimination on the above grounds, and direct and indirect age discrimination, are also unlawful unless objectively justifiable.

Programme Approval is therefore an opportunity to:
- ensure only programme requirements which can be objectively justified are included
- review resources, materials, modes of delivery, teaching methods, assessment to ensure these are inclusive of all students
- identify any ways that we can positively promote race, gender and disability equality.

A Programme Proposer should not wait until a disabled person applies for a programme before thinking about what reasonable adjustments they could make. Instead they should continually be anticipating the requirements of disabled people or students and the adjustments they could be making for them (to):
- teaching, including classes, lectures, seminars, practical sessions
- curriculum design
- assessment methods
- study opportunities outside of QM (field trips, study abroad, work placements, etc.)
- distance learning and other independent learning opportunities such as e-learning
- learning equipment and materials such as laboratory equipment, computer facilities, class handouts, etc
- information and communication technology and resources.

Further guidance can be found at the following sites:
- HE Academy guide - Enhancing the learning experience for disabled students: [http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=594](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=594)
- HE Academy guide - Disability and the Curriculum: [http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=413](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=413)
- HE Academy guide - Disability legislation and accessibility of on-line materials: [http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=417](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=417)
- Equality Challenge Unit (guidance on age, disability, gender, race, religious and sexual issues in HE): [http://www.ecu.ac.uk/guidance/](http://www.ecu.ac.uk/guidance/)

7.4 Ethics

**Ethics in the curriculum**
There is an increasing need to include ethics as part of the curriculum, as evidenced by various QAA benchmark statements and Professional Statutory and Regulatory Body (PSRB) requirements which highlight this as an advisable
transferable skill. It is more important in those disciplines where there are serious moral/ethical issues to consider in the workplace, where professional codes of practice generally exist. An understanding of and ability to apply such codes should be reflected in the curriculum. However, in most disciplines there is the need for graduates to be aware of the moral issues within their subject and the ethical expectations of the profession.

In all cases, the teaching of ethics should be related to the subject discipline. The HE Academy have prepared a guide to Ethics in the Curriculum, at: [http://prs.heacademy.ac.uk/publications/ethics_across_curriculum.pdf](http://prs.heacademy.ac.uk/publications/ethics_across_curriculum.pdf)

7.5 Resource Requirements

The human and physical resource needs of the programme need to be evaluated as part of the development process, and included in the documentation provided for Programme and Module Approval Board. It should consider:

- Academic staffing (review of staff fte, existing staff expertise, additional staff expertise required, staff development activity required, etc.).
- Support staffing (administrative, technical)
- Physical resources (laboratories, equipment, software, hardware, etc.), with additional resource requirements identified.
- Learning Resource requirements (review of existing and additional requirements of books, journals, CD ROMs, online resources, etc.)
- Any other resource issues (investment in a distance learning mode, field trips, external input into the programme, work-related learning costs, etc.)

7.6 Learning, Teaching and Assessment Strategies

Learning and teaching strategies are devised to enable the module and programme learning outcomes to be achieved. Assessment strategies are devised to enable them to be tested. The Programme Specification should summarise this relationship between programme learning outcomes and learning, teaching & assessment strategies.

Acquisition of knowledge and understanding, and development of skills, are achieved through a range of methods (lectures, small group tutorials, projects, coursework, laboratory work, case studies, problem-solving classes, fieldwork, work-related learning, group work, drop-in centres, independent study, etc.).

Assessment of knowledge, understanding and skills is through a combination of methods (unseen examinations, open-book examinations, phase tests, in-course assessments, laboratory reports, essay assignments, design exercises, portfolios, project reports, verbal presentations, group presentations, case studies, interview, etc.).

The programme developer needs to consider the use of appropriate learning, teaching and assessment strategies in light of advice from a number of sources:

- The QM Learning and Teaching and Assessment Strategy 2010-15
- In addition, the QM Assessment Guidance:
  - QM Code of Practice on Assessment and Feedback
Good Practice Guide on Assessment and Feedback to Students (available from the Learning Institute)

- The Learning Institute website contains useful guidance, information and support on curriculum design generally as well as specific areas including Research Informed Teaching (http://www.learninginstitute.qmul.ac.uk/)
- Faculties and Schools may have developed their own teaching, learning and assessment strategies. These are an obvious starting point.
- Most QAA Benchmark Statements give advice on appropriate strategies (see section 6.2), as do some PSRBs (see section 6.3).
- The HE Academy also offers a range of advice, some subject specific. General advice includes guides to both teaching staff and senior managers on assessment, for instance. Most HE Academy subject centres offer subject-specific advice on learning, teaching and assessment methods.

7.7 Student Support and Guidance

The Programme Proposer is required to define the programme’s student support system. This should consider all aspects of student support (academic tutors, personal tutors, year/programme tutors, placement tutors, student/programme handbooks, other handouts, programme induction, study skills support, student "surgeries", effectiveness of the QM’s central student support & guidance services, support material on the web, PDP support, etc).

The Programme Specification should summarise this support system and, in the case of programmes delivered with the support of a partner institution, make clear what elements will be provided by which partner

8 AMENDMENTS TO A PREVIOUSLY APPROVED PROGRAMME

8.1 Process

Amendments to a previously approved programme may arise as a result of discussion in staff meetings, external examiner recommendations, Student-Staff Liaison Committees, discussion with a partner institution (in the case of collaborative provision), or recommendations from Professional Statutory and Regulatory Bodies. A Programme Amendment Form should be completed by the Programme Organiser and lodged with the Academic Secretariat. The completed form must be signed by the Head of School (s) to denote that the proposal has the support of the responsible School(s). In the case of collaborative programmes, evidence that any amendment(s) has been discussed and agreed with the partner should also be presented, and any potential changes to the Memorandum of Agreement considered.

Where substantial and significant changes to a programme are proposed that would affect current students, the proposals must be discussed first with the student group, e.g. through a special meeting or via the Student-Staff Liaison Committee and their consent must be secured. Proposals that affect more than one School or SMD Institute must have the approval of all parties.
9 WITHDRAWAL OF A PREVIOUSLY APPROVED PROGRAMME

9.1 Process

A proposal to withdraw a previously approved programme should be submitted on a *Programme Withdrawal Form* to the Executive Officer (Teaching & Learning) for consideration at the Admissions and Teaching Resource Planning Group (ATRPG). In the case of collaborative programmes, there should also be evidence that the partner has been consulted, and that any requirements in the Memorandum of Agreement have been met. A proposal to withdraw a programme must at first be considered by ATRPG and, following approval of the withdrawal, Programme and Module Approval Board. The Executive Officer (Teaching & Learning) will forward the ATRPG approved *Programme Withdrawal Form* to the Academic Secretariat for consideration and approval at Programme and Module Approval Board. Current students must be consulted and arrangements for the completion of their studies must be made and agreed with the students. In addition, for collaborative programmes the partner should be consulted about all arrangements for termination, which must be consonant with the obligations on both parties specified in the Memorandum of Agreement.

The deadline for the submission of a programme withdrawal form is the December preceding the academic year in which the programme would otherwise run.

10. PROCEDURE FOR THE APPROVAL OF A NEW MODULE

10.1 Planning

Proposals for a new module may arise from an initiative of an individual or a group of staff, from a collective decision of a staff meeting or committee, from discussions with a partner institution (if appropriate) or as part of the development of a new programme. Proposals must always be put forward in the context of school academic development plans, and QMUL's Strategic Plan.

10.2 Deadlines

The deadline for the submission of Module Proposals due to start in September of the following year corresponds with the final (July) meeting date of Programme and Module Approval Board at which the proposal will need to be considered. In order for a Module Proposal to be considered it will therefore need to meet the three week deadline for papers prior to the final meeting date of Programme and Module Approval Board. Schools should also take into account the deadlines for the internal publications and for timetable planning.

10.3 Process & Signatures

In the first instance a new module proposal should be considered and approved by the School Teaching and Learning Committee (or equivalent) before the Head of School signs the completed form. The Module Proposer should also ensure that proposals involving more than one school have...
appropriate signatures to indicate the support of each Head of School, and, in the case of collaborative provision, should ensure that the partner institution is consulted as appropriate. Evidence of this consultation should be attached to the Module Proposal.

The proposal should then be sent to the Academic Secretariat who will arrange for the completed module proposal form to be considered by Programme and Module Approval Board.

The parameters against which Programme and Module Approval Board scrutinises module proposals are agreed by Senate. The purpose of these criteria is to ensure that there is comparability in the specification of modules across the College.

**A Summary of the Module Approval Process**

11. **AMENDMENTS TO A PREVIOUSLY APPROVED MODULE**

11.1 Process

Amendments to a previously approved module may arise as a result of discussion in Student-Staff Liaison Committees and Teaching and Learning Committees, as well as through feedback from External Examiners. The module organiser should complete a *Module Update Form*.

Under the new arrangements for module updates (September 2010 onwards), School Teaching and Learning Committees (or equivalent) will consider and
approve module updates. All module updates should therefore be submitted to School Learning and Teaching Committees for consideration and approval. Approval will be denoted by signature from the respective Head of School. For collaborative programmes, approval must also be sought from the partner institution, and appropriate evidence (for example an email or letter) attached to the module update form.

The School should then send the completed, signed module update form to the Academic Secretariat. The Academic Secretariat will log the approved change and scrutinise the module update(s) for completeness of documentation and the appropriateness of any proposed change(s) to the module. This scrutiny will include ensuring that the details of and rationale for the proposed module update are clearly articulated and that the proposed update made complies with established quality assurance procedures. Any issues identified by the Academic Secretariat will be referred back to the School for follow up before any module update is formally put into effect on the Student Information System (SIS).

Once the update is confirmed by the Academic Secretariat, the SIS Project Team is informed of the module update. A record of all approved module updates (listing module codes and titles) is available on the ARCS QA website for information and a summary of approved module updates is considered as a standing item on the agenda for Programme and Module Approval Board.

The procedure for amendments to a previously approved module does not cover proposals to change the level or the credit value of a module; such proposals require the submission of a proposal for a new module.

**A Summary of the Module Update Process**

---

1. **School Proposal** (Discussion of proposed revisions / update as appropriate with colleagues, School Staff Liaison Committee etc.)
2. **Completion of Module Update Form** (Identification of nature and scale of module update)
3. **School Teaching and Learning Committee Approval** (Approval denoted by HOS signature)
4. **Academic Secretariat Processing and Checking**
   - **Yes**
     - **Completed Module Update Form sent to Academic Secretariat**
   - **No**
     - **Issues identified?**
       - **Yes**
         - **Revise Module Update**
       - **No**
         - **Minor revisions required**
           - **Module Update Approved**

---

Note:

- Where minor revisions to a Module Update are required a revised Module Update Form should be submitted within 2 weeks from the date it was first received by the Academic Secretariat.
- Module Updates due to start in September of the following year must be Approved by the respective School Learning and Teaching Committee and submitted to the Academic Secretariat by the end of July.
12. WITHDRAWAL OF A MODULE

12.1 Process

A proposal to withdraw a module should be detailed by the module organiser on a Module Withdrawal Form. The completed form must be signed by the Head of School(s) to denote that the proposal has the support of the responsible school(s) and should be forwarded by the module organiser to the Academic Secretariat. In the case of collaborative programmes, evidence that the partner institution has been appropriately consulted should be included with the Module Withdrawal Form. The Academic Secretariat will arrange for the proposal to be considered for approval by Programme and Module Approval Board.

This summary has been extracted from FHEQ.

<table>
<thead>
<tr>
<th>Academic Level (FHEQ)</th>
<th>European HE Area (Bologna) level</th>
<th>Typical Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>Certificate of Higher Education, University Certificate, HNC</td>
</tr>
<tr>
<td>5</td>
<td>Short cycle</td>
<td>Foundation degree, Diploma of Higher Education, University Diploma, HND</td>
</tr>
<tr>
<td>6</td>
<td>1st cycle</td>
<td>Bachelors degree (Honours), Bachelors degree (ordinary), Graduate Certificate, Graduate Diploma, Prof Grad Cert in Educ</td>
</tr>
<tr>
<td>7</td>
<td>2nd cycle</td>
<td>Masters degree, Postgraduate Certificate (including PGCE), Postgraduate Diploma, enhanced Bachelors (MPharm, MEng)</td>
</tr>
</tbody>
</table>

**Level 4**

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

**Level 5**

Foundation Degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:
• use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
• effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
• undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:
• the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 6
Bachelor's degrees with honours are awarded to students who have demonstrated:
• a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
• an ability to deploy accurately established techniques of analysis and enquiry within a discipline
• conceptual understanding that enables the student:
  o to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  o to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
• an appreciation of the uncertainty, ambiguity and limits of knowledge the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:
• apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
• critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
• communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:
• the qualities and transferable skills necessary for employment requiring:
  o the exercise of initiative and personal responsibility
  o decision-making in complex and unpredictable contexts
  o the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
Level 7

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Centre for Commercial Law Studies</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>• LLM/PgDip/PgCert Intellectual Property Law (Part 1)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>CCLS already have expertise in terms of the distance learning delivery of programmes and this proposal builds on this expertise. The proposed programme will use modules from the current PgDip / LLM Computer and Communications Law that is already approved and running for distance learning delivery. It will also follow exactly the same regulations and programme structure as the PgDip / LLM Computer and Communications Law.</td>
</tr>
</tbody>
</table>
PROGRAMME PROPOSAL FORM

PART ONE

All sections must be completed in full and supplementary information attached where requested.

Part one proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at the relevant Faculty Board.

If this proposed programme was not included in the departmental planning round submission for this academic session a Confirmation of Resources form must be attached.

<table>
<thead>
<tr>
<th>Summary Information</th>
<th>Certificate/Diploma/LLM in Intellectual Property Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed programme award and programme title(s)</td>
<td></td>
</tr>
<tr>
<td>Mode of Study:</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>FT/PT/Distance Learning</td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td></td>
</tr>
<tr>
<td>Programme Code (for Academic Secretariat / Planning use only)</td>
<td></td>
</tr>
<tr>
<td>Length of Programme</td>
<td>Minimum 24 months; Maximum six years</td>
</tr>
<tr>
<td>Proposed starting date</td>
<td>September 2011</td>
</tr>
<tr>
<td>Anticipated student numbers, including evidence of demand for the proposed programme</td>
<td>Every year there are numerous unsolicited enquiries to the CCLS about the availability of such a course. We anticipate that within 12 months of running the program the number of participating students will reach approximately 30</td>
</tr>
<tr>
<td>Responsible cost centre (department/school)</td>
<td>Centre for Commercial Law Studies</td>
</tr>
<tr>
<td>Departments/collaborative institutions who will be involved in teaching any part of the programme</td>
<td>Centre for Commercial Law Studies</td>
</tr>
<tr>
<td>The overseas tuition fee for this programme will be (please delete as appropriate)</td>
<td>(1) Other. Please specify – one off payment fee £9,170 for both Home/EU and Overseas (to be increased for 2011/12)</td>
</tr>
<tr>
<td></td>
<td>If the proposed UK/EU fee for this programme is non-standard, the proposed fee should be given here:</td>
</tr>
</tbody>
</table>

(Note: fees must be approved by the Costing and Pricing Group)
<table>
<thead>
<tr>
<th>Proposed Programme</th>
<th>Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed programme JACS code(s). JACS codes can be found at <a href="http://tinyurl.com/2axq79">http://tinyurl.com/2axq79</a></td>
<td>Mr. Noam Shemtov</td>
</tr>
<tr>
<td>If you need assistance with this please contact the Academic Secretariat who will offer assistance.</td>
<td></td>
</tr>
<tr>
<td>Online application process required (for postgraduate programmes only) (please delete as appropriate)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Rationale**

Please provide details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons or recruitment reasons, please give evidence of student demand for the proposed programme (the Director of Corporate Affairs will give guidance). The rationale should be in line with the annual plans agreed with the College.

The primary aim of the Centre for Commercial Law Studies (CCLS) is to be the world's best centre for research and postgraduate teaching in commercial law. In the context of a teaching and learning strategy this means that the proposed LLM in Intellectual Property Law should:

- Provide learning content which is comprehensive, current and forward-looking and commercially relevant;
- Be taught by staff who have an international research reputation in that specialism or extensive legal practice experience in that specialism, ideally both; and
- Give students access to a world-class range of primary and secondary legal materials and inculcate in students the ability to use them effectively.

Any course offered by CCLS should be an intellectually coherent programme of options with the above characteristics. The Intellectual Property Law LLM through distance teaching aims to maintain this high standard.

The CCLS’ strategy for course development is very much bottom-up; the Intellectual Property Law courses have emerged from the successful development of existing LLM course options in Intellectual Property Law, Intellectual Property in the Digital Millennium, Intellectual Property in the Creative Industries, International and Comparative Law of Copyright & Related Right, International and Comparative Law of Patents, Trade Secrets And Related Rights and International and Comparative Law of Trade Marks, Designs and Unfair Competition, all delivered under Queen Mary’s
LLM programme. The introduction of new courses is driven by developments in international commercial law. It aims to meet market need, ideally by anticipating that need and (through research) developing the market.

Distance Learning offers students who cannot come to London access to our already well established expertise in IP Law shown by the successful teaching of the above mentioned LLM course options.

**Market Rationale**

The need for a CCLS distance-learning based courses in Intellectual Property Law is clear and straightforward. The success of the distance-learning programme in Computer and Communication Law speaks for itself. Expanding and broadening the breadth of courses offered to the area of Intellectual Property Law should be prove popular with prospective students as CCLS enjoys an unparallel reputation in this area worldwide. Thus, people from all over the world who cannot take part in the on-campus LLM programme due to personal circumstances, work-related commitments or entry visa related reasons should find the new programme highly attractive. Every year there are numerous unsolicited enquiries to the CCLS about the availability of such a course. These have previously had to be turned away and directed towards the small (but growing) number of other distance learning courses available in this field. The distance learning programme in Intellectual Property law will be delivered primarily online through the Blackboard course teaching platform, with which the CCLS has several years’ successful experience. Since the programme fits in with already established teaching expertise and can copy the format of the Distance Learning LLM/Diploma in Computer and Communications Law, development costs will be minimal.

**Entry Requirements**

Please provide the entry requirements for the proposed programme

Candidates shall normally have at least an upper second class Honours degree in Law, or a degree in a subject of which law is a major component, or an overseas qualification of an equivalent standard

**Programme Description**

Please provide a programme description for the proposed programme (which will appear in marketing material)

- The programme is based on modules each attracting 15 credits, which build up to the final degree.
- Students may (LLM programme must) complete a 10000 or 20000 word dissertation counting 30 and 60 credits respectively
  
  Students may also write a 5000 word research paper and deliver a presentation at a face-to-face seminar for which they earn 15 credits
- The precise breakdown of module assessment by assignments (20%), essays (30%) and take home exam (50%)

All teaching takes place on the Virtual Learning Environment (Blackboard) which will include a variety of tutorials and chatroom sessions. The course is interactive and students are given regular feedback
### Aims

Please provide the aims for the proposed programme

1. To understand the basis of the different areas within Intellectual Property law.

2. To examine the complex issues concerning national and international law and policy relating to various areas within Intellectual Property law.

3. To analyse the effect that Intellectual Property law has on different areas of commerce, creativity and innovation.

### Learning Outcomes

Please provide the learning outcomes for the proposed programme

1. To understand and be able to critically analyse the effect that Intellectual Property law has on commerce and the processes of creation and innovation.

2. To understand and be able to critically analyse recent developments in policy, law and regulation at a national and international level.

3. To proffer reasoned solutions to the current issues concerning Intellectual Property law and be able to support the favoured solutions through argument.

4. To possess an in depth understanding of the manner in which our intellectual Property regime affects creativity, research and development in a wide variety of areas ranging from fine art to software and pharmaceuticals.

These aims and intended outcomes are shared by the 60 credit Postgraduate Certificate; 120-credit Postgraduate Diploma and 180-credit LLM. However the broader scope of the 180-credit LLM programme will enable a wider field of knowledge to be acquired, while the possibility the LLM offers of undertaking up to two dissertations on specialised subjects will allow chosen areas to be investigated in particular depth.
Indicative Curriculum

Please provide the indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material 'subject to approval')

- Intellectual Property Law: Foundations: compulsory unless the student can demonstrate adequate prior knowledge of intellectual property law.
- Copyright Law: optional
- Trademark Law: optional
- Patent Law: optional
- Intellectual Property in the Creative Industries: optional
- Advanced IP Issues: Digital Rights Management: optional
- Advanced IP Issues: Protecting Computer Software: optional
- Advanced IP Issues: Trade Marks and Domain Names: optional

The number of available taught course modules will be added to over the first year and subsequently. It is already intended to offer course modules on Law & Pharmaceutical Industry, Regulation of the Music Industry, Intellectual property and the Art World and Regulation of Innovation: Intellectual property and Competition Law.

