Taught Programmes Board

Wednesday 26th November 2014
at 2pm in the Colette Bowe Room, Queens’ Building, Mile End Campus

Ruth Wilkinson, Academic Standards and Quality Officer
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Taught Programmes Board

A meeting of the Taught Programmes Board will be held on Wednesday 26th November 2014 at 2pm in the Colette Bowe Room, Queens’ Building, Mile End Campus.

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| **Part 2 – For Approval/Discussion** | Paper | Led by |
| 5. TPB Chair’s Actions *(to note)* | TPB2014-004 | Prof. O Garcia |
| 6. Regulation Amendment for UoL PG Laws External LLM Academic Regulations | TPB2014-005 | Prof. O Garcia |
| 7. Conversion Scales Hong Kong University | TPB2014-006 | TBC |

| **Part 3 – Programme Proposals/Amendments** | Paper | Led by |
| Centre for Commercial Law Studies |
| 8. Pre Sessional Legal Systems | TPB2014-007 | Ms L Edgar |
| 9. Computer & Communication Law (Distance Learning) | TPB2014-008 | Ms L Edgar |
| 10. LLM in International Shipping Law (Piraeus, Greece) | TPB2014-009 | Dr T. Loverdou |

| School of Economics and Finance |
| 11. MSc Finance CFA Pathway | TPB2014-010 | Prof. F Breedon |

| School of Biological and Chemical Sciences |
| 12. BSc FT Biological Sciences (with Nanchang) | To Follow | Prof. P Heathcote |

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13. Legal Principles and Concepts in Computer & Communications Law  
   TPB2014-011 Ms L Edgar

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16. Date of next meeting

   The next meeting will be held on Wednesday 4th February 2015 (1-3pm). The deadline for papers is Wednesday 14th January 2015.

Ruth Wilkinson, ARCS  
Ext. 5955  
r.wilkinson@qmul.ac.uk
Present:
Professor Susan Dilly (Chair)  Professor Laurie Cuthbert  Gaby Dale Leal
Dr Theo Kreouzis  Dr Alastair Owens  Professor Julia Shelton
Professor Anthony Warrens  Professor Olwyn Westwood  Professor Ferranti Wong [until 3.50pm]

In attendance:
Dr Katherine Bevan  Professor Susan Brundage  Dr Michael Chai
Mary Childs  Dr Nick Croft  Professor Panos Deloukas
Dr Ali Ghanem  Simon Hayter  Dr Mark Maconochie
Sian Marshall (Secretary)  Carolina Mantzalos  Dr Greg Michael
Dr Tony Michael  Dr Simon Myers  Dr Eleanor Pritchard
Dr David Prowse  Kathryn Richardson  Dr Joanna Riddoch-Contreras
Angela Rowlands  Dr Vindya Wijeratne

Apologies:
Dr Madeleine Davis  Stella Ekebuisi  Professor Colin Haslam
Dr Henri Huijbers  Jane Pallant  Dr Lawrence Pettit
Dr Matthew Williamson

Part 1 – Preliminary Items

1. Welcome and Apologies  N/A

2. Minutes of the Previous Meeting  TPB2013-087

2013:131 The Board approved the minutes of the meeting held on 25 June 2014 subject to the following amendment:

i. Minute 2013:123, point vi: to correct the module title to ‘Practical Skills for Professionals 1’ and to remove reference to IELTS 7.0.

3. Matters Arising from the Previous Meeting  TPB2013-088

2013:132 The Board received a paper on the matters arising from the minutes of the previous meeting of Taught Programmes Board. The following points were noted:

i. A revised module proposal for ‘Ethics and Regulatory Affairs’ had been submitted to ARCS [minute 2013:052]. All actions relating to the MSc Regenerative Medicine: Science and Application had now been completed.
ii. The joint working statement relating to the MBBS Year 0 had been submitted and would be considered under item 8 of the agenda [minute 2013:123].

iii. There were a number of actions outstanding related to the MSc Freshwater and Marine Ecology [minute 2013:058]. It was reported that the Director of Taught Programmes in SBCS was dealing with the matter and that the actions should be completed within four weeks. The Board agreed to grant the authority of the Board for the chair to take chair’s action in relation to this matter.

iv. The Board also agreed that if the actions were not completed within this timescale the programme would not be able to launch in September 2014.