Assessment

Please provide a brief outline of the assessment methods for the proposed programme (which will appear in marketing material 'subject to approval')

Throughout module:
Completion of the set Unit tutorial tasks which will comprise 20% of the final assessment.

At end of module:
Completion of one 3000-word written paper will comprise 30% of the final assessment.
Completion of one unseen, open book final assessment exercise, returned within 24 hours, and designed to take 3 hours to complete, will comprise 50% of the final assessment.

A) Certificate - 60 credits
1. Four taught modules or
2. Three taught modules and a Research Paper Module

B) Diploma - 120 credits
1. Passing eight taught modules or
2. Passing taught modules and a dissertation

Students enrolled for the PG Diploma may complete dissertations to the value of no more than 60 credits.
C) LLM - 180 credits
1. Passing 8 taught course modules plus two 10,000 word dissertations, or
2. Passing 8 taught course modules plus one 20,000 word dissertation or
3. Passing 6 taught course modules and three dissertations (or one 20,000 and one 10,000 dissertation)

Students enrolled for the LLM shall complete dissertations to the value of at least 60 credits and no more than 90 credits.
### Professional Accreditation

Please indicate whether the proposed programme will be professionally accredited and, if so, by whom.

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### Career Opportunities

Please specify how this programme may contribute to/enhance students’ career prospects:

CCLS enjoys a worldwide reputation in Intellectual Property Law. As we are at present in the era of the Knowledge-Based Economy, Intellectual Property has seen a tremendous growth in the last 15 years. Up until two decades ago, Intellectual Property was the remit of small to medium sized boutique law firms. Today, the vast majority of small to medium law firms in general offer services in intellectual property law related areas. As the need to protect and encourage the creation of knowledge and know-how is ever growing, so is the need for legal practitioners in this area. For many companies their IP is of a greater value than other assets. Obtaining an LLM in Intellectual Property from Queen Mary University will greatly improve the employment and career advancement potential of graduates at two inter-related levels:

1. Having been taught by staff who have an international research reputation in different areas of intellectual property law and/or extensive legal practice experience in this area, graduates will be equipped with cutting-edge skills that should enable them to compete successfully in today’s demanding legal job market.

2. As a brand name and a badge of excellence, CCLS enjoys an excellent world-wide reputation in Intellectual Property law and is widely recognised in that respect in the legal and commercial spheres. Having graduated from Queen Mary intellectual property LLM program, graduates of the programme should prove attractive to potential employers seeking top expertise in this area.

3. Our current LLM students find employment in private practice law firms, in house in industry, media and the new economy sector or in the public/academic sector, including international organisations such as WIPO or the European Patent Office.
The signature of the Heads of Department/Institute will be taken as confirmation that the Department or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources)

Programme Organiser       Date: 23/09/10

Head(s) of School/Department      Date: 01/10/10

I agree that my department/school will allow the enrolment of students registered on this programme on to the indicated modules, and that adequate notice will be given of any intention to amend or withdraw those modules

Academic Dean(s):       Date
(to denote Faculty Board approval)

Chair of the QEC       Date
(to denote QEC approval for a non-standard proposal)

Please return to:
Academic Secretariat
Queens Building
Mile End

Pro-forma last revised April 2009
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Electronic Engineering and Computer Science</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Digital Music Technology (Part 1)</td>
</tr>
<tr>
<td></td>
<td>MSc Digital Signal Processing (Part 1)</td>
</tr>
<tr>
<td></td>
<td>BSc Multimedia and Arts Technology (Part 1)</td>
</tr>
<tr>
<td></td>
<td>BSc Multimedia and Arts Technology with Industrial Experience (Part 1)</td>
</tr>
<tr>
<td></td>
<td>Curriculum Review Programmes:</td>
</tr>
<tr>
<td></td>
<td>BEng Electronic Engineering &amp; Computing (Part 1)</td>
</tr>
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<td></td>
<td>BEng Electronic Engineering &amp; Computing with Industrial Experience (Part 1)</td>
</tr>
<tr>
<td></td>
<td>BEng Electronic Engineering &amp; Telecommunications (Part 1)</td>
</tr>
<tr>
<td></td>
<td>BEng Electronic Engineering &amp; Telecommunications with Industrial Experience (Part 1)</td>
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<td></td>
<td>BSc Computing and Information &amp; Communications Technologies (Part 1)</td>
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<tr>
<td></td>
<td>BSc Computing and Information &amp; Communications Technologies with Industrial Experience (Part 1)</td>
</tr>
<tr>
<td></td>
<td>BSc Computing and Information &amp; Communications Technologies with Business Management (Part 1)</td>
</tr>
<tr>
<td></td>
<td>BSc Computing and Information &amp; Communications Technologies with Business Management with Industrial Experience (Part 1)</td>
</tr>
<tr>
<td></td>
<td>MEng Audio Systems Engineering (Part 1)</td>
</tr>
<tr>
<td></td>
<td>MEng Electronic Engineering &amp; Computing (Part 1)</td>
</tr>
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<td>MEng Electronic Engineering &amp; Telecommunications (Part 1)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>All of the above proposals were submitted late and missed the paper deadline. Comments on any identified issues are to follow.</td>
</tr>
</tbody>
</table>
Part 1 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 1 proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Programme and Module Approval Board.

If this proposed programme was not included in the School's planning round submission for this academic session, a signed Confirmation of Resources form must be attached.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

<table>
<thead>
<tr>
<th>Summary Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Programme Title</td>
</tr>
<tr>
<td>Programme Code</td>
</tr>
<tr>
<td>Programme Qualification</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
</tr>
</tbody>
</table>

| Proposed Start Date | Is this a closed / restricted programme? |
| September 2011 | No |

| Anticipated Student Numbers |
| 20 |

| Proposed JACS Code 1 |
| J930 Audio Technology |

| Proposed JACS Code 2 |
| W300 Music |

| Proposed JACS Code 3 |
| H640 Communications Engineering |

Further details on JACS codes can be found at http://tiny.cc/g5a6c

| Responsible Cost Centre |
| School of Electronic Engineering & Computer Science |

| Schools which will also be involved in teaching part of the programme |
| |

| Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme |
| |

Will the programme be funded by another EC public source? No
Will the programme be funded by another source which is not an EC public source? No
Online application process required (for postgraduate programmes only)? Yes
Programme Organiser: Dr Nick Bryan-Kinns

UK/EU Tuition Fee: Non-standard Fee
Proposed Non-standard UK/EU Fee (£): £7,850.00

Overseas Tuition Fee: Other (please specify)
Proposed Overseas Fee (£): £7,850.00

Fees must be approved by the Costing and Pricing Group and in the case of non-standard fees for programmes the Fees Office should be notified when any non-standard fee is agreed.

1) Programme Rationale

Details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons and/or recruitment reasons.

Technology is changing the way we produce and consume music. From social networks of music creation and sharing, to novel tabletop musical instruments and generative advertising, we are seeing a step change in the interactivity and accessibility of music making technologies. Creating these new ways to engage with and experience music requires a cross-disciplinary skillset from sociology inspired design techniques to understanding artificial intelligence algorithms.

In a time of financial turmoil, and global competition, companies and individuals need to differentiate themselves from the crowd, to have “the strategic ability to understand the impact of new technology and the practical ability to exploit it.” (Creative Britain: New Talents for the New Economy, 2008). The draw of studying in London is that the UK’s creative industries contribute a greater proportion of GDP than any other country (Technology Strategy Board: Creative Industries, 2009), and the cultural melting-pot of London provide the ideal environment in which to train in the skills to create the next generation of innovative music technologies.

The growth of the digital economy and creative industries in conjunction with increasingly powerful and ubiquitous personal computing technologies create new business opportunities for consuming and engaging music. Indeed, Digital music downloads are above $1.1bn worldwide and rising rapidly; in the UK these grew over 350% in 2005. Creating and developing new technologies to satisfy these demands requires both creative and technical skills in the auditory domain.

Digital Music Technologies is also highly international with key areas being: UK, Western Europe, USA, Canada, Japan. Students’ background will either be new graduates of Electronic Arts/ Computer Science/ IT/ Music Technology degrees, or mature students who wish to retrain for next generation music interface development. One would expect 1/3 new graduates, 2/3 mature students.

2) Marketing Information

Evidence of student demand for the proposed programme (further guidance and information should be sought from Corporate Affairs). This could include relevant A level trends and UCAS or HESA data; relevant UK, EU and international economic data; relevant regional, national or sector-specific data. Consideration should also be given to whether the market is UK-wide, EU or international (consult International Office).

From Nov. 23rd, 2009 to February 5th, 2010, FreshMinds, a research and recruitment consultancy, in conjunction with the Strategic Marketing of the External System of the University of London, conducted market research into the proposed programme. Their conclusions indicate, the success of competitor programmes, the large potential market for graduates, evidence of student demand and demand amongst mature students seeking to upskill or retrain. Based on this report, the External System have agreed that there is strong market potential (from students and employers), successful competitors and positive feedback from students in or graduates of related courses. They have given their provisional backing to the proposal. Summarised relevant conclusions regarding demand from students for the programme are given below, as direct quotes from their report.

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The overwhelming majority of respondents saw that there were benefits to distance learning and offered ideas as to how courses could be best structured. It was suggested that an asynchronous learning structure would allow students more time and flexibility for learning, though many respondents considered a synchronous aspect important. Respondents also recognised that students would be able to save time and money by avoiding travel to and from campus and that it offered the opportunity for people to study whilst working. Respondents also identified that distance learning would be useful in extending access to students who may not be able to travel to the UK to study full-time on campus, for financial or other reasons and also offered the opportunity to study for individual modules. Distance learning was also seen as offering the benefit of being able to incorporate guest lecturers through virtual learning environments, utilising media like podcasts or videos. Using lecturers from other institutions who are specialists in their fields appeared to be attractive to employers.

3) Competitor Provision (where applicable)
A brief summary including programme titles, length of time programmes have been offered, numbers of applicants and registered students should be included.

Again, the following information is extracted from the market research performed by FreshMinds, in preparation for this proposal.

---

Comparable institutions and programmes
The list below shows top-level information on the four institutions we investigated as offering comparable courses. However there may be other programmes in India, China and other markets which have not been investigated. These institutions were investigated as they were indicated by respondents to be leaders in the field. Other institutions which were mentioned as being leaders in the field were IRCAM and Stanford, however we were not able to contact individuals at these institutions.

University of Edinburgh
MSc/Diploma in Acoustics & Music Technology
Not known
30/10

University of York
MA/Diploma/Certificate Music Technology (both taught and research programme)
Not known
30/15

Universitat Pompeu Fabre, Barcelona
Master in Sound & Music Computing
Not known
90/20

McGill University
MA Music Technology
Not known
Apprx 35/20-25

Additional information on comparable institutions

University of York
The University of York interviewee claimed that the University was pursuing the development and implementation of distance learning module formats as part of its MA in Music Technology as it has had several requests from potential overseas applicants who cannot travel to the UK and would like to stay in employment.

University of Edinburgh
The University of Edinburgh uses its MSc / Diploma in Acoustics and Music Technology course to recruit people into its PhD programmes. It has staff who have a real interest in musical acoustics rather than building acoustics, with a good perspective of computer modelling. The programme includes MATLAB which leads students into other areas. The respondent believed that
there are less than five institutions in the UK specialising in the same field, though felt there are many more courses that are oriented towards music creation.

Universitat Pompeu Fabra, Barcelona
The Masters in Sound and Music Computing at the Universitat Pompeu Fabra (UPF) is quite new and was previously only offered at PhD level. The respondent believed that the course is growing. The respondent stated that the Universitat is attractive at international level and does not intend to increase the number of spaces available.

Another interesting feature of UPF’s Music Technology Group (MTG) is the close relationship it has with Yamaha. MFG have received funding from Yamaha since 1997 and the company also recruits a couple of people a year from their programme.

What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data
Again, the following information is extracted from the market research performed by FreshMinds, in preparation for this proposal.

--------
Queen Mary was seen as having a high reputation and therefore being a credible provider in this field
... respondents felt that the DMT course was much more innovative within the academic market and related to more of an emerging industry
A further employer respondent saw an opportunity for distance learning delivery provide a greater amount of content to their students, such as interactive material.
It was also noted that distance learning students are often more dedicated than on-campus students as they are likely to be more motivated in their studies by the desire to enhance their careers
The areas of the course below were seen as areas of strength in the course proposition:
• The course was generally felt to be interesting, include a good range of modules which allow for a multitude of applications.
• The skills covered have the potential to become more relevant in the future. It was believed that employment prospects are likely to grow in this area as technologies become more prominent in the audio-visual industries.
• Programming skills are important and transferable, especially if students have done some hard maths.

4) Employer Feedback
What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data.

--------
Queen Mary was seen as having a high reputation and therefore being a credible provider in this field
... respondents felt that the DMT course was much more innovative within the academic market and related to more of an emerging industry
A further employer respondent saw an opportunity for distance learning delivery provide a greater amount of content to their students, such as interactive material.
It was also noted that distance learning students are often more dedicated than on-campus students as they are likely to be more motivated in their studies by the desire to enhance their careers
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• The course was generally felt to be interesting, include a good range of modules which allow for a multitude of applications.
• The skills covered have the potential to become more relevant in the future. It was believed that employment prospects are likely to grow in this area as technologies become more prominent in the audio-visual industries.
• Programming skills are important and transferable, especially if students have done some hard maths.
5) Prospective, Current and Former Students' views
Feedback from prospective, current and former students studying or who have studied in cognate areas - via questionnaire or focus groups.

Again, the following are extracts from the Market Research performed by Fresh Minds

Of the 28 individuals we spoke to, 15 were able to comment on the content of the DSP course ...
Queen Mary has a popular doctoral programme in the same area
... Distance learning is seen as valuable.
In general, the response to this course was positive It was seen as more innovative, reflecting the emergent nature of the industry.

• The most complimented, best understood of the modules included Design for Human Interaction, Fundamentals of DSP, Interactive Digital Multimedia Techniques using Max/MSP, Interactive and Generative Music and C++ for Image Processing.
• two respondents felt that the Machine Learning module was very valuable and important.

6) Entry Requirements
Provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

The entry requirements are a first or upper-second class degree in Electronic Engineering, Computer Science, Mathematics, Electronic Arts, or a related discipline. Applicants with unrelated degrees will be considered if there is evidence of significant relevant industrial or artistic experience. Applicants with lower-second class degrees may be considered if the undergraduate degree specialised in the relevant subjects.

In addition applicants should have completed an undergraduate module in at least one of the following areas:
• Programming
• User Interface Design

For international students, English Language skills are required to a 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 one month pre-sessional English Language course is required. These conditions are higher than standard College conditions.

7) Programme Description
Provide a programme description for the proposed programme (this will appear in marketing material).

The MSc in Digital Music Technology will introduce the general topic and bring students from diverse backgrounds up to a common level for Msc studies. This is done through lectures and an intensive laboratory programme. It includes a core of courses which will provide a strong background in the field and its applications.
It includes the necessary modules to provide students with understanding of and expertise in the use and theory of digital music technologies and related subjects, and to give them the technical background and skills they need to create the tools used in related fields.
The MSc is specifically targeted at those in employed in various industries, where multimedia and digital music creation, manipulation and retrieval, and signal processing skills are required for those wishing to remain at the forefront of their profession. It will address the need for upgrading of skills and competences in those industries, while allowing full-time employed individuals to pursue the study on a part-time or distance learning basis.
The course is delivered online so that students can continue their work and practice whilst they study and can reflect on their learning and learn from others. They can then apply their learning to their work and practice. Course content can be tailored so that students with a range of technical and creative backgrounds are able to graduate with the complimentary set of practical, theoretical, and creative skills required to meet the challenges of the field.
8) Educational Aims of the Programme
Please provide the educational aims (academic and professional/employability) for the proposed programme.

The overall aims are to provide masters level students with training in digital music technologies, and in particular to give them the background and skills they need for careers in related industries.

Specific aims include the completion of a broad range of advanced study in methods for the design, build, and evaluation of interactive music systems.
This involves the use of both established and specialised design and evaluation methodologies and techniques, as well as an understanding of tools and techniques to create realtime, interactive music systems.

The MSc in Digital Music Technologies has three core strands outlined below. The course gives students an understanding and experience in these areas through lectures with associated lab and coursework, and a significant individual project.
1) Design and Evaluation of interactive music systems
2) Programming tools and techniques for realtime interactive music
3) Methods and techniques for creating music

9) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Knowledge and understanding of:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>the nature of Human-Interaction and its use to inform design and evaluation</td>
</tr>
<tr>
<td>A2</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td></td>
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</table>

Intellectual (cognitive) skills - able to:

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>demonstrate an understanding of designing interactive systems with a focus on non-task based Human-Interaction.</td>
</tr>
<tr>
<td>B2</td>
<td>develop novel concepts for music interaction, distribution, and experience.</td>
</tr>
<tr>
<td>B3</td>
<td></td>
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</tbody>
</table>

Practical skills - able to:

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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>evaluate and compare interactive music systems to inform their redesign</td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
</tbody>
</table>
Transferable / personal skills - able to:

D1 understand the role of collaboration in creativity, and techniques to support it

D2

D3

10) Indicative Curriculum
The indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material 'subject to approval').

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of digital signal processing</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Sound Agendas</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Design for Human Interaction</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Java Programming (updated for audio and music)</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Interactive Digital Multimedia Techniques</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Machine learning</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Advanced transforms</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Music analysis and synthesis</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Multimedia Systems</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
11) Assessment
Please provide a brief outline of the assessment methods for the proposed programme (which will appear in marketing material ‘subject to approval’). Assessment methods should take due consideration of the approved assessment methods as defined in the Academic Regulations.

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.

Lecture delivery will be in the form of recorded lectures, which may be downloaded and watched by the student at his or her convenience. Course lectures will be recorded once a year. The modules will also be available for in-class students, and hence will be recorded when delivered on local programmes. Typically, a module will have three hours of recorded lecture a week, for a duration of 12 weeks, plus lab sessions and a review lecture.

Practical sessions, will be available whenever appropriate. These will consist of both recorded, specially focused lectures (for instance, working through example quiz and exam material), and one on one sessions via skype teleconferencing.

Key learning materials for core and elective modules will be in the form of key readings, lectures, lecture slides exercises and other materials (e.g. audio examples, source code, film clips, podcasts etc). Text and slides will usually be in PDF format, and other materials either as streamed or downloadable multimedia (mp3s, quicktime, etc.). Students will also be provided with a guide to learning containing additional guidance, project guidance and examples, FAQs (including information on coursework submission, IT support, and contact information), recommended websites and a discussion board.

The assessment strategy will encourage the use of as many assessment mechanisms as is appropriate and feasible for a distance learning programme. The assessment of taught courses, will primarily take place through a written examination and coursework. Exams will require on-site monitoring, and for this we will make use of facilities available near student’s home locations.

The 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. Oral presentations and demonstrations will be delivered via teleconferencing, or at exam sites when necessary. The projects will have two examiners each, with a third if there is disagreement.

12) Professional Accreditation
Please specify the accrediting body (if applicable) and the nature of the accreditation: e.g. qualification to practice, exemption from professional exams, membership of a professional body).

None

13) Career Opportunities
Please specify how this programme may contribute to/enhance students’ career prospects. This could include consideration of how students are supported in exploring their career options (e.g Career Liaison Tutor, specific personal tutor session, specific careers events, industrial visits, notification of careers events). Consult the Careers Service for any relevant data.

Our graduates on the related Digital Music Processing MSc have gone on to work at Sony, Creative Labs, Last FM, Sonalksis, Sonnox and FXpansion, among others. Several have also gone on to successful independent consultancy and freelance work.
And quite a few have gone on to PhD research and academic careers. Most jobs are in the music industry, the recording industry, the creative arts and generally across the creative industries, especially where more technical skills are required.

The signal processing modules give the applicant skills to work in a wide variety of areas, such as multimedia and telecommunications. The software modules are most relevant for anything Multimedia/IT, and the music and human computer interaction modules give them creative skills that can be applied to interface design and new artistic creations. Furthermore the career prospects for a DMT graduate are much better than for graduates of similar programmes, Our degree will give the student the skills to create tomorrow’s music technologies, whereas other degrees only teach how to use today’s existing music technologies.

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## Approval of Part 1 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Sandler</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Head(s) of supporting School</th>
<th>Head(s) of supporting School</th>
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</table>

Chair of Programme and Module Approval Board

Once a programme has passed Part 1 approval it can now be marketed. In order to publicise a new programme the School administering the programme (through the programme proposer) should liaise directly with Corporate Affairs to ensure that all the necessary information required to market the programme is provided.
Part 1 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 1 proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Programme and Module Approval Board.

If this proposed programme was not included in the School's planning round submission for this academic session, a signed Confirmation of Resources form must be attached.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Signal Processing</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (PT)</td>
<td>2-5 years</td>
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<table>
<thead>
<tr>
<th>Proposed Start Date</th>
<th>Is this a closed / restricted programme?</th>
</tr>
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<tbody>
<tr>
<td>September 2011</td>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Anticipated Student Numbers</th>
<th>Proposed JACS Code 1</th>
<th>Proposed JACS Code 2</th>
<th>Proposed JACS Code 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>H640 Communications Engineering</td>
<td>H642 Broadcast Engineering</td>
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</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

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<tr>
<th>Responsible Cost Centre</th>
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<tbody>
<tr>
<td>School of Electronic Engineering &amp; Computer Science</td>
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<table>
<thead>
<tr>
<th>Schools which will also be involved in teaching part of the programme</th>
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</table>

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

<table>
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<tr>
<th>Will the programme be funded by another EC public source?</th>
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<tbody>
<tr>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Will the programme be funded by another source which is not an EC public source?</th>
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<tbody>
<tr>
<td>No</td>
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</table>

<table>
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<tr>
<th>Online application process required (for postgraduate programmes only)?</th>
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</tbody>
</table>
1) Programme Rationale
Details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons and/or recruitment reasons.

Digital signal processing is a core technical field. It has applications throughout the sciences and engineering fields, including for instance, financial data analysis, biomedical imaging, digital media compression, sonar, radar and telecommunications. It is a popular MSc programme internationally, offered by many electronic engineering and computer science departments. This is currently a growing area internationally and a fast-moving area where people need to keep their skills up to date. “Up-skilling” is a popular way to ensure career progression. DSP related mathematical processing techniques are now widely seen as critical to the future of many technical and mathematical industries, e.g. derivatives forecasting. Thus, we anticipate strong demand for this programme. Although there are many distance learning options in electronic engineering, there are very few with a core focus on Digital Signal Processing. Queen Mary would be able to offer an optimised curriculum with a range of electives, and leverage its strong research presence in the field, The course could provide upskilling development for those already working in this area in research and development.

2) Marketing Information
Evidence of student demand for the proposed programme (further guidance and information should be sought from Corporate Affairs). This could include relevant A level trends and UCAS or HESA data; relevant UK, EU and international economic data; relevant regional, national or sector-specific data. Consideration should also be given to whether the market is UK-wide, EU or international (consult International Office).

From Nov. 23rd, 2009 to February 5th, 2010, FreshMinds, a research and recruitment consultancy, in conjunction with the Strategic Marketing of the External System of the University of London, conducted market research into the proposed programme. Their conclusions indicate, the success of competitor programmes, the large potential market for graduates, evidence of student demand and demand amongst mature students seeking to upskill or retrain. Based on this report, the External System have agreed that there is strong market potential (from students and employers), successful competitors and positive feedback from students in or graduates of related courses. They have given their provisional backing to the proposal. Summarised relevant conclusions regarding demand from students for the programme are given below, as direct quotes from their report.

3) Competitor Provision (where applicable)
A brief summary including programme titles, length of time programmes have been offered, numbers of applicants and registered students should be included.

Again, the following information is extracted from the market research performed by FreshMinds, in preparation for this proposal.

----------------
Comparable institutions and programmes
We investigated a wide range of institutions offering comparable courses. However there may be other programmes in India, China and other markets which have not been investigated. These institutions were investigated as they were indicated by respondents to be leaders in the field. Other institutions which were mentioned as being leaders in the field were IRCAM and Stanford, however we were not able to contact individuals at these institutions. Georgia Institute of Technology, Imperial College and the University of Reading were the most relevant.
An academic institution of particular interest to Queen Mary, Georgia Institute of Technology (Georgia Tech) was identified at the outset of the research process as highly active both in the specific subjects of interest and in offering distance learning opportunities. As a result, particular emphasis was placed on gathering information relating to the nature of its offering in these areas.

Georgia Tech's Distance Learning Programmes
The Georgia Institute of Technology offers a total of six Masters distance learning programmes. The MSc in Electrical and Computer Engineering is the second most popular of these. The largest intake of 200 to 300 new students occurs in the autumn of each year and there are also enrolments at other times in the academic year. The distance learning administrator said that the course attracted lots of international students who work remotely, though no-one at the university would quantify the proportion of students based on nationality.

The distance learning MSc in Electrical and Computing Engineering offers 74 courses, including a significant number of Digital Signal and Communication related courses. Further details on these modules can be found in Appendix 1. The range of courses a student can undertake is flexible but is discussed with an advisor who guides the student through the process and decides on whether or not to approve the choices made. The registration and technology fee for the programme is $200 and tuition is charged at $990 per credit. The programme requires students to complete 30 credits, therefore tuition fees for the programme are a minimum of $29,700.

Each course is usually worth three credits and students typically undertake a total of 10 courses. Course lectures are recorded on campus and posted online rather than being delivered live. Each distance learning course has approximately 8 – 15 students who then have the chance to interact with the lecturer after watching the appropriate material.

In addition to distance learning programmes, Georgia Tech offers 40 Professional Education Programmes. The Signal Processing Programme includes the potential to study the following seven courses: DSP for Practicing Engineers using TI C6713 DSP Starter Kit, Fixed-Point Signal Processing Systems, Fundamentals of Radar Signal Processing, Fundamentals of Synthetic Aperture Radar Signal Processing, Image Processing using TI DM6437, Signal Processing Refresher, Video Processing using TI DM6437. The courses are delivered in a variety of formats and locations, including several Georgia Tech locations, at customer sites or online.

Imperial College London

The respondent at Imperial College London believed that the number of applications to the MSc in Communications and Signal Processing was based upon the University’s strong reputation as a research leader. The University is unlikely to expand the number of students it accepts to this course as it would not want to change the student to teacher ratio. Imperial College London is also a preferred institution for a number of overseas organisations that fund foreign students to study in select institutions.

University of Reading

Although the University of Reading only started with five students on the MSc in Digital Signal Processing and Communications, the University was able to secure sponsorship from Texas Instruments for the provision of lab equipment, including the latest tools for programming DSP processors. The University has only recently started offering this course and is running the first year with fewer students as a trial offering, with the eventual aim of attracting 20 students per year to this course. It is not currently considering a distance learning programme.

### 4) Employer Feedback

What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data.

Again, the following information is extracted from the market research performed by FreshMinds, in preparation for this proposal.

---

Professional body respondents felt that the applications of DSP skills were highly diverse and promising

Graduates of Masters level programmes in this field were considered to enter a wide variety of jobs and industries, including:
- Processor development
• financial engineering
• medical imaging
• telecommunications
• software plug-in development
• device development e.g. microphones
Several professional body and employer respondents explained that there are a huge number of highly specialised smaller companies operating in the DSP field.

One respondent cited examples of destination employers for DSP skills at masters level in Europe including:
• Infineon and other traditional firms: designing chipsets
• Airbus industries: aeronautical engineering company who may also offer course or project sponsorship
• Telecoms: e.g. Ericsson, Nokia, Motorola.
• Consultancies and other service firms: e.g. Cambridge consultants, Accenture and other top consulting firms – looking for strong logic and problem solving skills.
• The City: Financial Engineering is very attractive to MEng and MSc graduates. Although this has slumped as a result of the recent financial crisis, it is recovering.

5) Prospective, Current and Former Students' views
Feedback from prospective, current and former students studying or who have studied in cognate areas - via questionnaire or focus groups.

Again, the following are extracts from the Market Research performed by FreshMinds

Of the 28 individuals we spoke to, 14 were able to comment on the content of the DSP course ...
Generally, the respondents felt that the DSP course was structured as expected, which is partly a reflection of the maturity of the educational offerings in this field.

Digital Signal Processing- The general response towards this course was positive. Respondents from all groups felt that it was well-rounded, covering much of the content they would typically expect from such a course.

All respondents felt the title to be appropriate.

The following areas of the course were seen as particular strengths:
• The core modules... likely to give students a strong foundation in the subject.
• The Fundamentals of DSP and Advanced Digital Communications modules, resonated most strongly with the greatest number of respondents due to their broad applications as foundation modules which provided key skills.

6) Entry Requirements
Provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

The entry requirements are a first or upper-second class degree in Electronic Engineering, Computer Science, Mathematics or a related discipline. Applicants with unrelated degrees will be considered if there is evidence of significant relevant industrial experience. Applicants with lower-second class degrees may be considered if the undergraduate degree specialised in the relevant subjects.

For international students, English Language skills are required to a 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 one month pre-sessional English Language course is required. These conditions are higher than standard College conditions.

7) Programme Description
Provide a programme description for the proposed programme (this will appear in marketing material).

This MSc in Digital Signal Processing will introduce the general topic of Digital Signal Processing and bring students from diverse backgrounds up to a common level for Msc studies in DSP. This is done through lectures and an intensive laboratory programme. It includes a core of courses in areas such as DSP, machine learning and advanced transforms which will provide a strong background in the field and its applications.
It includes the necessary modules to provide students with understanding of and expertise in the use and theory DSP technologies, and to give them the technical background and skills they need to create the tools used in related fields.

The MSc is specifically targeted at those in employed in various industries, where signal analysis and processing skills are required for those wishing to remain at the forefront of their profession. It will address the need for upgrading of skills and competences in those industries, while allowing full-time employed individuals to pursue the study on a part-time or distance learning basis.

The course is delivered online so that students can continue their work and practice whilst they study and can reflect on their learning and learn from others. They can then apply their learning to their work and practice. Course content can be tailored so that students with a range of technical and creative backgrounds are able to graduate with the complimentary set of practical, theoretical, and creative skills required to meet the challenges of the field.

8) Educational Aims of the Programme
Please provide the educational aims (academic and professional/employability) for the proposed programme.

The overall aims are to provide masters level engineering students with training in advanced digital signal processing, and in particular to give them the background and skills they need for careers in related technologies.

Specific aims include the completion of a broad range of advanced study in methods of processing, analysis, synthesis and manipulation of digital signals.

This involves the use of both established and specialised data analysis and signal processing techniques, an understanding of theory, and an understanding of standards, formats, broadcasting and transmission methods, and multimedia systems.

This MSc in Digital Signal Processing will introduce the general topic of Digital Signal Processing and bring students from diverse backgrounds up to a common level for Msc studies in DSP. This is done through lectures and an intensive laboratory programme. It includes a core of courses in areas such as DSP, machine learning and advanced transforms which will provide a strong background in the field and its applications.

It includes the necessary modules to provide students with understanding of and expertise in the use and theory DSP technologies, and to give them the technical background and skills they need to create the tools used in related fields.

DSP-related mathematical processing techniques are seen as critical to the future of a variety of fields which involve data analysis. Thus, the MSc is specifically targeted at those in employed in various industries, where signal analysis and processing skills are required for those wishing to remain at the forefront of their profession. It will address the need for upgrading of skills and competences in those industries, while allowing full-time employed individuals to pursue the study on a part-time or distance learning basis.

• introduce the general topic of Digital Signal Processing
• include the necessary modules to provide students with understanding of and expertise in the use and theory DSP technologies
• provide students with diverse backgrounds a common and sufficient level of Msc level education in DSP
• provide an intensive programme of lectures, coursework and laboratory work which will give students a well-rounded education in the subject
• provide a core of courses in areas such as DSP, machine learning and advanced transforms which will provide a strong background in the field and its applications
• give students the technical background and skills they need to create the DSP tools used in related fields
• address the need for upgrading of skills and competences in those industries.
• allow full-time employed individuals to pursue the study on a part-time or distance learning basis

Knowledge and understanding of:
9) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

A1 how signal processing techniques are implemented, and how each of the methods mentioned in the modules fit into a general theory of signal analysis and DSP system design.

A2

A3

Intellectual (cognitive) skills - able to:

B1 Formulate the parameters of a signal analysis or transformation system, or a machine learning system to appropriately and effectively solve a given task.

B2

B3

Practical skills - able to:

C1 Describe the basic operations of DSP, including filtering, signal transformation, analysis and synthesis, real-time processing, frequency and time-domain analysis.

C2 Analyse filter structures and DSP systems both analytically and empirically.

C3 Design signal analysis structures to meet specifications.

Transferable / personal skills - able to:

D1 demonstrate the use of taught knowledge via the successful completion of a project in digital signal processing or a cognate subject.

D2

D3
10) **Indicative Curriculum**
The indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material 'subject to approval').

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Digital Signal Processing</td>
<td>15</td>
<td>7</td>
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<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Advanced Transform Methods</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Real-Time DSP</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Multimedia Systems</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Communications Theory</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Machine Learning</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Music &amp; Speech Processing</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Image &amp; Video Processing</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Adaptive and Array Signal Processing</td>
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<td>7</td>
<td>Elective</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Advanced Digital Communications</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>C++ for Media Processing</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Project</td>
<td>60</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

11) **Assessment**
Please provide a brief outline of the assessment methods for the proposed programme (which will appear in marketing material 'subject to approval'). Assessment methods should take due consideration of the approved assessment methods as defined in the Academic Regulations.

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.

Lecture delivery will be in the form of recorded lectures, which may be downloaded and watched by the student at his or her
convenience. Course lectures will be recorded once a year. The modules will also be available for in-class students, and hence will
be recorded when delivered on local programmes. Typically, a module will have three hours of recorded lecture a week, for a
duration of 12 weeks, plus lab sessions and a review lecture.

Practical sessions, will be available whenever appropriate. These will consist of both recorded, specially focused lectures (for
instance, working through example quiz and exam material), and one on one sessions via skype teleconferencing.

Key learning materials for core and elective modules will be in the form of key readings, lectures, lecture slides exercises and
other materials (e.g. audio examples, source code, film clips, podcasts etc). Text and slides will usually be in PDF format, and other
materials either as streamed or downloadable multimedia (mp3s, quicktime, etc.). Students will also be provided with a guide to
learning containing additional guidance, project guidance and examples, FAQs (including information on coursework
submission, IT support, and contact information), recommended websites and a discussion board.

The assessment strategy will encourage the use of as many assessment mechanisms as is appropriate and feasible for a distance
learning programme. The assessment of taught courses, will primarily take place through a written examination and coursework.
Exams will require on-site monitoring, and for this we will make use of facilities available near student’s home locations.

The 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. Oral presentations and demonstrations will be delivered via teleconferencing, or at exam sites when
necessary. The projects will have two examiners each, with a third if there is disagreement.

12) Professional Accreditation
Please specify the accrediting body (if applicable) and the nature of the accreditation: e.g. qualification to
practice, exemption from professional exams, membership of a profesisonal body).

None

13) Career Opportunities
Please specify how this programme may contribute to/enhance students’ career prospects. This could include
consideration of how students are supported in exploring their career options (e.g Career Liaison Tutor,
specific personal tutor session, specific careers events, industrial visits, notification of careers events). Consult
the Careers Service for any relevant data.

Digital signal processing is a core technical field. It has applications throughout the sciences and engineering fields, including for
instance, financial data analysis, biomedical imaging, digital media compression, sonar, radar and telecommunications. It is a
popular MSc programme internationally, offered by many electronic engineering and computer science departments.
“Up-skilling” is a popular way to ensure career progression. DSP related mathematical processing techniques are now widely
seen as critical to the future of many technical and mathematical industries, e.g. derivatives forecasting.

Approval of Part 1 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute
can fund the required resources, both internal and elsewhere (for example: staffing, library and
computing resources).
Once a programme has passed Part 1 approval it can now be marketed. In order to publicise a new programme the School administering the programme (through the programme proposer) should liaise directly with Corporate Affairs to ensure that all the necessary information required to market the programme is provided.
# Part 1 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 1 proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Programme and Module Approval Board.

If this proposed programme was not included in the School's planning round submission for this academic session, a signed Confirmation of Resources form must be attached.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

## Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multimedia and Arts Technology</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>Full Time</td>
<td>3 Academic Years</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Start Date</th>
<th>Is this a closed / restricted programme?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2012</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated Student Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed JACS Code 1</th>
<th>Proposed JACS Code 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>G450 Multi-media Computing Science</td>
<td>G920 Others in Computing Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed JACS Code 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further details on JACS codes can be found at <a href="http://tiny.cc/g5a6c">http://tiny.cc/g5a6c</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Cost Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Electronic Engineering &amp; Computer Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools which will also be involved in teaching part of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

| n/a |

<table>
<thead>
<tr>
<th>Will the programme be funded by another EC public source?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
Will the programme be funded by another source which is not an EC public source? No

Online application process required (for postgraduate programmes only)? No

<table>
<thead>
<tr>
<th>Programme Organiser</th>
<th>Andrea Cavallaro</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK/EU Tuition Fee</td>
<td>Standard Fee</td>
</tr>
<tr>
<td>Overseas Tuition Fee</td>
<td>Standard Science Fee</td>
</tr>
</tbody>
</table>

Fees must be approved by the Costing and Pricing Group and in the case of non-standard fees for programmes the Fees Office should be notified when any non-standard fee is agreed.

1) Programme Rationale
Details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons and/or recruitment reasons.

This programme is intended to respond to a growing demand in the industry for graduates with a high level of training in creative multimedia production, multimedia social networks, computer-driven animation, multimedia scripting, interactive multimedia design, 3D graphics, web-based advertisement production, and management and planning of media assets.

The programme is designed to respond to the demand from the creative sector that requests for people who can combine sound technical and creative skills, as demonstrated from our experience with the industries linked with the MAT Doctoral Training Centre - http://www.mat.qmul.ac.uk/

The programme aims to access a new population of better quality and better motivated undergraduate students by exploiting the unique competencies within EECS that shall be complemented by relevant courses from the Humanities and Social Studies faculty.

2) Marketing Information
Evidence of student demand for the proposed programme (further guidance and information should be sought from Corporate Affairs). This could include relevant A level trends and UCAS or HESA data; relevant UK, EU and international economic data; relevant regional, national or sector-specific data. Consideration should also be given to whether the market is UK-wide, EU or international (consult International Office).

The Creative Industries form some 7% of the UK economy, similar in size to the financial services industry, with export of services of nearly £15bn in 2005 (DCMS, Creative Industries Economic Estimates Statistical Bulletin, October 2007). During 1997-2005 they grew by 6%, double the overall UK economic growth, making them important not just to the UK Digital Economy, but to the UK economy as a whole.

Yet the Creative Industries are unlike almost every other industry, with a small number of large players complemented by a very large number of small businesses, micro-businesses, and individuals. Training students with the skills to maintain the UK’s position as a world leader in the Creative Industries will be a particularly important challenge - which the Doctoral Training Centre in Media and Arts Technology has already started addressing at graduate level. We want now to naturally complete our training provision with this undergraduate programme.

Students will have access to QMUL’s state-of-the-art research and performance facilities including the Augmented Human Interaction Laboratory as well as extensive resources offered by industrial and public sector partners. In addition, students will also make use of the Media and Arts Studios including the Listening Room, Control Room and performance Laboratory as well as the full range of computing resources offered by the School of Electronic Engineering and Computer Science, including several clusters.
3) Competitor Provision (where applicable)
A brief summary including programme titles, length of time programmes have been offered, numbers of applicants and registered students should be included.

University of Surrey
Media Engineering, BEng/MEng - Predominantly core technical modules covering Mathematics, Electronics, Computer systems and networks and Audio and Video processing. Integrated training in digital electronics and computing with an understanding of their application in the latest technologies for audiovisual processing in music, film, broadcast, games and the web. The programme offers a combination of modern digital systems engineering with the latest industry technologies for music, audio, video and computer graphics production.
Creative Music Technology, BMus - The programme is designed for musicians, who at the end of the degree will have a strong portfolio of works that will help in their career, and impart the skills necessary to create new works for a broad range of media.
Sociology, Culture and Media, BSc - The degree provides students with a specialist examination of media and culture integrated with an extensive and invaluable grounding in more general sociological theory and methods. As a result students will enjoy the benefits of a sociology degree combined with an innovative media programme.
Tonomister Course - The course was established in 1970 and is aimed at those who are primarily concerned with the theory and practice of sound recording, but who also wish to develop their musical knowledge. Therefore, in each year of the programme, students take a range of subjects from the list offered to Music students in addition to Sound Recording studies.