### Part 2 – For Discussion

**4. BSc(Eng) programmes with BUPT, China**

- Regulations
- Programme Specifications
- Module Amendments

2013:133 The Board considered the revised regulations, programme specifications and a number of module amendments for the BSc(Eng) programmes with BUPT, China. The following points were noted:

i. The BUPT regulations had been approved at the May 2014 meeting of the Board but they were being submitted for reconsideration with two amendments. The first amendment related to the removal of the clause ‘vii. Other Administration Disciplinary as specified in the BUPT Student Handbook’ from the section on the harmonised penalties for assessment offences.

ii. The second amendment related to the introduction of condoned failure for the programmes, which would permit two modules to be condoned provided students achieved a College mark of 40 overall and a module mark of 30 in each module. The change was proposed on the basis that BUPT students were subject to stricter regulations in that they were currently required to pass every module, which meant that students would not be awarded the degree if they failed only one or two modules. The Chinese Ministry of Education had also recently changed its rules, which meant that students would be unable to transfer to another programme of study.

iii. The Board queried why the terminology ‘compensating pass’ was used in the regulations instead of condoned failure, which was more commonly used at QMUL. It was clarified that the Institute of Engineering and Technology (IET), the accrediting body for the programme, had recommended this terminology. It was also understood that it was preferable for Chinese students to achieve a ‘pass’ even if compensated, rather than a condoned fail.

iv. The Board noted that the QMUL transcript would state that modules had been condoned rather than passed and agreed that the programme team should liaise with ARCS to ensure that clear terminology was used in the regulations, which might include ‘compensation’ or ‘compensated fail’ rather than ‘compensating pass’.
v. The BUPT Academic Committee had agreed that the revised regulations should apply from September 2014 for all students. The Board agreed that this was reasonable given that students would not be disadvantaged by the changes but that the programme team would need to manage the arrangements for any students who had already been awarded resits. [The implication was that any resits already awarded should stand but failure at resit or non-attempt could be condoned.]

vi. The programme specifications submitted to the Board had been revised following reaccreditation by the IET. The IET had requested that the learning outcomes be revised to reflect the distinctive rationale and subjects of study for each named programme.

vii. The module amendments submitted sought to change the examination duration from 2 to 2.5 hours. The change was proposed in light of feedback from the IET that the programmes’ assessment strategy should make better use of open-ended assessments. The longer exam duration would allow for more case-based questions to be introduced and more time for students to read and provide analytical answers.

viii. The S&E Dean for Taught Programmes reported that she had chaired the BUPT Academic Committee where the module amendments had been considered and the Committee did not approve the changes on the basis that the exam content should be revised rather than the duration.

2013:134 The Board approved the regulations and programme specifications for the BSc(Eng) programmes with BUPT, China subject to completion of the actions listed above.

2013:135 The Board did not approve the module amendments for the BSc(Eng) programmes with BUPT, China.

5. Regulations for the BSc Biomedical Sciences with Nanchang University, China

2013:136 The Board considered the revised regulations for the BSc Biomedical Sciences with Nanchang University, China. The following points were noted:

i. The regulations had been modelled on the regulations for the BUPT programmes. The harmonised penalties for assessment offences had been approved by the Nanchang Academic Committee at its meeting on 23 June 2014. The regulations would be considered by the Nanchang Academic Committee at its next meeting in September.

ii. The Board noted that the harmonised penalties for assessment offences included the clause relating to the ‘Other Administration Disciplinary as specified in the Nanchang Student Handbook’ and agreed that this should be removed.

Action: SBCS

iii. The Board noted that the programme team may wish to keep under consideration the current requirement that students must pass all modules on the programme in light of the decision to introduce condoned failure on the programmes with BUPT.
The Board approved the revised regulations for the BSc Biomedical Sciences with Nanchang University, China subject to the action agreed above.

6. **Professional Doctorates Joint Committee: Terms of Reference and Membership**

The Board considered the terms of reference and membership of the Professional Doctorates Joint Committee. The following points were noted:

i. Senate had approved a Framework for Professional Doctorates at its meeting in June, which included provision for a sub-group of Taught Programmes Board (TPB) and the Research Degrees Programmes and Examinations Board (RDPEB) to be convened comprising members from both Boards. The paper had already been considered by the RDPEB and revised in light of comments from members.

ii. The terms of reference included a requirement for annual reports to be submitted (as the programmes would fall outside of the remit of the existing Annual Programme Review process for taught programmes) and for programmes to be reviewed after three or four years (the first cohort) given that professional doctorates would be new awards for QMUL.

iii. The proposed membership included the three Faculty Deputy Deans for Research who oversaw research student matters, two members of TPB, a representative each from the Students’ Union, Student Services and the Centre for Academic and Professional Development, and the Head of the Research Degrees Office. The chair would be the chair of RDPEB.

iv. The Board noted concern that the Joint Committee would meet only twice per year and agreed that it would be preferable for the Joint Committee to be convened upon notification to RDPEB and TPB that a School or Institute wished to submit a proposal for consideration. A meeting could then be convened within a specific timeframe, such as six weeks. The Joint Committee would then make a recommendation on the proposal to RDPEB and TPB for a decision.

v. The procedure for establishing new professional doctorate programmes would need to be approved by RDPEB and TPB. RDPEB had provided suggestions for the process, which would be adapted from the existing part 1 and 2 approval process for taught programmes. There was some urgency to approve the procedure given that the SMD was in the process of developing a number of proposals for consideration early in the next academic year.

vi. The Board agreed that the authority of the Board should be granted for the chair to take chair’s action. TPB would then formally approve the procedure at its first meeting of 2014-15 in October. This would enable the Joint Committee to be convened prior to the October meeting, if required.