Brunel University
Broadcast Media Design and Technology, BSc - Predominantly practice based modules covering design methods and methodologies in the visual arts, graphic design, film, etc. Facilities: Postproduction studio to construct ‘broadcast quality’ motion graphics material
Multimedia Technology and Design, BSc - Modules cover media and computer technologies, visual design and marketing; Facilities: dedicated multimedia computing studio; Students build their own web site and develop it throughout the course; video diaries used as record of student’s work.

4) Employer Feedback
What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data

EVELYN WILSON FROM LCACE
Senior Manager LCACE
www.lcace.org.uk
London Centre for Arts and Cultural Exchange
‘Given the success of the recently established DTC, this proposal seems like a valuable and logical addition to QMUL's current offer.
In this time of recession when public support is likely to significantly shrink in the coming years, a course such as this, that recognises the need for a plural approach to learning and that furthermore identifies that the ‘creative industries’ is not an entity fixed in scale, scope or nature seems like a very good addition to the department’s offer.
The proposed framework of encouraging students to work across the sciences, the arts, humanities AND social sciences will also surely chime positively in the near future where more joined up approaches to teaching and research resources may be not just encouraged but essential’
All best
Evelyn

MARTYN WARE FROM ILLUSTRIOUS
HTTP://WWW.ILLUSTRIOUSCOMPANY.CO.UK/
I absolutely support the need for such a course, I think it's not only an excellent and logical next step but will create a virtuous circle and potential candidates for the doctorate course.
Of course the PHD students can pass on their knowledge also.
Kind regards
Martyn
Feedback from prospective, current and former students studying or who have studied in cognate areas - via questionnaire or focus groups

5) Prospective, Current and Former Students' views

Feedback from current MAT students: "MAT is a great programme for creative minds searching for challenges in the field of academic science and contemporary technology. The programme structure allows flexibility and support to shape your learning, its cross-disciplinary nature is quite unique and it's a great peer learning environment."

"The diversity of the skills and backgrounds possessed by the student cohort means there is a constantly vibrant and active environment to work in. Furthermore, the training provided gives useful insight into designing and undertaking research."

6) Entry Requirements

Provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

The entry requirements will be 320 points A level grades ABB, with recommended Mathematics A level. Good English language proficiency corresponding to B2 level. Proof through documentation referring to IELTS score of 6.5 or 580 (written), or TOEFL score of 237.

7) Programme Description

Provide a programme description for the proposed programme (this will appear in marketing material). This programme covers fundamental aspects of the digital economy, creative multimedia production, multimedia social networks, computer-driven animation, multimedia scripting, interactive multimedia design, 3-D graphics, web-based
advertisement production, and management and planning of media assets. Graduates will effectively combine technical and creative skills.

8) Educational Aims of the Programme
Please provide the educational aims (academic and professional/employability) for the proposed programme.

The programme aims to emphasise computer systems, digital installations and software with a special focus on new media creation; to provide a core knowledge of media production, multimedia system design; to focus on the increasingly important area of 3D graphics and computer-driven animation; to emphasise scripting and production aspects of media creation; to equip the students with the practical skills needed to modify and test a piece of software and hardware; to enable the students to develop the written and oral communication skills needed to present information, both in written and multimedia form, effectively.

9) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Knowledge and understanding of:

| A 1 | Audio/Video data capture and processing, and an understanding of how these systems can be used creatively for audiovisual and computer-based content production |
| A 2 | Principles of operation, limitations, potential and effective use of electronic media and their associated tools and technologies |
| A 3 | Design, project and people management principles and techniques |

Intellectual (cognitive) skills - able to:

| B 1 | Analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation |
| B 2 | Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources |
| B 3 | Formulate reasoned responses to the critical judgements of others |

Practical skills - able to:
Programme & Module Approval Board

Design, plan, manage, implement, evaluate and report a significant individual project in television design and technology

Effectively use enabling computer technologies for post production and compositing

Develop and apply knowledge to new situations

Transferable / personal skills - able to:

Self-management

Group/team working and social skills

Present ideas and work to audiences in a range of situations

10) Indicative Curriculum

The indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material 'subject to approval').

We are currently in discussion with the School of Languages, Linguistics & Film, the School of English & Drama and the School of Business Management regarding possible contributions to the programme.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELExyz Bridging Arts and Technology</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELExyz Arts Programming</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELE207 Website Design and Authoring Tools</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>ELE104 Professional Applications</td>
<td>15</td>
<td>4</td>
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<td>Semester 2</td>
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<tr>
<td>FLM016 Production skills</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>ELExyz Creating Interactive Objects</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
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<tr>
<td>ELE305 Interactive Media Design and Production</td>
<td>15</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td>Level</td>
<td>Type</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------</td>
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<tr>
<td>DCS341</td>
<td>Entrepreneurship in Information Technology</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
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<tr>
<td>ELExyz Creative group project</td>
<td></td>
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<td>5</td>
<td>Compulsory</td>
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<tr>
<td>DCS224</td>
<td>Graphical User Interfaces</td>
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<td>Compulsory</td>
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<tr>
<td>ELE405</td>
<td>3D Graphics Programming Tools</td>
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<td>5</td>
<td>Compulsory</td>
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</tr>
<tr>
<td>ELE490</td>
<td>Design and Build Project</td>
<td>15</td>
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<td>Compulsory</td>
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<tr>
<td>ELE105</td>
<td>Introduction to Multimedia</td>
<td>15</td>
<td>4</td>
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<tr>
<td>ELEM040</td>
<td>Emergent Multimedia Applications and Technologies</td>
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<td>6</td>
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<tr>
<td>ELE402</td>
<td>Enterprise Management</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
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<tr>
<td>ELExyz</td>
<td>Multimedia &amp; Social Networks</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>DCS318</td>
<td>Interaction Design</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELE036 or ELEM038</td>
<td>Digital Audio Effects or Mobile Services and/or Ubiquitous computing</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
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<tr>
<td>ELE521</td>
<td>BSc project</td>
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<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELExyz</td>
<td>Creative Individual Project</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>ELE602</td>
<td>Product Development</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>DCS124</td>
<td>Computers in Society</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>ELM</td>
<td>Creativity and Technique</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
</tbody>
</table>

### 11) Assessment
Please provide a brief outline of the assessment methods for the proposed programme (which will appear in marketing material 'subject to approval'). Assessment methods should take due consideration of the approved assessment methods as defined in the Academic Regulations.

Assessed through examinations (EXM), coursework (CWK), portfolio, performance (PRA)+ final project (DIS).

### 12) Professional Accreditation
Please specify the accrediting body (if applicable) and the nature of the accreditation: e.g. qualification to practice, exemption from professional exams, membership of a professional body.
13) Career Opportunities
Please specify how this programme may contribute to/enhance students' career prospects. This could include consideration of how students are supported in exploring their career options (e.g. Career Liaison Tutor, specific personal tutor session, specific careers events, industrial visits, notification of careers events).

The career opportunities for the graduates from this programme are in the (interactive) media production, music industry, gaming, internet, communications and consumer industries. The blending of technical courses with business and arts courses will equip the graduates with the skills that are necessary to understand and to contribute to the modern arts and media sectors of the digital economy.

<table>
<thead>
<tr>
<th>Approval of Part 1 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mark Sandler</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once a programme has passed Part 1 approval it can now be marketed. In order to publicise a new programme the School administering the programme (through the programme proposer) should liaise directly with Corporate Affairs to ensure that all the necessary information required to market the programme is provided.
Part 1 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 1 proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Programme and Module Approval Board.

If this proposed programme was not included in the School’s planning round submission for this academic session, a signed Confirmation of Resources form must be attached.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>Full Time</td>
<td>3 Academic Years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Start Date</th>
<th>Is this a closed / restricted programme?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2012</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated Student Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed JACS Code 1</th>
<th>Proposed JACS Code 2</th>
<th>Proposed JACS Code 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>G450 Multi-media Computing Science</td>
<td>G920 Others in Computing Sciences</td>
<td>Further details on JACS codes can be found at <a href="http://tiny.cc/g5a6c">http://tiny.cc/g5a6c</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Cost Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Electronic Engineering &amp; Computer Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools which will also be involved in teaching part of the programme</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will the programme be funded by another EC public source?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
1) Programme Rationale
Details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons and/or recruitment reasons.

This programme is intended to respond to a growing demand in the industry for graduates with a high level of training in creative multimedia production, multimedia social networks, computer-driven animation, multimedia scripting, interactive multimedia design, 3D graphics, web-based advertisement production, and management and planning of media assets.

The programme is designed to respond to the demand from the creative sector that requests for people who can combine sound technical and creative skills, as demonstrated from our experience with the industries linked with the MAT Doctoral Training Centre - http://www.mat.qmul.ac.uk/

The addition of a year in industry increases the employability of the student and gives the student an extra appreciation of the context of the final year of the degree. It may also provide an industry linked project in the final year.

Students applying for our programmes often ask whether programmes including a placement are available and many of our competitors offer such programmes, so the availability of these programmes should increase the quality of our intake.

The programme aims to access a new population of better quality and better motivated undergraduate students by exploiting the unique competencies within EECS that shall be complemented by relevant courses from the Humanities and Social Studies faculty.

2) Marketing Information
Evidence of student demand for the proposed programme (further guidance and information should be sought from Corporate Affairs). This could include relevant A level trends and UCAS or HESA data; relevant UK, EU and international economic data; relevant regional, national or sector-specific data. Consideration should also be given to whether the market is UK-wide, EU or international (consult International Office).

The Creative Industries form some 7% of the UK economy, similar in size to the financial services industry, with export of services of nearly £15bn in 2005 (DCMS, Creative Industries Economic Estimates Statistical Bulletin, October 2007). During 1997-2005 they grew by 6%, double the overall UK economic growth, making them important not just to the UK Digital Economy, but to the UK economy as a whole.

Yet the Creative Industries are unlike almost every other industry, with a small number of large players complemented by a very large number of small businesses, micro-businesses, and individuals. Training students with the skills to maintain the UK’s position as a world leader in the Creative Industries will be a particularly important challenge - which the Doctoral Training Centre in Media and Arts Technology has already started addressing at graduate level. We want now to naturally complete our training provision with this undergraduate programme.

Students will have access to QMUL's state-of-the-art research and performance facilities including the Augmented Human Interaction Laboratory as well as extensive resources offered by industrial and public sector partners. In addition, students will
also make use of the Media and Arts Studios including the Listening Room, Control Room and performance Laboratory as well as the full range of computing resources offered by the School of Electronic Engineering and Computer Science, including several clusters.

### 3) Competitor Provision (where applicable)
A brief summary including programme titles, length of time programmes have been offered, numbers of applicants and registered students should be included.

<table>
<thead>
<tr>
<th>University of Surrey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Engineering, BEng/MEng</td>
<td>Predominantly core technical modules covering Mathematics, Electronics, Computer systems and networks and Audio and Video processing. Integrated training in digital electronics and computing with an understanding of their application in the latest technologies for audiovisual processing in music, film, broadcast, games and the web. The programme offers a combination of modern digital systems engineering with the latest industry technologies for music, audio, video and computer graphics production.</td>
</tr>
<tr>
<td>Creative Music Technology, BMus</td>
<td>The programme is designed for musicians, who at the end of the degree will have a strong portfolio of works that will help in their career, and impart the skills necessary to create new works for a broad range of media.</td>
</tr>
<tr>
<td>Sociology, Culture and Media, BSc</td>
<td>The degree provides students with a specialist examination of media and culture integrated with an extensive and invaluable grounding in more general sociological theory and methods. As a result students will enjoy the benefits of a sociology degree combined with an innovative media programme.</td>
</tr>
<tr>
<td>Tonneister Course</td>
<td>The course was established in 1970 and is aimed at those who are primarily concerned with the theory and practice of sound recording, but who also wish to develop their musical knowledge. Therefore, in each year of the programme, students take a range of subjects from the list offered to Music students in addition to Sound Recording studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brunel University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast Media Design and Technology, BSc</td>
<td>Predominantly practice based modules covering design methods and methodologies in the visual arts, graphic design, film, etc. Facilities: Postproduction studio to construct ‘broadcast quality’ motion graphics material</td>
</tr>
<tr>
<td>Multimedia Technology and Design, BSc</td>
<td>Modules cover media and computer technologies, visual design and marketing; Facilities: dedicated multimedia computing studio; Students build their own web site and develop it throughout the course; video diaries used as record of student’s work.</td>
</tr>
</tbody>
</table>

### 4) Employer Feedback
What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data

**EVELYN WILSON FROM LCACE**  
Senior Manager LCACE  
www.lcace.org.uk  
London Centre for Arts and Cultural Exchange

‘Given the success of the recently established DTC, this proposal seems like a valuable and logical addition to QMUL’s current offer. 
In this time of recession when public support is likely to significantly shrink in the coming years, a course such as this, that recognises the need for a plural approach to learning and that furthermore identifies that the ‘creative industries’ is not an entity fixed in scale, scope or nature seems like a very good addition to the department’s offer. The proposed framework of encouraging students to work across the sciences, the arts, humanities AND social sciences will also surely chime positively in the near future where more joined up approaches to teaching and research resources may be not just encouraged but essential’

All best  
Evelyn

**MARTYN WARE FROM ILLUSTRIOUS**  
HTTP://WWW.ILLUSTRIOUSCOMPANY.CO.UK/  
I absolutely support the need for such a course, I think it’s not only an excellent and logical next step but will create a virtuous circle and potential candidates for the doctorate course.
Of course the PHD students can pass on their knowledge also.

Kind regards

Martyn

RICHARD JACOBS FROM BT
HTTP://WWW.BTPLC.COM/INNOVATION/INDEX.CFM

Happy to support the proposal from a personal perspective. It looks comprehensive and relevant to the growing media industries.

Regards,

Richard

TIM JONES FROM MOTIROTI
Executive Director
http://www.motiroti.com/

We would fully support this move to create what we're confident would be a popular course, and a positive step to respond to the huge potential of a growth area that is currently lacking sufficient programmes reflecting industry needs and innovation potential. As a natural addition to the existing PhD programme, it will enhance both areas by further diversifying the options available.

STEFF UNGERER FROM BURST TV AND NEWOPERAHERO
http://www.burst-tv.net/
http://www.newoperahero.com/

We wholeheartedly support any moves by Queen Mary University to create courses that are designed to teach students to work in new media industries.

Seeing the graduates who approach our company straight out of university we realised that there is a need for a better understanding of the professional application of their knowledge and an understanding of how different disciplines can be connected to achieve better results.

We are hopeful that these new courses at Queen Mary university will enable students to come closer to the requirements of their future workplace.

We are happy to support any efforts in the direction.

Best regards.

Steff Ungerer

5) Prospective, Current and Former Students' views
Feedback from prospective, current and former students studying or who have studied in cognate areas - via questionnaire or focus groups

Feedback from current MAT students: "MAT is a great programme for creative minds searching for challenges in the field of academic science and contemporary technology. The programme structure allows flexibility and support to shape your learning, its cross-disciplinary nature is quite unique and it's a great peer learning environment."

"The diversity of the skills and backgrounds possessed by the student cohort means there is a constantly vibrant and active environment to work in. Furthermore, the training provided gives useful insight into designing and undertaking research."

6) Entry Requirements
Provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

The entry requirements will be 320 points A level grades ABB, with recommended Mathematics A level.

Good English language proficiency corresponding to B2 level. Proof through documentation referring to IELTS score of 6.5 or 580 (written), or TOEFL score of 237.
7) Programme Description
Provide a programme description for the proposed programme (this will appear in marketing material).

This programme covers fundamental aspects of the digital economy, creative multimedia production, multimedia social networks, computer-driven animation, multimedia scripting, interactive multimedia design, 3-D graphics, web-based advertisement production, and management and planning of media assets. Graduates will effectively combine technical and creative skills.

8) Educational Aims of the Programme
Please provide the educational aims (academic and professional/employability) for the proposed programme.

The programme aims to emphasise computer systems, digital installations and software with a special focus on new media creation; to provide a core knowledge of media production, multimedia system design; to focus on the increasingly important area of 3D graphics and computer-driven animation; to emphasise scripting and production aspects of media creation; to equip the students with the practical skills needed to modify and test a piece of software and hardware; to enable the students to develop the written and oral communication skills needed to present information, both in written and multimedia form, effectively.

The aim of the Industrial Experience element is to add the experience of work of the type that graduate computer scientists and electronic engineers undertake. This will increase employability on graduation and enhance the final year of the degree programme through an increased appreciation of the relevance of the material.

9) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Knowledge and understanding of:

<table>
<thead>
<tr>
<th>A1</th>
<th>Audio/Video data capture and processing, and an understanding of how these systems can be used creatively for audiovisual and computer-based content production</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Principles of operation, limitations, potential and effective use of electronic media and their associated tools and technologies</td>
</tr>
<tr>
<td>A3</td>
<td>Design, project and people management principles and techniques</td>
</tr>
<tr>
<td>A4</td>
<td>How to make an effective contribution to the workplace and to understand their role and how it relates to the work of the employing organisation</td>
</tr>
</tbody>
</table>

Intellectual (cognitive) skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources</td>
</tr>
<tr>
<td>B3</td>
<td>Formulate reasoned responses to the critical judgements of others</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>B4</td>
<td>To demonstrate the ability to reflect on their experience and to evaluate their performance</td>
</tr>
<tr>
<td>B5</td>
<td>To make a clearer connection between theory and practice</td>
</tr>
</tbody>
</table>

Practical skills - able to:

<table>
<thead>
<tr>
<th>C1</th>
<th>Design, plan, manage, implement, evaluate and report a significant individual project in television design and technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Effectively use enabling computer technologies for post production and compositing</td>
</tr>
<tr>
<td>C3</td>
<td>Develop and apply knowledge to new situations</td>
</tr>
</tbody>
</table>

Transferable / personal skills - able to:

<table>
<thead>
<tr>
<th>D1</th>
<th>Self-management</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2</td>
<td>Group/team working and social skills</td>
</tr>
<tr>
<td>D3</td>
<td>Present ideas and work to audiences in a range of situations</td>
</tr>
<tr>
<td>D4</td>
<td>Identify, reflect on and plan for their own personal and professional development needs</td>
</tr>
</tbody>
</table>

10) Indicative Curriculum

The indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material 'subject to approval').

We are currently in discussion with the School of Languages, Linguistics & Film, the School of English & Drama and the School of Business Management regarding possible contributions to the programme.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELExyz Bridging Arts and Technology</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELExyz Arts Programming</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Level</td>
<td>Type</td>
<td>Semester</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>ELE207</td>
<td>Website Design and Authoring Tools</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>ELE104</td>
<td>Professional Applications</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>FLM016</td>
<td>Production skills</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
</tr>
<tr>
<td>ELExyz</td>
<td>Creating Interactive Objects</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
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<tr>
<td>ELE305</td>
<td>Interactive Media Design and Production</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>DCS341</td>
<td>Entrepreneurship in Information Technology</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>ELExyz</td>
<td>Creative group project</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>DCS224</td>
<td>Graphical User Interfaces</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>ELE405</td>
<td>3D Graphics Programming Tools</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
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<tr>
<td>ELE490</td>
<td>Design and Build Project</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
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<tr>
<td>ELE105</td>
<td>Introduction to Multimedia</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>2</td>
</tr>
<tr>
<td>ELEM040</td>
<td>Emergent Multimedia Applications and Technologies</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELE402</td>
<td>Enterprise Management</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELExyz</td>
<td>Multimedia &amp; Social Networks</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>DCS318</td>
<td>Interaction Design</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELE036</td>
<td>Digital Audio Effects or ELEM038 Mobile Services and/or Ubiquitous computing</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELE521</td>
<td>BSc project</td>
<td>30</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>ELE602</td>
<td>Product Development</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
</tr>
<tr>
<td>DCS124</td>
<td>Computers in Society</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
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</tr>
<tr>
<td>ELM Creativity and Technique</td>
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11) Assessment
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Assessed through examinations (EXM), coursework (CWK), portfolio, performance (PRA)+ final project (DIS). Employers submit a report which will not have credit directly.

12) Professional Accreditation
Please specify the accrediting body (if applicable) and the nature of the accreditation: e.g. qualification to practice, exemption from professional exams, membership of a professional body).

13) Career Opportunities
Please specify how this programme may contribute to/enhance students' career prospects. This could include consideration of how students are supported in exploring their career options (e.g. Career Liaison Tutor, specific personal tutor session, specific careers events, industrial visits, notification of careers events).

The career opportunities for the graduates from this programme are in the (interactive) media production, music industry, gaming, internet, communications and consumer industries. The blending of technical courses with business and arts courses will equip the graduates with the skills that are necessary to understand and to contribute to the modern arts and media sectors of the digital economy.

Approval of Part 1 Programme Proposal
The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Mark Sandler
Head(s) of supporting School
Head(s) of supporting School
Chair of Programme and Module Approval Board
Once a programme has passed Part 1 approval it can now be marketed. In order to publicise a new programme the School administering the programme (through the programme proposer) should liaise directly with Corporate Affairs to ensure that all the necessary information required to market the programme is provided.
SCHOOL OF ELECTRONIC ENGINEERING & COMPUTER SCIENCE

PROPOSAL TO CHANGE PROGRAMME TITLES

The School has undertaken a comprehensive review of its curriculum and as a result is launching a new curriculum that will improve the content and presentation of the suite of programmes offered by the School. It is designed both to draw on the skills, expertise and synergies which the School has available to make it more relevant to the current and future needs and expectations of industry. In a number of cases, existing programmes are still highly appropriate and fit for purpose but the existing titles did not adequately represent them. Consequently in those cases, we wish simply to change the titles, leaving the aims, content, assessment and intended outcome as before.

This applies to the Part One programme proposals listed below. Please note that programmes “with industrial experience” are replacing programmes which were given Part One approval at Programme Board in March 2010. The School is seeking to offer these ‘new’ programmes from September 2012. It is understood that further discussion is needed in regards to clarify and resolve any possible repercussions that these changes may have on the September 2011 student intake.

- BEng Electronic Engineering & Computing [replaces the existing approved programme BEng Computer Engineering (H651)]
- BEng Electronic Engineering & Computing with Industrial Experience [replaces the proposed programme BEng Computer Engineering with Industrial experience which was given Part One approval at the meeting of Programmes Committee on 30 March 2010]
- BEng Electronic Engineering & Telecommunications [replaces the existing approved programme BEng Telecommunications (H641)]
- BEng Electronic Engineering & Telecommunications with Industrial Experience [replaces the proposed programme BEng Telecommunications with Industrial Experience which was given Part One approval at the meeting of Programmes Committee on 30 March 2010]
- BSc Computing and Information & Communications Technologies [replaces the existing approved programme BSc Information & Communications Technologies (G502)]
- BSc Computing and Information & Communications Technologies with Industrial Experience [replaces the proposed programme BSc Information & Communications Technologies with Industrial Experience which was given Part One approval at the meeting of Programmes Committee on 30 March 2010]
- BSc Computing and Information & Communications Technologies with Business Management [replaces the existing approved programme BSc Information & Computer Technologies in the Business Environment (H503)]
- BSc Computing and Information & Communications Technologies with Business Management with Industrial Experience [replaces the proposed programme BSc Information & Computer Technologies in the Business Environment with Industrial Experience which was given Part One approval at the meeting of Programmes Committee on 30 March 2010]
- MEng Audio Systems Engineering [replaces the existing approved programme MEng Digital Audio & Music System Engineering (H658)]
- MEng Electronic Engineering & Computing [replaces the existing approved programme MEng Computer Engineering (H651)]
- MEng Electronic Engineering & Telecommunications [replaces the existing approved programme MEng Communications Engineering (H640)]
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Blizard Institute of Cell and Molecular Science</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | - MSc/PgDip Trauma Science (Part 1)  
- MSc/PgDip Military & Austere Trauma (Part 1) |
| Outcome requested | Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | No significant issues identified. |
Programme & Module Approval Board

Part 1 Programme Proposal Form (SMD Programmes)

All sections must be completed in full and supplementary information attached where requested. Part 1 proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Programme and Module Approval Board.

If this proposed programme was not included in the School's planning round submission for this academic session, a signed Confirmation of Resources form must be attached.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

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<td><strong>Proposed Programme Title</strong></td>
<td>Trauma Science</td>
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<tr>
<td><strong>Programme Code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Programme Qualification</strong></td>
<td><strong>Mode of study</strong></td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (PT)</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (PT)</td>
</tr>
</tbody>
</table>

- **Proposed Start Date**: September 2011
- **Is this a closed / restricted programme?**: No
- **Anticipated Student Numbers**: 8 Home & 6 Overseas students in 1st academic year (2011-2012)
- **Proposed JACS Code 1**: A300 Clinical Medicine
- **Proposed JACS Code 2**: B770 Medical Nursing
- **Proposed JACS Code 3**: B780 Paramedical Nursing

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

- **Responsible Cost Centre**: Blizard Institute of Cell and Molecular Science
- **Schools / Institutes which will also be involved in teaching part of the programme**: Royal College of Surgeons

Will the programme be funded by another EC public source? No
Will the programme be funded by another source which is not an EC public source?

No

Online application process required (for postgraduate programmes only)?

Yes

Are any years of this programme eligible for an NHS bursary?

Yes

Does this programme bear very high costs that are comparable to the clinical unit of resource (for postgraduate programmes only)?

No

Is a substantial proportion of the teaching time contributed to the programme provided by medically or dentally qualified, university-funded clinical academic staff who hold honorary contracts with the NHS (this includes general practitioners) (for postgraduate programmes only)?

No

Programme Organiser

Professor Karim Brohi

UK/EU Tuition Fee

Non-standard Fee

Proposed Non-standard UK/EU Fee (£)

£3,000.00

Overseas Tuition Fee

Other (please specify)

Proposed Overseas Fee (£)

£5,000.00

1) Programme Rationale

Details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons and/or recruitment reasons.

Trauma has been identified as a priority area for both the Medical School and the Trust. This reflects the potential for the Medical School to develop a Centre for Trauma Sciences which will be a national and international leader in injury research. It also reflects the importance of Trauma to the future of the Trust and its status within London and the UK. This prioritization has led to the formation of the Trauma Clinical Academic Unit and a Trauma Sciences group within the ICMS with the appointment of a Chair to lead these developments.

As part of these developments, we would like to propose that the School provides a Masters course in Trauma Science. This will serve as both a stand-alone 1-year Diploma course and as a critical component of two newly-proposed 2-year part-time Masters courses in Trauma Science and Military & Austere Trauma.

Trauma is one of the world’s leading killers, and is responsible for the loss of more life-years than any other disease. All countries, developed and developing recognise the importance of trauma to their healthcare systems. Many countries including the UK are actively pursuing regionalisation and specialisation programmes. Trauma’s global impact is not matched by the educational and research resources it receives, and there is a large worldwide demand for high-quality, up-to-date trauma education programmes.

We believe that the combined expertise and resources of the School of Medicine & Dentistry and the Trust is ideal to meet these demands and produce a truly world-class Masters programme to produce the future global leaders in trauma care. We believe there is a significant demand for this course, both nationally and internationally. The association of the course with the Trauma. Org Foundation and the Royal College of Surgeons of England will provide a global reach and recognition for the course.
2) Marketing Information
Evidence of student demand for the proposed programme (further guidance and information should be sought from Corporate Affairs). This could include relevant A level trends and UCAS or HESA data; relevant UK, EU and international economic data; relevant regional, national or sector-specific data. Consideration should also be given to whether the market is UK-wide, EU or international (consult International Office).

The programme proposal is being submitted at this time in response to the recognized surge in demand of Trauma Surgery/ Education, concomitant with the local implementation of the London Trauma Systems, and raised global awareness of trauma disease both in a civilian and military context.

3) Competitor Provision (where applicable)
A brief summary including programme titles, length of time programmes have been offered, numbers of applicants and registered students should be included.

A Critical Care MSc has been proposed at WHRI but this has minimal overlap with our proposed Trauma courses.

4) Employer Feedback
What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data

5) Prospective, Current and Former Students’ views
Feedback from prospective, current and former students studying or who have studied in cognate areas - via questionnaire or focus groups

6) Entry Requirements
Provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

- Medical or Nursing degree (2.1 or higher)
- Overseas qualifications at degree level from a university or an institution of university rank

7) Programme Description
Provide a programme description for the proposed programme (this will appear in marketing material).

Trauma is one of the world’s leading killers, and is responsible for the loss of more life-years than any other disease. All countries, developed and developing recognise the importance of trauma to their healthcare systems. Many countries including the UK are
actively pursuing regionalisation and specialisation programmes. The combined expertise and resources of the School of Medicine & Dentistry and the Trust is ideal to meet educational and research to address Trauma’s global impact and to provide a truly world-class Masters programme in Trauma Science.

The Masters in Trauma Science course comprises modules related to trauma research and trauma systems. The first year will involve a distance-based cognitive learning course - students who undertake the first year of study only will be awarded a Diploma. Subsequent second year course modules will focus on the science and practice of trauma care, together producing the future global leaders in trauma practice.

8) Educational Aims of the Programme
Please provide the educational aims (academic and professional/employability) for the proposed programme.

The aim of the course is to ensure that graduates have acquired a broad understanding of the science and practice of trauma care. Graduates will have developed the knowledge, technical skills, decision-making and professionalism to safely deliver a core set of clinical functions in the management of injured patients, consistent with their scope of practice.

9) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Knowledge and understanding of:

A1 Trauma epidemiology, types of mechanism of injury, the systemic, immunological and metabolic response to injury and blood loss, the basic processes of wound healing and scarring.
A2 The principles of initial and ongoing fluid resuscitation, transfusion practice and use of blood products.
A3 Indications and diagnostic limitations of special investigations, non-invasive imaging techniques and monitoring equipment.
A4 Principles of triage, treatment priorities, techniques and evidence for use in the pre-hospital arena, emergency department, theatre, intensive-care and ward environments.
A5 The principles and application of damage control strategies.
A6 Develop more detailed understanding of the science of trauma.

Intellectual (cognitive) skills - able to:

B1 Understand organ and system-specific injuries, their operative and non-operative treatments, and complications thereof.
Understand the principles of rehabilitation medicine with respect to trauma.

Understand the principles of critical care, ventilation, organ support and the physiology of SIRS, MODS and other relevant pathophysiological states.

Practical skills - able to:

Understand the principles of mass casualty management, and the application of trauma care in remote or austere settings.

Develop decision-making skills for the immediate management of trauma patients.

Develop practical skills for the resuscitation and management of trauma patients.

Undertake a research dissertation.

Transferable / personal skills - able to:

Understand the organisation of trauma systems, trauma registry management, trauma scoring systems, clinical governance and quality assurance.

Understand the principles of injury prevention.

Understand key research areas and applicable research methodologies associated with injury and shock.

Develop team and leadership skills applicable to trauma care.

Undertake a dissertation related to the organisation of trauma care in their home country/region.

10) Indicative Curriculum
The indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material `subject to approval`).

- The courses will be designed to be delivered as far as possible using e-learning modalities, allowing students to study in their home countries and at their own rate

- Online content will consist of online web content, video presentations, asynchronous case-based discussions and open-forum sessions.

- Diploma courses will be entirely delivered online.

- Masters courses will additionally comprise a Summer School at the SMD and attendance on the College of Surgeons ‘Specialty Skills in Trauma & Emergency Surgery’ Course.

- Didactic content will be hosted on Trauma.Org whilst interactive content and assessments will be only available through the Queen Mary website.
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<thead>
<tr>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>(1) Trauma; the Disease</td>
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<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>(2) Haemorrhage &amp; Response to Injury</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>(3) Critical Care &amp; Trauma</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>(4) Torso Trauma</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>(5) Fracture Biology &amp; Extremity Trauma</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>(6) Burn &amp; Wound Healing</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 2 &amp; 3</td>
</tr>
<tr>
<td>(7) Brain &amp; Spinal Cord Injury</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>(A) Mass Casualty/Austere &amp; Military Trauma</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>(B) Trauma Nursing</td>
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<td>7</td>
<td>Elective</td>
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<td>Semester 3</td>
</tr>
<tr>
<td>Summer School</td>
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<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Research Dissertation</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

11) Assessment
Please provide a brief outline of the assessment methods for the proposed programme (which will appear in marketing material 'subject to approval'). Assessment methods should take due consideration of the approved assessment methods as defined in the Academic Regulations.

The full MSc programme comprises 8 taught modules (to the total value of 120 credits) in year 1 plus a research-based dissertation (equivalent to 30 credits) in their second year of study and successful completion of the Summer School (equivalent to 30 credits), with each credit contributing equally to the final mark (0.56% of the final mark). A 15 credit module represents therefore 8.4%, 120 credits represent 67.2%, and the project/summer school, worth 60 credits, represents 33.6%.

Only students who satisfactorily pass the 120-credit taught modules (minimum 50% pass each) will be eligible to proceed to the 60-credit project module.

The award of the degree will be made only when all modules are satisfactorily completed. In the event of a candidate achieving an average score of <50% for the taught modules, the candidate may take a single re-sit of the required module(s) during the next academic year. Re-sits will be capped at 50%.

12) Professional Accreditation
Please specify the accrediting body (if applicable) and the nature of the accreditation: e.g. qualification to practice, exemption from professional exams, membership of a profession body).

TRAUMA.ORG FOUNDATION
Trauma.Org Foundation is a not for profit organisation that delivers trauma education and community services worldwide, primarily through the Internet. Founded in 1995 by Karim Brohi, the Trauma.Org website is the primary site for trauma healthcare professionals. It delivers approximately 6 million pages of information each year to users, in over 200 countries. There
are 3000 members of the email discussion group, making it one of the largest specialist medical communities on the Internet.

Trauma.Org will provide access to the world’s trauma community, and the presence of SMD/QMUL badged material on the site will showcase the MSc and act as advertorial for the course.

ROYAL COLLEGE OF SURGEONS ENGLAND
The Raven Department of Education at the Royal College of Surgeons develops and manages courses to support training. As part of the Trauma & Emergency Surgery portfolio, the college offers the ‘Specialty Skills in Emergency Surgery & Trauma’ Course. This 2-day course is an intensive practical course providing the skills and decision–making for critical interventions in trauma & emergency surgery.

Association of the course with the Royal College of Surgeons will carry significant weight, especially to the overseas market, and will link the MSc to the trauma surgery curriculum. Karim Brohi is currently Trauma & Emergency Surgery Tutor at the College.

13) Career Opportunities
Please specify how this programme may contribute to/enhance students' career prospects. This could include consideration of how students are supported in exploring their career options (e.g. Career Liaison Tutor, specific personal tutor session, specific careers events, industrial visits, notification of careers events). Consult the Careers Service for any relevant data.

Graduates of the Trauma Science MSc are expected to become leaders in the development of trauma care in their own regions. Moreover Trauma Science students will understand the imperatives of trauma research and have a firm grounding in relevant translational and clinical trial methodologies.

Approval of Part 1 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Once a programme has passed Part 1 approval it can now be marketed. In order to publicise a new programme the School administering the programme (through the programme proposer) should liaise directly with Corporate Affairs to ensure that all the neccessary information required to market the programme is provided.
Part 1 Programme Proposal Form (SMD Programmes)

All sections must be completed in full and supplementary information attached where requested. Part 1 proposals should be submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Programme and Module Approval Board.

If this proposed programme was not included in the School's planning round submission for this academic session, a signed Confirmation of Resources form must be attached.

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<td>Programme Qualification: Master of Science (MSc)</td>
</tr>
<tr>
<td>Mode of study: Distance Learning (PT)</td>
</tr>
<tr>
<td>Programme Duration: 2 years</td>
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<td>Anticipated Student Numbers: 8 Home &amp; 6 Overseas students in 1st academic year (2011-2012)</td>
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<td>Proposed JACS Code 1: A300  Clinical Medicine</td>
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<td>Further details on JACS codes can be found at <a href="http://tiny.cc/g5a6c">http://tiny.cc/g5a6c</a></td>
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<tr>
<td>Will the programme be funded by another EC public source?: No</td>
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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)
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Details of the rationale for the proposed programme. In addition to being academically sound, these should include strategic reasons, financial reasons and/or recruitment reasons.

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As part of these developments, we would like to propose that the School provides a Masters course in Military & Austere Trauma. This will serve as both a stand-alone 1-year Diploma course and as a critical component of two newly-proposed 2-year part-time Masters courses in Trauma Science and Military & Austere Trauma.

Trauma is one of the world’s leading killers, and is responsible for the loss of more life-years than any other disease. War is predicted to be the 6th leading cause of death by 2020. Opportunities for the training of military trauma care specialists are extremely limited and many defence agencies rely on the deployment situation as the primary training for their surgeons. As such any course that provides the opportunity for directed learning will be of value to the world’s defence agencies. With global disasters, humanitarian crises and mass casualty events on the rise, the importance of specialist training in the science and management of these events is increasingly important. Many healthcare workers feel grossly unprepared to work in these environments and will find high value in this course of study. All countries, developed and developing recognise the importance of trauma to their healthcare systems. Many countries including the UK are actively pursuing regionalisation and specialisation programmes. Trauma’s global impact is not matched by the educational and research resources it receives, and there is a large worldwide demand for high-quality, up-to-date trauma education programmes.

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Org Foundation and the Royal College of Surgeons of England will provide a global reach and recognition for the course.

2) Marketing Information
Evidence of student demand for the proposed programme (further guidance and information should be sought from Corporate Affairs). This could include relevant A level trends and UCAS or HESA data; relevant UK, EU and international economic data; relevant regional, national or sector-specific data. Consideration should also be given to whether the market is UK-wide, EU or international (consult International Office).

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A brief summary including programme titles, length of time programmes have been offered, numbers of applicants and registered students should be included.

A Critical Care MSc has been proposed at WHRI but this has minimal overlap with our proposed Trauma courses.

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What is the demand for graduates with this/these qualifications? Feedback from employers (named individuals); Feedback from Professional or Statutory Regulatory Bodies; Comments from leaders in the field etc. Consult the Careers Service for any relevant data

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Feedback from prospective, current and former students studying or who have studied in cognate areas - via questionnaire or focus groups

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Provide the entry requirements for the proposed programme, including the level of English Language proficiency (IELTS / TOEFL) required for International applicants.

- Medical or Nursing degree (2.1 or higher)
- Overseas qualifications at degree level from a university or an institution of university rank
7) Programme Description
Provide a programme description for the proposed programme (this will appear in marketing material).

Trauma is one of the world’s leading killers, and is responsible for the loss of more life-years than any other disease, with War predicted to be the 6th leading cause of death by 2020. Opportunities for the training of military trauma care specialists are extremely limited, and many defence agencies rely on the deployment situation as the primary training for their surgeons. As such any course that provides the opportunity for directed learning will be of value to the world’s defence agencies. All countries, developed and developing recognise the importance of trauma to their healthcare systems and with global disasters, humanitarian crises and mass casualty events on the rise, the importance of specialist training in the science and management of these events is increasingly important.

Many healthcare workers feel grossly unprepared to work in these environments and will find high value in this course of study. All countries, developed and developing recognise the importance of trauma to their healthcare systems and are actively pursuing regionalisation and specialisation programmes. The combined expertise and resources of the School of Medicine & Dentistry and the Trust is ideal to meet educational and research to address Trauma’s global impact and to provide a truly world-class Masters programme in Military & Austere Trauma.

The Masters in Military & Austere Trauma course comprises modules related to trauma research and trauma systems. The first year will involve a distance-based cognitive learning course - students who undertake the first year of study only will be awarded a Diploma. Subsequent second year course modules will focus on the science and practice of trauma care, together producing the future global leaders in trauma practice.

8) Educational Aims of the Programme
Please provide the educational aims (academic and professional/employability) for the proposed programme.

The aim of the course is to ensure that graduates have acquired a broad understanding of the science and practice of trauma care. Graduates will have developed the knowledge, technical skills, decision-making and professionalism to safely deliver a core set of clinical functions in the management of injured patients, consistent with their scope of practice.

9) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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</table>
### Principles of triage, treatment priorities, techniques and evidence for use in the pre-hospital arena, emergency department, theatre, intensive-care and ward environments.

**A4**

### The principles and application of damage control strategies.

**A5**

### Develop more detailed understanding of the science of trauma.

**A6**

### Intellectual (cognitive) skills - able to:

<table>
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<th>B1</th>
<th>Understand organ and system-specific injuries, their operative and non-operative treatments, and complications thereof.</th>
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<td></td>
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### Practical skills - able to:

<table>
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<th>Understand the principles of mass casualty management, and the application of trauma care in remote or austere settings.</th>
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<tbody>
<tr>
<td>C2</td>
<td>Develop decision-making skills for the immediate management of trauma patients.</td>
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<td>Develop practical skills for the resuscitation and management of trauma patients.</td>
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### Transferable / personal skills - able to:

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<th>Understand the organisation of trauma systems, trauma registry management, trauma scoring systems, clinical governance and quality assurance.</th>
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### Indicative Curriculum

The indicative curriculum for the proposed programme in terms of proposed modules to be studied in each academic year of study (which will appear in marketing material 'subject to approval').

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home countries and at their own rate

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<tr>
<td>(3) Critical Care &amp; Trauma</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>(4) Torso Trauma</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>(5) Fracture Biology &amp; Extremity Trauma</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td></td>
<td>Semester 2, 3</td>
</tr>
<tr>
<td>(7) Brain &amp; Spinal Cord Injury</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td></td>
<td>Semester 3</td>
</tr>
<tr>
<td>(A) Mass Casualty/Austere &amp; Military Trauma</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td></td>
<td>Semester 3</td>
</tr>
<tr>
<td>(B) Trauma Nursing</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td></td>
<td>Semester 3</td>
</tr>
<tr>
<td>Summer School</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Research Dissertation</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td></td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

11) Assessment
Please provide a brief outline of the assessment methods for the proposed programme (which will appear in marketing material 'subject to approval'). Assessment methods should take due consideration of the approved assessment methods as defined in the Academic Regulations.

The full MSc programme comprises 8 taught modules (to the total value of 120 credits) in year 1 plus a research-based dissertation (equivalent to 30 credits) in their second year of study and successful completion of the Summer School (equivalent to 30 credits), with each credit contributing equally to the final mark (0.56% of the final mark). A 15 credit module represents therefore 8.4%, 120 credits represent 67.2%, and the project/summer school, worth 60 credits, represents 33.6%.
Only students who satisfactorily pass the 120-credit taught modules (minimum 50% pass each) will be eligible to proceed to the 60-credit project module.

The award of the degree will be made only when all modules are satisfactorily completed. In the event of a candidate achieving an average score of <50% for the taught modules, the candidate may take a single re-sit of the required module(s) during the next academic year. Re-sits will be capped at 50%.

**12) Professional Accreditation**

Please specify the accrediting body (if applicable) and the nature of the accreditation: e.g. qualification to practice, exemption from professional exams, membership of a professional body).

**TRAUMA.ORG FOUNDATION**

Trauma.Org Foundation is a not for profit organisation that delivers trauma education and community services worldwide, primarily through the Internet. Founded in 1995 by Karim Brohi, the Trauma.Org website is the primary site for trauma healthcare professionals. It delivers approximately 6 million pages of information each year to users, in over 200 countries. There are 3000 members of the email discussion group, making it one of the largest specialist medical communities on the Internet.

Trauma.Org will provide access to the world’s trauma community, and the presence of SMD/QMUL badged material on the site will showcase the MSc and act as advertorial for the course.

**ROYAL COLLEGE OF SURGEONS ENGLAND**

The Raven Department of Education at the Royal College of Surgeons develops and manages courses to support training. As part of the Trauma & Emergency Surgery portfolio, the college offers the ‘Specialty Skills in Emergency Surgery & Trauma’ Course. This 2-day course is an intensive practical course providing the skills and decision-making for critical interventions in trauma & emergency surgery.

Association of the course with the Royal College of Surgeons will carry significant weight, especially to the overseas market, and will link the MSc to the trauma surgery curriculum. Karim Brohi is currently Trauma & Emergency Surgery Tutor at the College.

**13) Career Opportunities**

Please specify how this programme may contribute to/enhance students’ career prospects. This could include consideration of how students are supported in exploring their career options (e.g. Career Liaison Tutor, specific personal tutor session, specific careers events, industrial visits, notification of careers events). Consult the Careers Service for any relevant data.

Graduates of the Military & Austere Trauma MSc are expected to become leaders in the development of trauma care in their own regions. Moreover Trauma Science students will understand the imperatives of trauma research and have a firm grounding in relevant translational and clinical trial methodologies.

---

**Approval of Part 1 Programme Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

**Head(s) of Institute**

**Head(s) of supporting Institute**

**Head(s) of supporting Institute**
Once a programme has passed Part 1 approval it can now be marketed. In order to publicise a new programme the School administering the programme (through the programme proposer) should liaise directly with Corporate Affairs to ensure that all the necessary information required to market the programme is provided.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Business Management</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | • MSc Marketing (N1Q2)  
• MSc International Financial Management (N1Q6)  
• MSc International Human Resource Management and Employment Relations (N1S3)  
• MSc Management and Organisational Innovation (N1Q1) |
| Outcome requested | Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The proposed programme amendment applies to all four programmes detailed above and has already been enacted on the Student Information System. The issue only came to light that approval for this Programme Amendment had not been requested (or therefore granted) when the School of Business and Management were working on the SITS module and diets verification exercise, in the summer. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Marketing</td>
<td>N1Q2</td>
</tr>
<tr>
<td>MSc International Financial Management</td>
<td>N1Q6</td>
</tr>
<tr>
<td>MSc International Human Resource Management and Employment Relations</td>
<td>N1S3</td>
</tr>
<tr>
<td>MSc Management and Organisational Innovation</td>
<td>N1Q1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>School of Business &amp; Management</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme</th>
</tr>
</thead>
</table>

Programme Organiser: Dr Yasmin Ibrahim

1) Proposed Amendment(s)

Detail the proposed amendments to the programme and [attach the updated Programme Specification](#). If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified. Further information regarding the module(s) to be added / removed from the programme(s) should be provided in the table below.

Core module BUSM063 'State, Market and Society - Concepts and Critique' has replaced BUSM053 'The Firm and The Market.' This change will affect all 4 Master programmes currently running in the School of Business and Management.
### Module Title

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firm and The Market</td>
<td>BUSM053</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>State, Market and Society - Concepts and Critique</td>
<td>BUSM063</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### 2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

N/A

#### 3) Proposed Date of Amendment Introduction

**September 2010**

#### 4) Rationale

Detail the rationale for the proposed amendment(s).

The ‘State, Market and Society’ module is designed as a core for all MSc students who are registered for the different dedicated Masters programmes offered by the School of Business and Management. It seeks to replace the existing core module ‘The Firm and Market’. In doing so, it aims to provide a module that may be relevant for a broad student cohort without requiring them to have a pre-requisite in a specialised field/discipline but yet applicable and relevant to their respective programmes. In addition, the module will be team-taught and will pool and showcase the range of diverse expertise available within the department. The continuity in the programme will be created both through theoretical links but equally through a dedicated seminar tutors which will lead seminar discussions.

#### 5) Resource Implications of Proposed Amendment(s)

Are there any resource implications linked to the proposed amendment(s)?

No. Lecturers, seminar leaders, rooms and AV facilities all to be provided by School of Business and Management.
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

It is thought student’s study patterns will not be affected. The students have been consulted at ‘Staff Student Liaison Committee’ and in feedback sessions with the Director of Taught Postgraduate Studies, Dr Yasmin Ibrahim. Students responded very positively.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

External Examiners were informally consulted after the PG Exam Board in June 2010. They did not raise any objections.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be considered by Programme and Module Approval Board.

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? Yes
- Has a the Programme Specification been revised to take into account the programme amendment? Yes
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Centre for Commercial Law Studies</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | • LLM/PgDip/PgCert Computer and Communications Law (M3S3 / M3DL)  
• MSc Law and Finance (M3S7, M3S8) |
| Outcome requested | Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The proposed programme amendments outline reasonable amendments to the programmes identified above. However, both proposed programme amendments for the MSc Law and Finance are requested to apply from September 2010. Given the urgency of this change, Chair's Action has been sought on the programme amendments for the MSc Law and Finance through consultation with the Faculty Dean of Taught Programmes. At the time of writing Chair's action was being considered but approval had not yet been confirmed. |
This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme – please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

### Summary Information (as previously approved)

<table>
<thead>
<tr>
<th>Programme Award and Title(s)</th>
<th>LLM Computer and Communications Law Diploma Computer and Communications Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Code(s)</td>
<td>M3S3 / M3DL</td>
</tr>
<tr>
<td>Mode of Study (FT/PT/DL)</td>
<td>P/T</td>
</tr>
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<td>Programme Length</td>
<td>18</td>
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<tr>
<td>Responsible Department</td>
<td>CCLS</td>
</tr>
<tr>
<td>Collaborating Departments/Institutions</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Organiser</td>
<td>Dr Julia Hornle</td>
</tr>
</tbody>
</table>

### Proposed amendment(s)

Please detail the proposed amendments to the programme and attach the updated programme specification.

To add the award of a PG Certificate to current programme (LLM/Diploma); minimum 12 months’ duration and maximum 24 months’ duration.

The PG Certificate will run the same as the PG Dip/LLM and will recruiting during terms 1 (August – December), 2 (January – May), 3 (May – August)

| New Programme Title (if Certificate)     | Certificate Computer & Communications Law                                |
| applicable) | Digital Media Law  
IT/IP Law  
E-commerce Law  
Communications Law |
|---|---|
| **Proposed date of introduction** | Recruiting from November 2010  
Programme commencing January 2011 onwards |
| **Rationale** | Please give the rationale for the proposed amendment(s) |
| | Student demand (practitioners) for short, specialised courses |
| **Resource implications of proposed amendment(s)** | Are there any resource implications linked to the proposed amendment(s)? |
| | Nil, will join existing programme modules |
| **Anticipated practical implications of proposed amendment(s)** | Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)? |
| | N/A |
| **External Examiner(s)** | Have you consulted your External Examiner(s) about the proposed amendments? If so, please attach their comments. |
| | Same as for programme (LLM/Diploma) |
Approval of programme amendment

Programme Organiser(s): Dr Julia Hornle    Date: 22/09/10

Head(s) of School/Department: Professor Spyros Maniatis    Date: 22/09/10

(S. Maniatis)

Academic Dean(s)    Date
(to denote approval by Faculty Board(s))

or
Chair of Education Board:    Date
(to denote approval by SMD Education Board)

Please return to:

Academic Secretariat
Queens’ Building
Mile End

Updated January 2009
This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme – please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

<table>
<thead>
<tr>
<th>Summary Information (as previously approved)</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Programme Code(s)</td>
</tr>
<tr>
<td>Mode of Study (FT/PT/DL)</td>
</tr>
<tr>
<td>Programme Length</td>
</tr>
<tr>
<td>Responsible Department</td>
</tr>
<tr>
<td>Collaborating Departments/Institutions</td>
</tr>
<tr>
<td>Programme Organiser</td>
</tr>
</tbody>
</table>

Proposed amendment(s)
Please detail the proposed amendments to the programme and attach the updated programme specification.

Classification of the degree (Fail, Pass, Merit, Distinction):

- To achieve a Pass in MSc degree a student must pass 160 credits. Whereas in the remaining 30 credits the mark should be at least 30 in each module. The weighted average across all the modules taken should be at least 50.

- To achieve a Merit in MSc degree a student must pass 160 credits
(including dissertation). Whereas the in remaining 30 credits the mark should be at least 30 in each module. The dissertation mark and the weighted average across all the modules taken should be at least 65.

- To achieve a Distinction in MSc degree a student must pass 160 credits (including dissertation). Whereas in the remaining 30 credits the mark should be at least 30 in each module. The dissertation mark and the weighted average across all the modules taken should be at least 70.

<table>
<thead>
<tr>
<th>New Programme Title (if applicable)</th>
</tr>
</thead>
</table>

| Proposed date of introduction | 22 September 2010 |

**Rationale**

<table>
<thead>
<tr>
<th>Please give the rationale for the proposed amendment(s)</th>
</tr>
</thead>
</table>

MSc law and finance is a joint programme between CCLS and School of Economics and Finance. Therefore, there is a need for finding the combination of regulations which will suit the particular regulations of both departments. The suggested amendments satisfy such need.

**Resource implications of proposed amendment(s)**

<table>
<thead>
<tr>
<th>Are there any resource implications linked to the proposed amendment(s)?</th>
</tr>
</thead>
</table>

None.

**Anticipated practical implications of proposed amendment(s)**

<table>
<thead>
<tr>
<th>Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?</th>
</tr>
</thead>
</table>

No effect.

**External Examiner(s)**

<table>
<thead>
<tr>
<th>Have you consulted your External Examiner(s) about the proposed amendments? If so, please attach their comments.</th>
</tr>
</thead>
</table>

No, the programme director consulted with Ms Kate Dunster, Assistant Academic Secretary - Examinations & Assessment Governance, who
agreed that such amendments are necessary.

Approval of programme amendment

Programme Organiser(s): Dr Leon Vinokur        Date: 15/09/10

Head(s) of School/Department: Professor Spyros Maniatis        Date: 22/09/10

(S Maniatis)

Academic Dean(s)        Date
(to denote approval by Faculty Board(s))

or
Chair of Education Board:        Date
(to denote approval by SMD Education Board)

Please return to:

Academic Secretariat
Queens’ Building
Mile End

Updated January 2009
PROGRAMME AMENDMENT FORM

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme – please note that changing the programme title will necessitate the recoding of the programme
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- changes in the programme regulations

<table>
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<tr>
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</thead>
<tbody>
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<td>Programme Award and Title(s)</td>
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</tr>
<tr>
<td>Mode of Study (FT/PT/DL)</td>
</tr>
<tr>
<td>Programme Length</td>
</tr>
<tr>
<td>Responsible Department</td>
</tr>
<tr>
<td>Collaborating Departments/Institutions</td>
</tr>
<tr>
<td>Programme Organiser</td>
</tr>
</tbody>
</table>

Proposed amendment(s)
Please detail the proposed amendments to the programme and attach the updated programme specification.

Specialisation C Law and Corporate Finance:

The students will be offered to take ECOM062 Financial management module instead of BUSM054 Financial reporting module,
Proposed date of introduction: 30 September 2010

Rationale
Please give the rationale for the proposed amendment(s)

The School of Economics and Finance would like to propose an amendment to the structure of the MSc Law and Finance with the removal of BUSM054 (Financial Reporting), which will be replaced by ECOM062 (Financial Management). The rationale behind this is due to content overlap with ECOM058 (Principles of Accounting) and also because of module timetable clashes with the Business School and School of Economics and Finance specialisation C.

Resource implications of proposed amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

None.

Anticipated practical implications of proposed amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

No effect.

External Examiner(s)
Have you consulted your External Examiner(s) about the proposed amendments? If so, please attach their comments.

No

Approval of programme amendment

Programme Organiser(s): Dr Leon Vinokur Date: 15/09/10

Head(s) of School/Department: Professor George Kapetanios Date: 22/09/10
Programme and Module Approval Board
Paper Code: PMAB2010-015

SMarritt

Academic Dean(s) Date
(to denote approval by Faculty Board(s))

or

Chair of Education Board: Date
(to denote approval by SMD Education Board)

Please return to:

Academic Secretariat
Queens’ Building
Mile End

Updated January 2009
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Electronic Engineering and Computer Science</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | • BSc Business Computing (GS06)  
• BSc Business Computing with Industrial Experience (GSOS)  
• BSc Business Computing with Management (G5N2) |
| Outcome requested | Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The proposed programme amendment outlines an amendment to apply to all programmes identified above. However, the proposed programme amendment is requested to apply from September 2010. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
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By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
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<tbody>
<tr>
<td>Business Computing</td>
<td>G506</td>
</tr>
<tr>
<td>Business Computing with Industrial Experience</td>
<td>G905</td>
</tr>
<tr>
<td>Business Computing with Management</td>
<td>G5N2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>Full Time</td>
<td>3 Academic Years</td>
</tr>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>FT with Placement</td>
<td>4 Academic Years</td>
</tr>
</tbody>
</table>

Responsible School / Institute: School of Electronic Engineering & Computer Science

Schools who are also be involved in teaching part of the programme:

- School of Business & Management

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme:

None

Programme Organiser: Jane Reid
1) Proposed Amendment(s)
Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified. Further information regarding the module(s) to be added / removed from the programme(s) should be provided in the table below.

To change the module ELE041 from compulsory to optional on the programmes listed.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine Learning</td>
<td>ELE041</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

N/A

3) Proposed Date of Amendment Introduction
September 2010

4) Rationale
Detail the rationale for the proposed amendment(s).

Some serious concerns about the suitability of this module for Computer Science students were raised through the Student-Staff Liaison Committee last academic year. This situation came about because of a convergence of two existing modules following the School merger, meaning that, for the first time, students from both Electronic Engineering and Computer Science programmes took the module. While we have made considerable efforts to address the students’ concerns, it has not proved possible to accommodate the full range of mathematical abilities of students from across the School. We do not wish Computer Science students to be disadvantaged by this situation, nor do we wish them to be deprived of the opportunity to take the module if they wish to, hence our wish to change the module from compulsory to optional.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

None
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students' study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

Original feedback came from the Student-Staff Liaison Committee - see Rationale above.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

No.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be considered by Programme and Module Approval Board.

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? N/A
- Has a the Programme Specification been revised to take into account the programme amendment? Yes

Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>Head(s) of School</th>
</tr>
</thead>
<tbody>
<tr>
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<td>[Signature]</td>
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<table>
<thead>
<tr>
<th>Head(s) of supporting School</th>
<th>Head(s) of supporting School</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>[Signature]</td>
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</tbody>
</table>

Head(s) of supporting School [Signature]
Chair of Programme and Module Approval Board
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Blizard Institute of Cell and Molecular Science</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | • MSc/PgDip/PgCert Translational Neuroscience A3F1  
• MSc Gastroenterology |
| Outcome requested | Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The proposed programme amendment for the MSc/PgDip/PgCert Translational Neuroscience details a change to the programme title, which seems reasonable given the detailed explanation. In contrast, the amendment for the MSc Gastroenterology proposes the creation of a number of special regulations for the programme. The nature of these changes should be given full consideration by the Board. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Summary Information (as previously approved)

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in Translational Neuroscience</td>
<td>A3F1</td>
<td>Full Time</td>
<td>1 Academic Year</td>
</tr>
<tr>
<td>PG Diploma in Translational Neuroscience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG Certificate in Translational Neuroscience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master in Science (MSci)</td>
<td>Full Time</td>
<td>1 Academic Year</td>
</tr>
<tr>
<td>Postgraduate Certificate (PG Cert)</td>
<td>Full Time</td>
<td>1 Academic Year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Full Time (Academic Year)</td>
<td>1 Academic Year</td>
</tr>
</tbody>
</table>

Schools who are also be involved in teaching part of the programme

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

Programme Organiser: Professor Adina T. Michael-Titus
1) Proposed Amendment(s)
Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified. Further information regarding the module(s) to be added / removed from the programme(s) should be provided in the table below.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

MSc in Neuroscience and Translational Medicine
PG Diploma in Neuroscience and Translational Medicine
PG Certificate in Neuroscience and Translational Medicine

3) Proposed Date of Amendment Introduction
1st October 2011

4) Rationale
Detail the rationale for the proposed amendment(s).

The programme of studies provides in-depth teaching of generic translational medicine concepts and skills, which are applicable beyond neurology, and in parallel also covers a broad range of specialised topics in neuroscience/neurology. The proposed new title reflects more accurately this dual aim of the programme. We expect that this increased clarity of purpose of the programme will increase interest in the programme from students wishing to register either for a neuroscience or a translational medicine postgraduate course. Ultimately, this will have a positive effect on the recruitment of candidates for this programme.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

None
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students' study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

The students' study patterns will not be affected. The proposed change has been informally discussed with the students from the 2009/2010 cohort.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

The students, the External Examiner and the teaching staff have been consulted about the proposed change and they have expressed their support.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be considered by Programme and Module Approval Board.

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? N/A

- Has a the Programme Specification been revised to take into account the programme amendment? Yes

Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>Adina Michael-Titus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of supporting School</td>
<td>Mike Curtis</td>
</tr>
</tbody>
</table>

Digitally signed by Adina Michael-Titus
DN: cn=Adina Michael-Titus, o=Blizard Institute of Cell and Molecular Science, ou=Centre for Neuroscience and Trauma, email=A.T.Michael-Titus@qmul.ac.uk, c=GB
Date: 2010.09.28 10:52:39 +01'00'

Digitally signed by Mike Curtis
DN: cn=Mike Curtis, o=Queen Mary, u=Blizard Institute of Cell and Molecular Science, email=m.a.curtis@qmul.ac.uk, c=GB
Date: 2010.09.29 12:30:55 +01'00'
| Head(s) of supporting School | Chair of Programme and Module Approval Board | Head(s) of supporting School |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information (as previously approved)

Programme Title(s): MSc Gastroenterology

Programme Code(s): A3DP A3TR A3TV A3TW

Programme Qualification: Master of Science (MSc)

Mode of study: Full Time

Programme Duration: 1 Calendar Year

Responsible School / Institute: Blizard Institute of Cell and Molecular Science

Schools who are also involved in teaching part of the programme:

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme:

Programme Organiser: Dr Nicholas Croft

1) Proposed Amendment(s)

Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified. Further information regarding the module(s) to be added / removed from the programme(s) should be provided in the table below.

2. Special Regulations:

- The overall assessment of the modular format (Pass, Merit and Distinction) will follow University Regulations, apart from:
a. Distinction for the MSc will only be awarded if the student has achieved Distinction standard in the project and dissertation (ICMM939), as well as over the whole year. This is no change from the previous programme and years, but needs to be clearly defined as a Special Regulation. This is permissible under the Regulation 4.59 of the Academic Regulations 2009-2010.

b. Progression - In order to progress to the research project (ICMM939), the students must pass at least 60 credits during the taught course (unless there are extenuating circumstances). Progression will be considered by an SEB after the taught course has been completed.

3. We propose there will be alternative pathways and therefore different named degree awards possible. All students will register initially for the Diploma/MSc in Gastroenterology. However they can change the pathway (and therefore name of the final degree awarded) to either:

- MSc Gastroenterology (Neurogastroenterology)
- MSc Gastroenterology (Hepatology)
- MSc Gastroenterology (Paediatric)

On the conditions:
- They have achieved at least a pass in the relevant module (neurogastroenterology, hepatology or paediatric gastroenterology).
- They have requested and been allocated a project (which will happen in March) and passed the project module in the relevant speciality (neurogastroenterology, hepatology, or paediatric gastroenterology).

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

MSc Gastroenterology (Neurogastroenterology)
MSc Gastroenterology (Hepatology)
MSc Gastroenterology (Paediatric)

3) Proposed Date of Amendment Introduction
1 October 2010

4) Rationale
Detail the rationale for the proposed amendment(s).

Requiring Distinction-standard projects and viva to achieve a Distinction has been fundamental to the MSc since its inception, and must be maintained for continuity of standards. It is permissible for programmes to determine this under the Academic Regulation 4.59. this was submitted to the programme committee in March but does not appear to have been finally signed off.

Progression (Regulation 5.49 allows the SEB to consider and agree progression) - Some students are unsuited to the work involved in projects and this is becomes obvious by poor performance during the taught course. Supervision of projects are very labour intensive and so we only wish to allocate projects to students who will benefit from them and are in a position likely to lead to the full MSc.

Gastroenterology is a large subject with many sub-specialities. New pathways, and ultimately name of qualifications, allow students to demonstrate areas of extra knowledge in particular sub-specialities within the field. This can be of importance to
some for future careers and opportunities, and may make the programme more attractive to others.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

No apart from setting up new codes

6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students' study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

No change

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

yes, agreed

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be considered by Programme and Module Approval Board.

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? N/A
- Has a the Programme Specification been revised to take into account the programme amendment? N/A

Approval of Programme Amendment
Programme & Module Approval Board

Programme Organiser

N M Croft

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Chair of Programme and Module Approval Board

Mike Curtis

Head(s) of School

Head(s) of School

Head(s) of School
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Module Proposal(s)</th>
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<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Languages, Linguistics and Film</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>• Female archetypes: women singers in modern European culture</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>No significant issues to report.</td>
</tr>
</tbody>
</table>
MODULE PROPOSAL FORM

Please read the accompanying notes for guidance before completing this form.

Sections 1 and 2 must be completed in full.
Sections 3 and 4 are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (section 4)

Completed forms are to be submitted to the Academic Secretariat, Queens Building, Mile End.

SECTION 1 – SUMMARY INFORMATION

<table>
<thead>
<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>Female archetypes: women singers in modern European culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code (to be assigned by the Academic Secretariat / Planning)</td>
<td>COM6xx</td>
</tr>
<tr>
<td>Credit Value</td>
<td>15 credits</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Module Type (see notes for full range)</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>U</td>
</tr>
<tr>
<td>Start date</td>
<td>2010-11</td>
</tr>
<tr>
<td>School responsible for module</td>
<td>School of Languages, Linguistics and Film</td>
</tr>
<tr>
<td>Collaborating Schools/Institutions (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Estimated % contribution from collaborative partner</td>
<td></td>
</tr>
<tr>
<td>Subject Examination Board responsible for module</td>
<td>Languages, Linguistics and Film</td>
</tr>
<tr>
<td>Marking Scheme (see notes for full range)</td>
<td>U40M</td>
</tr>
<tr>
<td>Proposed module JACS code(s)</td>
<td>Q200</td>
</tr>
</tbody>
</table>

ANTICIPATED STUDENT REGISTRATIONS

<table>
<thead>
<tr>
<th>Year of Student Entry</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum student intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>20</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2011-12</td>
<td>30</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2012-13</td>
<td>30</td>
<td>6</td>
<td>40</td>
</tr>
</tbody>
</table>
RATIONAL
Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module.

This module will be optional for students on undergraduate programmes in comparative literature as well as French studies. Texts will be read in English translation (French students are encouraged to read texts in the original). Associate students welcome, as are students from related disciplines (musicology, gender studies).

RESOURCE REQUIREMENTS

<table>
<thead>
<tr>
<th>By School responsible for module</th>
<th>Teaching space for lecture+seminar, and a room for film screenings. Additional library stock (as specified in reading list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary School or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

APPROVAL

The signature of the Head of School will be taken as confirmation that the required resources, both internal to the department and elsewhere, for instance, library and computing resources, can be funded by the department.

Module Organiser

Name: Dr Julia Effertz
Signature: [Signature]
Date: 16 August 2010

Head of School
Signature: [Signature]
Date: [Date]

Head of Collaborating School
Signature: [Signature]
Date: [Date]

Academic Dean(s) / Dean for Education (SMD) (to denote approval of Faculty Board)
Signature: [Signature]
Date: [Date]
## SECTION 2 - MODULE SPECIFICATION

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Female archetypes: women singers in modern European culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>COM6xx</td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Dr Julia Effertz</td>
</tr>
</tbody>
</table>

### Mode of Delivery
- On campus
- Duration of Module: One semester – Semester 2

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101 (Introduction to literature) or equivalent.</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

### CONTENT DESCRIPTION

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words) and attach a module outline using the School's template given at the end of this document.

This module explores the woman singer as an archetype in European culture. In the form of selected case studies ranging from the 1800s to the 21st century and focusing on (but not limited to) the French canon, the singer will be examined as a polarizing female figure that has frequently been rewritten and fantasized about. In addition, theoretical writings on music, popular culture and gender will allow students to reflect upon the seemingly timeless fascination of both woman and music, and their implicit controversies.

### AIMS

Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

- The module enables students to deepen their understanding of and expertise in comparative literature through the study of the woman singer as a socio-cultural and as a literary motif.
- Students will acquire a good knowledge of key works of the French canon, and expand their analysis into other works of the European canon as well as other media, i.e. film.
- Students will learn to analyse the different layers of the motif of the woman singer, including its mythological underpinnings and rewritings by various authors, but also its evolution into a staple of modern European culture.

### LEARNING OUTCOMES

Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

**Knowledge outcomes:**
- how the female singing voice evolved as a mythological staple of European culture and society
- how the woman singer evolved as a socio-cultural and literary motif
- how authors reflected upon the woman singer and helped shape the myth of the female singing voice and of the woman performer on stage
- how various texts and films dramatise the link between woman, music and bodily performance
Discipline-specific skills:
At the end of this module students will be able to:
• analyse literary texts and other media (film, music) with greater sophistication
• demonstrate knowledge of, and make theoretically informed connections between, texts and media of different periods, literatures and cultures
• reflect critically on a literary motif in its socio-cultural and artistic context

Personal development:
At the end of this module students will be able to:
• formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations
• construct cogent and sophisticated critical essays with evidence of individual study and initiative

General intellectual attributes:
At the end of this module students will be able to:
• reflect critically upon textual reception both in history and in their own practice
• demonstrate familiarity with basic research skills and bibliographic skills; and
• further their knowledge and expertise as students of comparative literature

READING LIST
Please provide an indicative, fully-referenced, reading list

SET TEXTS
Reading List
Zola, *Nana* (Oxford University Press, 2009)

Watching List
Marcel l’Herbier, *L’Inhumaine* (1924)
Archie Mayo, *Svengali* (1931)
Andrew Lloyd Webber/Joel Schumacher (1986/2004), *The Phantom of the Opera*
Olivier Dahan, *La Vie en rose* (*La Môme*) (2007)
Jonathan Larson/Chris Columbus (1994/2005), *Rent*

FURTHER READING
Peter Hawkins, *Chanson: the French singer-songwriter from Aristide Bruant to the present day* (Ashgate, 2000)

**TEACHING AND LEARNING PROFILE**
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student / lecturer interaction</td>
<td>22 (2 hours/week, 11 weeks + reading week)</td>
</tr>
<tr>
<td>2. Student independent learning time</td>
<td>128 hours to be undertaken in preparation for the module, during the module, and in completion of any assessment after teaching is complete</td>
</tr>
<tr>
<td>1. + 2. Total module notional study hours</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

**ASSESSMENT PROFILE**
Please provide details of the assessment methods used to assess the achievement of learning outcomes. PLEASE ANNOTATE WHICH IS THE FINAL PIECE OF THE ASSESSMENT.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Brief Description of Assessment</th>
<th>Duration / Length</th>
<th>Percentage Marking</th>
<th>Marking Scheme</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWK</td>
<td>Essay</td>
<td>3500 words</td>
<td>90</td>
<td>U40A</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**REASSESSMENT**
Please provide details of the reassessment methods used. SEE NOTES

<table>
<thead>
<tr>
<th>Standard reassessment?</th>
<th>Synoptic reassessment?</th>
<th>Assessment Type</th>
<th>Brief Description of Assessment</th>
<th>Duration / Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>CWK</td>
<td>Essay</td>
<td>3500 words</td>
</tr>
</tbody>
</table>
SECTION 4 – HALF MODULE FOR ASSOCIATE STUDENTS

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format.

PLEASE DELETE THIS SECTION OF THE MODULE PROPOSAL FORM PRIOR TO SUBMISSION IF NOT REQUIRED

<table>
<thead>
<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>International Protection of Human Rights A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>QMLL061 A</td>
</tr>
<tr>
<td>Credit Value</td>
<td>22.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>QMLL061 A</td>
</tr>
</tbody>
</table>

Mode of Delivery  Duration of Module
11 weeks

Pre-requisite modules  Co-requisite modules  Overlapping modules
N/A  N/A  N/A

CONTENT DESCRIPTION
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

After considering the emergence of the international human rights system, the course focuses on substantive human rights topics including: the right to life; the prohibition on torture; the right to liberty and security; fair trial; freedom of expression; privacy; women’s rights; individual and group equality and non-discrimination; children’s rights; workers’ rights; international criminal justice; humanitarian intervention and the use of force; economic, social and cultural rights; human rights and development; climate change; the human rights’ obligations of non-state actors; the role of non-governmental organisations; and regional mechanisms of human rights protection. In doing so it addresses such issues as: the death penalty and shoot-to-kill policies; post-9/11 threats to the torture ban; the UK system of control orders; the tensions between free speech and privacy; systemic gender discrimination; the Geneva Conventions and Protocols; the role of the International Criminal Court; the responsibility to protect; corporate social accountability and responsibility. The course will encourage students to evaluate the UN mechanisms for implementation and enforcement, including the evolving roles of the Security Council, the Human Rights Council and the Office of the High Commissioner for Human Rights. Themes emphasised throughout the course include: universalism versus cultural relativism; the impact of the “war on terror” on the realisation of human rights; the indivisibility of civil and political rights and economic, social and cultural rights; the public/private distinction; individual rights and shifting conceptions of state sovereignty; internationalism and exceptionalism; globalisation and corporate accountability; and peace and justice.

AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

The course aims to provide students with a broad and critical understanding of: (1) the international legal framework for the protection of human rights; (2) the respective roles of the key institutions and organs that make up the international human rights system, in particular the relevant UN bodies; (3) the response of these actors to current human rights challenges; (4) the major cross-cutting themes and debates in the field.
LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will have a sound understanding of: the international legal framework for the protection of human rights; the respective roles of the key institutions and organs that make up the international human rights system, in particular the relevant UN bodies; the response of these actors to current human rights challenges; the major cross-cutting themes and debates in the field.

READING LIST
Please provide an indicative reading list

Reading materials will be assigned to students at the beginning of the term and will include suggestions for further reading.

The following book is recommended as the key textbook:


The following books shall also be used frequently throughout the course:


The following book is recommended as a collection of primary texts:


TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
   Lectures, seminar discussions, presentations

2. Student independent learning time
   Reading before seminars, research and preparation of presentations

1. + 2. Total module study hours 225

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / length</th>
<th>Percentage weighting</th>
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<th>Qualifying Mark</th>
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<td>CWK</td>
<td>3500 word</td>
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<td>P50A</td>
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### REASSESSMENT
Please provide details of the reassessment methods used.

<table>
<thead>
<tr>
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<th>Synoptic reassessment?</th>
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**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Duration / Length</th>
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</table>
APPROVAL

The signature of the Heads of Department/Institute will be taken as confirmation that the Department or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources)

Head of Department/School                               Date

23/09/10

Head(s) of supporting School/Department/Institute (if applicable)
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Date

Head of Collaborative Institution                               Date
(if applicable)

Academic Dean(s):                                      Date
(to denote Faculty Board approval)
or
Chair of Education Board
(to denote approval by SMD Education Board)

Chair of QEC                                         Date
(to denote QEC approval only for a non-standard Proposal)
SECTION 4 – HALF MODULE FOR ASSOCIATE STUDENTS

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PLEASE DELETE THIS SECTION OF THE MODULE PROPOSAL FORM PRIOR TO SUBMISSION IF NOT REQUIRED

<table>
<thead>
<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>Advanced Medical Negligence A</th>
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</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>Credit Value</td>
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<tr>
<td>QLMM005A</td>
<td>22.5</td>
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<th>Duration of Module</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>11 weeks</td>
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<table>
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<th>Pre-requisite modules</th>
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<th>Overlapping modules</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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<td>N/A</td>
</tr>
</tbody>
</table>

CONTENT DESCRIPTION
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module delves into medical negligence by examining the principal difficulties associated with the common law cause of action, from the initial conundrums associated with proving a duty of care towards a variety of non-patients and third parties, and onwards through breach, causation, remoteness of damage, and finally to the defences available to a culpable healthcare professional. In addition, the course will explore some of the various (often controversial) ways in which statute has encroached in recent years to adjust patient–healthcare practitioner patterns of legal liability.

AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

The course will aim: to deepen knowledge of domestic legal doctrine in medical negligence; and to enhance an appreciation of how the law may and should develop in the future, via an appreciation of law reform proposals and via the cross-jurisdictional fertilisation of medical negligence jurisprudence.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:
On completion of the module, students will:
demonstrate a comprehensive, detailed and critical knowledge of the concepts, principles and rules relating to the law of medical negligence, the statutory influences that pertain to some aspects of medical negligence, and the proposals for the reform of medical negligence;

- analyse in a structured and systematic manner complex situations to identify legal issues and to develop sophisticated arguments about the appropriate ways in which law and remedies can be used to provide arguable conclusions for concrete problems;

- produce a synthesis of relevant doctrinal and policy issues in relation to a topic;

- communicate complex concepts effectively, orally and in writing, in a clear and concise manner, using accurate legal terminology;

- plan and undertake research into unfamiliar areas of law;

- demonstrate a critical understanding of the uncertainty and limits of knowledge and how it is developed; and

- exercise personal responsibility and initiative to manage their learning.

READING LIST
Please provide an indicative reading list

The principal text used will be:


In addition, other reference texts will include:


*Blackstone’s Statutes on Medical Law* (revised annually)

In addition, a number of journal articles pertinent to specific topics, and which are readily accessible in full-text via Westlaw or LexisNexis, will be set as either prescribed or recommended reading throughout the course.

TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
<tr>
<th>1. Student / lecturer interaction</th>
<th>2. Student independent learning time</th>
<th>1. + 2. Total module study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>225</td>
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</tbody>
</table>

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
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<th>Percentage weighting</th>
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<th>Qualifying Mark</th>
</tr>
</thead>
</table>
**REASSESSMENT**

Please provide details of the reassessment methods used.

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<thead>
<tr>
<th>Standard reassessment?</th>
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APPROVAL

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Head of Department/School                               Date

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<table>
<thead>
<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>International Law of Armed Conflict and Use of Force A</th>
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<table>
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<tr>
<th>Module Code</th>
<th>Credit Value</th>
<th>Level</th>
<th>Module Organiser</th>
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<tr>
<td>QLLM057 A</td>
<td>22.5</td>
<td>7</td>
<td>Dr. Phoebe Okowa</td>
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</table>

Mode of Delivery

Weekly Seminars

11 weeks

<table>
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<tr>
<th>Pre-requisite modules</th>
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<th>Overlapping modules</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

CONTENT DESCRIPTION

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Course examines in detail the legal framework regulating the use of force in inter-state relations. It gives a historical account of international’s law’s approach to war in the period before the Charter, specifically the legal regime under the League Covenant, and the Kellogg Briand Pact. Particular attention is paid to the content of the prohibition on use of force as contained in the Charter of the United Nations; use of force in self-defence, legal responses to terrorism, use of force by and against non-state groups, intervention on humanitarian grounds, including the content of the alleged existence of responsibility to protect, regulation of civil wars including intervention in such conflicts; Use of force by the United Nations under Chapter VII of the Charter of the UN

AIMS

Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module is intended to engage students with the legal issues underpinning international laws' attitude to the use of force. Although the principle prohibiting the use of force is widely regarded as
the most fundamental commitment in the United Nations Charter, there is still considerable uncertainty with regard to the application of its core principles. The module aims to make students think critically about the relationship between law and political factors that affect its application.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:

- Demonstrate a comprehensive, detailed and critical knowledge of the concepts, values, principles and rules of international law governing the use of force
- Demonstrate understanding of the historical, social, political and moral contexts in which international law governing the use of force operates
- Understand the core principles of international law regulating the use of force
- The nature and scope of the right to self-defence and its application to contemporary conflicts
- The permissibility of humanitarian intervention and the extent to which international law imposes a duty to protect on states
- Offer a critique of the existing legal framework, in particular its shortcomings, when applied to conflicts wholly different from those that were contemplated in 1945.

SKILLS

1. analyse in a structured and systematic manner complex situations to identify legal issues and to develop sophisticated arguments about the appropriate ways in which law can be used to provide arguable conclusions for concrete problems
2. produce a synthesis of relevant doctrinal and policy issues in relation to a topic
3. communicate complex concepts effectively, orally and in writing, in a clear and concise manner, using accurate legal terminology and referring to legal scholarship and research
4. plan and undertake research into unfamiliar areas of law
5. demonstrate a critical understanding of the uncertainty and limits of knowledge and how it is developed
6. Be able to demonstrate how the existing legal framework on use of force can be used to solve and manage contemporary conflicts

Attributes

7. exercise personal responsibility and initiative to manage their learning

READING LIST
Please provide an indicative reading list


TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction 2hrs x 11 weeks = 22
2. Student independent learning time 203
1. + 2. Total module study hours 225

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
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<tr>
<td></td>
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Head(s) of supporting School/Department/Institute (if applicable)

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Academic Dean(s): (to denote Faculty Board approval)

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Chair of QEC (to denote QEC approval only for a non-standard Proposal)

| Date |
SECTION 4 – HALF MODULE FOR ASSOCIATE STUDENTS

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<thead>
<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>Company Law A</th>
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<table>
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<tr>
<th>Mode of Delivery</th>
<th>Duration of Module</th>
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<td>Lectures and Tutorials</td>
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CONTENT DESCRIPTION

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module deals with:

1. Introduction I
2. Introduction II
3. Forms of Business Organisation
4. Corporate Personality and Limited Liability
5. Lifting the Veil of Incorporation
6. Ultra Vires, The Articles of Association and Shareholders Agreements
7. Raising Equity

AIMS

Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

Company law is about the formation of companies, their continuing regulation during their life and the procedures for dealing with their assets when they are terminated in a liquidation. The state (the Government) as such plays a major role in company law. As such the module aims to develop an understanding of how one of the most important organisational forms in our society is regulated.
LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:
- approach the study of company law in a systematic way
- understand what the various elements of the law are designed to do
- illustrate the differences between the major forms of business organisation in the UK
- describe the advantages and disadvantages of each form of business organisation
- explain the different categories of company their organisation and financing
- understand the complexity of corporate personality and ultra vitres

READING LIST
Please provide an indicative reading list


TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.
1. Student / lecturer interaction 32hrs
2. Student independent learning time 193 hrs
1. + 2. Total module study hours 225 hrs

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

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REASSESSMENT
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Standard reassessment? Synoptic reassessment?
Yes

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

Assessment Type Assessment description Duration / Length

APPROVAL

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Date

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Chair of Education Board  
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Chair of QEC  
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Date
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<th>Module Organiser</th>
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<td>QLLM 011B</td>
<td>22.5</td>
<td>7</td>
<td>Alan Dignam</td>
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<th>Mode of Delivery</th>
<th>Duration of Module</th>
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<tbody>
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**CONTENT DESCRIPTION**

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module deals with:

1. Corporate Governance
2. Corporate Management: Directors and the General Meeting
3. Directors' duties
4. Minority protection
5. Insider dealing and market abuse
6. Class Rights, Insider Dealing and Market Abuse
7. Capital
8. Insolvency

**AIMS**

Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

Company law is about the regulation of companies and the procedures for dealing with their assets when they are terminated in a liquidation. The state (the Government) as such plays a major role in company law. As such the module aims to develop an understanding of how one of the most important organisational forms in our society is regulated.
**LEARNING OUTCOMES**
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:

- approach the study of company law in a systematic way
- understand what the various elements of the law are designed to do
- illustrate governance problems present within companies and provide potential solutions
- describe the advantages and disadvantages of companies for shareholders
- explain how directors duties constrain directors
- understand the complexity insider dealing and insolvency

**READING LIST**
Please provide an indicative reading list


**TEACHING AND LEARNING PROFILE**
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<td>32 hrs</td>
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<tr>
<td>2. Student independent</td>
<td>193 hrs</td>
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</tbody>
</table>
learning time

1. + 2. Total module study hours

225

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
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<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>Corporate Governance A</th>
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<th>Module Organiser</th>
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<td>7</td>
<td>Professor Alan Dignam</td>
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CONTENT DESCRIPTION

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module aims to inform and educate students as to the issues affecting both the business community and the wider societal effects of the debate on corporate governance. As such the module will focus on the systems by which companies are or should be directed and controlled, particular emphasis will be given to:

i. the legal and extra-legal rules/systems governing internal corporate accountability and

ii. the legal and extra-legal rules/systems governing the corporations accountability to the external world

The concept of shareholder primacy will be critically examined and contrasted with alternative approaches. The module also aims to highlight future directions and trends in corporate governance.
AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

Students will gain an enhanced knowledge of the issues surrounding various corporate governance theories that seek to explain the position of, and relations hip between, the company as a metaphysical entity and its members, managers and other interested constituencies (ie. 'stakeholders') and the different theoretical and industry perspectives on corporate governance.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:

i. Understand the meaning and importance of corporate governance.

ii. Assess the nature and scope of the power wielded by corporations.

iii. Demonstrate an understanding of the history (and its effect) of the corporate governance debates in a global context.

iv. Discuss the impact of the debates on boardroom decision-making.

v. Assess the impact of external governance mechanisms on corporate governance.

vi. Understand the significance of governance and control systems within companies.

vii. Critically discuss corporate governance theories.

viii. Assess the effectiveness of self-regulatory regimes.

ix. Discuss future directions and trends.

READING LIST
Please provide an indicative reading list


Berle, "For Whom Are Corporate Managers Trustees: A Note" [1932] Harvard Law Review 1365


TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
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<tr>
<th>1. Student / lecturer interaction</th>
<th>2 hour lecture weekly plus 1 hour tutorial bi-weekly. Over one term 33 hours.</th>
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</thead>
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ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
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<th>Qualifying Mark</th>
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### REASSESSMENT

Please provide details of the reassessment methods used.

<table>
<thead>
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<th>Standard reassessment?</th>
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APPROVAL

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Head of Department/School  Date

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SECTION 4 – HALF MODULE FOR ASSOCIATE STUDENTS

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<table>
<thead>
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<tr>
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</table>

CONTENT DESCRIPTION

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The evolution of EU criminal law will be placed in a socio-economic and political context, focusing in particular on the major constitutional changes brought by the Lisbon Treaty. Specific themes covered will be:
- decision-making in EU criminal law
- the definition of criminal offences by the EU
- the principle of mutual recognition in criminal matters
- the development of EU rules on criminal procedure
- the development of EU criminal law principles
- police co-operation in the EU and the role of Europol
- judicial co-operation in criminal matters and the role of Eurojust
- evaluation and implementation of EU action
- the external dimension of EU action in criminal matters, focusing in particular on relationships with the USA
- the impact of the EU Constitutional Treaty on criminal law

Throughout the examination of these developments, emphasis will be placed on their impact on the protection of human rights, but also on their potential to transform the EU from an economic to a political Union.
AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

To provide students with a contextual overview and a detailed analysis of EU criminal law. Legislation in the field has become central to the transformation of the European Union from an economic to a political Union and pose fundamental questions with regard to the relationship between security and fundamental rights in the EU.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

1. Critically analyse the arguments in favour and against the development of common EU standards in criminal matters
2. Critically evaluate the impact of EU criminal law on state sovereignty and fundamental rights
3. Have a solid grasp of the field of EU criminal law and the complex legal issues it generates

READING LIST
Please provide an indicative reading list


TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

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<thead>
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<th>Activity</th>
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<tr>
<td>2. Student independent learning time</td>
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<td>1. + 2. Total module study hours</td>
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ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

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<tr>
<th>Brief Description of Assessment</th>
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REASSESSMENT
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APPROVAL

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Head of Department/School                               Date

30/09/10

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Academic Dean(s):                                     Date
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Chair of Education Board                             Date
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SECTION 4 – HALF MODULE FOR ASSOCIATE STUDENTS

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PLEASE DELETE THIS SECTION OF THE MODULE PROPOSAL FORM PRIOR TO SUBMISSION IF NOT REQUIRED

<table>
<thead>
<tr>
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<th>EU Immigration Law A</th>
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<tr>
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Mode of Delivery

Duration of Module

11 weeks

Pre-requisite modules | Co-requisite modules | Overlapping modules

N/A | N/A | N/A

CONTENT DESCRIPTION

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The course will provide a detailed overview of the development and content of EU law and policy on immigration and asylum. It will begin by placing this development in a socio-economic and political context, with emphasis being placed on the relationship of such policy with the development of a Single Market and the EU as an area without internal frontiers. The course will then focus on the various aspects of EU immigration and asylum law, in particular:

- EU decision-making on immigration and asylum and the ‘democratic deficit’
- the development of EU minimum standards on the protection of asylum seekers
- proposals on the processing of asylum applications, including ‘off-shore’, extra-territorial processing
- policies on legal migration, including admission of immigrants for labour migration
- the rights of third country nationals in the EU, and their integration in European societies
- irregular migration, and measures to combat it (such as the criminalisation of trafficking in human beings)
- border controls and border security
- the creation of databases for border controls
- the external dimension of EU action, including relations with third countries in the fields of return of irregular migrants, readmission agreements and the protection of asylum seekers and refugees
AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

To provide students with a contextual overview and a detailed analysis of the law of the European Union on immigration, asylum and border controls. These issues have become central to the transformation of the European Union from an economic to a political Union and pose fundamental questions of inclusion/exclusion, citizenship and rights in the EU.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

1. Critically analyse the arguments in favour and against the development of a common EU immigration law and policy.
2. Critically evaluate the impact of EU migration law on the rights of third country nationals wishing to enter or residing in the EU.
3. Have a solid grasp of the field of EU migration law and the complex legal issues it generates.

READING LIST
Please provide an indicative reading list


TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

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<thead>
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<th>International Criminal Law A</th>
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<table>
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<tr>
<th>Pre-requisite modules</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

CONTENT DESCRIPTION
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module will cover:
The concept of international crimes and its evolution from a historical perspective; The significance of the Nuremberg and Tokyo tribunals; the development of the substantive criminal law since 1945, in particular the 1948 Genocide Convention, the 1949 Geneva Conventions; the UN tribunals for Rwanda and the Former Yugoslavia; Special tribunals for Sierra Leone and Cambodia; The Statute of the International Criminal Court, especially its jurisdiction, trigger mechanisms, including self-referrals, powers of the prosecutor, relationship with the Security Council and third states, obligations of cooperation. Amnesties and immunities

AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

This is primarily a public international law based module. It is concerned with the large constitutional questions arising within the framework of accountability for international crimes. It examines both the substantive and the procedural law in relation to conduct that international law designates as criminal. This includes aggression, genocide, crimes against humanity, war crimes, torture and the different modes of their commission. Consideration is also paid to transnational crimes not included in the
The Module also looks at the key institutions for the enforcement of international criminal law in a broad historical context. This includes the jurisprudence of the Nuremberg and Tokyo tribunals; the UN tribunals for Rwanda and the former Yugoslavia, the Special Court for Sierra Leone, Special Court for Cambodia, as well as the Iraqi High Tribunal. Much of the enforcement of international criminal law takes place within the framework of national legal systems. The module also considers the forms and problems involved in enforcement at the national level. The relationship between enforcement and the right of states to grant amnesties as well immunities from prosecution for those holding high office is considered in detail.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:

- Demonstrate a comprehensive, detailed and critical knowledge of the concepts, values, principles and rules of international law on criminal responsibility of both states and individuals
- Demonstrate an understanding of the historical, social, political and moral contexts in which international criminal law operates
- An appreciation of both the substantive and procedural rules that underpin criminal responsibility
- Constitutional questions involved in the establishment and operation of tribunals
- An understanding of the relationship between the international criminal court and the Security Council
- An appreciation of the difficulties involved in the implementation of criminal accountability especially when immunities are applicable either as a matter of general international law or under amnesty regimes

Skills

1. analyse in a structured and systematic manner complex situations to identify legal issues and to develop sophisticated arguments about the appropriate ways in which law and remedies can be used to provide arguable conclusions for concrete problems
2. produce a synthesis of relevant doctrinal and policy issues in relation to a topic
3. communicate complex concepts effectively, orally and in writing, in a clear and concise manner, using accurate legal terminology and referring to legal scholarship and research
4. demonstrate a critical understanding of the uncertainty and limits of law and in particular, its interaction with political factors that permeate inter-state relations
5. Be able to demonstrate how the existing legal framework on international criminal law can be used to solve and ensure accountability for international atrocities

Attributes

6. Exercise personal responsibility and initiative to manage their learning.

READING LIST
Please provide an indicative reading list

**TEACHING AND LEARNING PROFILE**

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<td>203</td>
</tr>
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**Academic Dean(s):**

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<table>
<thead>
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<th>Module Title (maximum 120 characters in length)</th>
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</table>

CONTENT DESCRIPTION
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This course is intended for students who have not studied taxation law at undergraduate level in the UK. It is, however, much more than a replication of an undergraduate tax law course. It is intended to introduce students to the basics of tax policy discussion, and tax legal analysis. The approach is interdisciplinary and comparative, and essential to a wider understanding of tax law in context.

AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

The course also provides, however, basic tools for understanding the operation of taxation law in the UK, in a way that is designed to complement the advanced taxation law courses, including International Tax Law, Business Taxation, and EU Tax Law, teachers from which are involved in its delivery.
LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able to:

- Studying this course will contribute to a tax law specialism, although this course frequently is selected by students interested in a stand-alone, tax law module.

- This course provides an introduction to the UK system of taxation, both personal and business, for students who have not studied tax previously. Principles of UK taxation law are a primary focus of study for this course, which also engages with aspects of tax policy. UK fiscal legislation and case law may be considered primary texts.

READING LIST
Please provide an indicative reading list

Standard text
John Tiley, Revenue Law October 2008

Legislation
CCH Red and Green Book Pack 2010-2011
OR
Tolley’s Yellow Tax Guide 2010-2011 Tolley’s Orange Tax Guide 2010-2011

On policy:

James and Nobes The Economics of Taxation (7th edition, 1999/2000, FT/Prentice Hall)
The economics in this book may be more technical than you need in places but good coverage of some policy aspects of the course.

Journals In addition to general law journals, the following may be cited

- The British Tax Review (BTR)
- Taxation
- Fiscal Studies (Journal of the Institute for Fiscal Studies.)
- The Tax Journal
TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
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<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1. Student / lecturer interaction</td>
<td>2 x 11 weeks = 22 lecturers; 1 x 11 weeks = 11 tutorials</td>
</tr>
<tr>
<td>2. Student independent learning time</td>
<td>192</td>
</tr>
<tr>
<td>1. + 2. Total module study hours</td>
<td>225</td>
</tr>
</tbody>
</table>

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / length</th>
<th>Percentage weighting</th>
<th>Marking Scheme</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>CWK</td>
<td>3500 word</td>
<td>100%</td>
<td>P50A</td>
<td></td>
</tr>
</tbody>
</table>

REASSESSMENT
Please provide details of the reassessment methods used.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Duration / Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard reassessment?</td>
<td>Synoptic reassessment?</td>
<td>Yes</td>
</tr>
<tr>
<td>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The signature of the Heads of Department/Institute will be taken as confirmation that the Department or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources)

Head of Department/School

30/09/10

Head(s) of supporting School/Department/Institute (if applicable)
I agree that my department/School/Institute will agree to allow enrolment of students registered on this programme on to the indicated modules, and that adequate notice will be given of any intention to amend or withdraw those modules

Date

Head of Collaborative Institution
(if applicable)

Date

Academic Dean(s): Date
(to denote Faculty Board approval)
or
Chair of Education Board
(to denote approval by SMD Education Board)

Chair of QEC Date
(to denote QEC approval only for a non-standard Proposal)
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Module Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Institute of Health Sciences Education</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>• Sports Injury Management</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The learning outcomes could perhaps benefit from some further refinement in order to better articulate that the module is a level 7 module.</td>
</tr>
</tbody>
</table>
### Module Proposal Form

#### Section 1 – Summary Information

<table>
<thead>
<tr>
<th><strong>Module Title</strong></th>
<th>Sports Injury Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td>(to be assigned by the Academic Secretariat / Planning)</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>15 credits</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Module Type</strong></td>
<td>MOD</td>
</tr>
<tr>
<td><strong>Scheme</strong></td>
<td>P</td>
</tr>
<tr>
<td><strong>Start date</strong></td>
<td>20th September 2010</td>
</tr>
<tr>
<td><strong>Department/School responsible for module</strong></td>
<td>Sports and Exercise Medicine, IHSE, SMD</td>
</tr>
<tr>
<td><strong>Collaborating Departments/Institutions (If applicable)</strong></td>
<td>N/a</td>
</tr>
<tr>
<td><strong>Estimated percentage contribution to module from collaborative partner</strong></td>
<td>N/a</td>
</tr>
<tr>
<td><strong>Subject Examination Board responsible for module</strong></td>
<td>MSc Sports &amp; Exercise Medicine</td>
</tr>
<tr>
<td><strong>Marking Scheme</strong></td>
<td>P50M</td>
</tr>
<tr>
<td><strong>Proposed module JACS code(s)</strong></td>
<td>B900</td>
</tr>
</tbody>
</table>

#### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Student Entry</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>15-20</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>2011-2012</td>
<td>15-20</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

#### Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module.
Sports Injury Management will be introduced to replace the current Injection module. The Injection module is not substantial enough as a stand-alone module to satisfy the criteria for a 15-credit postgraduate module. Most of the content in the Injection module and additional content will form the new Sports Injury Management module. The new content addresses other deficiencies in the programme, particularly provision of an overview of sports injury management and rehabilitation of common sports injuries.

RESOURCES REQUIREMENTS

<table>
<thead>
<tr>
<th>By department responsible for module</th>
<th>Nil. The Centre for Sports and Exercise Medicine currently has all the resources required to run this module.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary department or collaborative institution</td>
<td>No additional resources required.</td>
</tr>
</tbody>
</table>

APPROVAL

The signature of the Head of Department will be taken as confirmation that the required resources, both internal to the department and elsewhere, for instance, library and computing resources, can be funded by the department.

Module Organiser

Name: Dr Peter Malliaras

Signature:

Date: 28/9/10

Head of Institute

Signature:

Date:

Head of Collaborating School/Department

Signature: n/a

Date:

Academic Dean(s) / Associate Dean for Education Quality (SMD) (to denote approval of Faculty Board)

Signature:

Date:
SECTION 2 - MODULE SPECIFICATION

<table>
<thead>
<tr>
<th>Module Title (maximum 120 characters in length)</th>
<th>Sports Injury Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>Credit Value</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>Duration of Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Injury Assessment 1 &amp; 2</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

CONTENT DESCRIPTION
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module will offer an overview of the sports injury management model. Whilst designed to introduce the array of management options available to clinicians working with athletes, there will be a focus on common interventions and common injuries encountered. The roles of pharmacology, nutrition, psychology are outlined, as are emerging interventions and the indications for conservative treatments. The contraindications and balance of risk and benefit offered by each intervention are emphasised. Injections sessions include revision of relevant anatomy pro-sections and an opportunity to practise musculoskeletal injection technique.

AIMS
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aim of this module is to develop an awareness of sports injury management options and an understanding of the criteria and indications for conservative and interventional treatments.

LEARNING OUTCOMES
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module.

At the end of this module students will be able:
- To describe common and highly specialised sports injury management options, both conservative and invasive
- To discuss the criteria and indications for various specialist sports medicine interventions
- To evaluate the risks and benefits involved with musculoskeletal injection therapy and other interventions
- To demonstrate advanced knowledge of sports medicine treatment algorithms for patients with various injuries

READING LIST
Please provide an indicative reading list
TEACHING AND LEARNING PROFILE
Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student / lecturer interaction</td>
<td>10</td>
</tr>
<tr>
<td>Seminar/practical session</td>
<td>6 x 2.5 hours = 15 hours</td>
</tr>
<tr>
<td>Anatomy practical</td>
<td>2 x 2.5 hours = 5 hours</td>
</tr>
<tr>
<td>Total = 30 hours</td>
<td></td>
</tr>
<tr>
<td>2. Student independent learning time</td>
<td>120</td>
</tr>
<tr>
<td>3. Total module notional study hours</td>
<td>150</td>
</tr>
</tbody>
</table>

ASSESSMENT PROFILE
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>Percentage Weighting</th>
<th>Marking Scheme</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case report on material relevant</td>
<td>CWK</td>
<td>3000 words</td>
<td>50%</td>
<td>P50A</td>
<td>50%</td>
</tr>
<tr>
<td>to the module submitted during</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple- extended- questions</td>
<td>EXM</td>
<td>90 minutes</td>
<td>50%</td>
<td>P50A</td>
<td>50%</td>
</tr>
<tr>
<td>written exam at the end of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REASSESSMENT
Please provide details of the reassessment methods used.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Brief Description of Assessment</th>
<th>Duration / Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Synoptic</td>
<td>No</td>
</tr>
</tbody>
</table>

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Module Withdrawal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Business Management</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>• Work, Employment and Society (BUS104)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Programme and Module Approval Board (PMAB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the PMAB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>No significant issues to report.</td>
</tr>
</tbody>
</table>
Module Withdrawal Form

This form should be used to obtain approval of the withdrawal of a module that has previously been approved.

Please note that modules cannot be registered as withdrawn on the Student Information System until resitting/retaking students have completed the appropriate assessment.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Work, Employment and Society</th>
<th>Module Code</th>
<th>BUS104</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>15</td>
<td>Level</td>
<td>4</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>School of Business &amp; Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Schools also involved in teaching part of the module

If the module is to be replaced, please give the title and (if available) code of the new module.

BUS124 Work and Employment has replaced BUS104 and is being taught for academic year 2010-11.

Proposed date of last intake (insert month/year)  
Was academic year 2009-10, last taught May 2010.

Module Organiser  
Dr Ahu Tatli

1) Rationale for Proposed Withdrawal

The module has been renamed 'Work and Employment' and re-coded BUS124. There is no change to the module content.
2) Implications of the Proposed Withdrawal

Specify how students' programme of study might be affected and indicate whether the students have been consulted on the proposed change. If the External Examiners have been consulted please insert comments here.

None. The module is still being taught under BUS124.

Implications of the Proposed Withdrawal

Please list those programmes of study for which this module is either compulsory or recommended.

Compulsory for NN12, some Erasmus and Associates choose to take this module.

Have the relevant programme organisers agreed in principle to the withdrawal?

N/A

Is the module taken by students from other Schools? If so please list the Schools and confirm that they have been informed of the proposed module withdrawal.

N/A

What steps are being taken to avoid any shortfall in academic provision?

N/A

Approval of Module Withdrawal

Head(s) of School

Gerard Hanlon

Digitally signed by Gerard Hanlon
DN: cn=Gerard Hanlon,
o=Queen Mary,
ou=Business and
Management,
email=g.hanlon@qmul.ac.uk,
c=GB
Date: 2010.09.28 16:06:05 +01'00'

Head(s) of supporting School

Head(s) of supporting School

Chair of Programme and Module Approval Board

N/A