The Board approved the terms of reference and membership of the Professional Doctorates Joint Committee subject to the points agreed above.
The Board considered the part 2 programme proposals for the BSc Neuroscience and the BSc Pharmacology and Innovative Therapeutics and twenty associated module proposals. The following points were noted:

i. The SMD and SBCS had agreed to jointly teach the new BSc programmes in Neuroscience and Pharmacology and Innovative Therapeutics. The joint working statement was approved at the June meeting of the Board. A joint meeting of the SMD Undergraduate Teaching and Learning Committee and the SBCS Teaching and Learning Committee had been convened in July to approve the proposals.

ii. The Board commended the SMD and SBCS for the submission of high quality, comprehensive proposals.

iii. The Board noted that the status of the new modules for the BSc Neuroscience was core. In light of changes to the award rules for undergraduate programmes, this meant that students would have to pass these modules in addition to 7/8 of all programme credits. The Board agreed that unless there was a clear rationale for students having to pass the modules in order to be awarded the degree, then the modules should be compulsory. The programme team would be asked to review the status of new modules on the programme.

Action: SMD / SBCS

iv. The Board noted the involvement of the Member Organisations of the Association of British Pharmaceutical Industries in the BSc Pharmacology and Innovative Therapeutics and queried the extent to which this organisation would be involved in the teaching and assessment of the programme. It was clarified that the involvement would be limited to a number of guest lectures and the opportunity for students to be members of the society.

v. The first year module Exploring Neuroscience had a three hour examination as part of the assessment of the module. This was noted as a typographical error, which would be corrected.

Action: SMD / SBCS

vi. The Board noted that the inclusion of the existing module SBC624 Neuroscience: Molecules to Behaviour in the BSc Neuroscience diet might not be appropriate given that this module was normally offered to students without significant pre-requisite knowledge of neuroscience. It was clarified that the third year programme diet included a carefully selected range of elective modules that would be reviewed prior to students reaching year 3 in 2016-17.

The Board approved the part 2 programme proposals for the BSc Neuroscience and the BSc Pharmacology and Innovative Therapeutics subject to completion of the actions listed above.
The Board considered a part 2 programme proposal for the International 6 year MBBS programme and four associated module proposals. The following points were noted:

i. The Board had considered a part 2 programme proposal at the June meeting for the MBBS Year 0 Foundation Certificate to be offered in both Malta and London, which was not approved. The Chair had agreed with the SMD that a proposal for an integrated 6 year programme with a foundation year aimed at International Students in London should be resubmitted immediately and the programme in Malta considered at a later date. The proposal included in the printed papers incorrectly referred to a Foundation Certificate. A proposal for the International 6-year MBBS programme was tabled at the meeting, which primarily represented a change in terminology and the inclusion of information regarding years 1 to 5.

ii. The International 6-year MBBS programme would be a closed programme aimed at overseas students originating from countries where secondary education was offered up to Year 12 equivalent only. The SMD had been approached by a number of overseas governments wishing to send students to London for medical training including a foundation year (Year 0).

iii. There were two issues requiring resolution prior to the launch of the programme. Firstly, permission would need to be sought from the Department of Health for students recruited to the programme to be considered outside the QMUL quota for overseas MBBS students. Secondly, the provision of Foundation Year 1 placements that would enable graduates to gain full registration with the GMC. It was intended that both issues would be negotiated on the basis that clinical placements would be funded by the overseas governments rather than through SIFT funding.

iv. The SMD also needed to ensure that no legal issues would arise from the programme not being made available to UK students and where places would be held open for students from specific overseas countries. The SMD aimed to resolve these issues with the Department of Health and the College Solicitors in the next 6-8 weeks with a view to launching the programme in 2015-16.

v. In light of the above, the Chair noted that the Board would therefore be asked to approve the academic rationale and content of the programme in order to enable negotiations to take place with relevant parties.

vi. Progression from Year 0 to Year 1 of the MBBS programme would be conditional on students passing all four modules. The pass mark for the English language and study skills module Practical Skills for Professionals 1 to be taught by SLLF would be 60%. This would be equivalent to students achieving IELTS 7.0. Students who failed the module would be offered remediation during the summer and be permitted to resit in the late summer exam period. It was not intended that students who failed to progress would be awarded a Foundation Certificate as an exit award.

vii. The Board queried whether students would be able to progress to Year 1 if they failed the Practical Skills for Professionals 1 module but achieved IELTS 7.0 via an IELTS test. It was noted that this had not been considered and would need to be decided by the SMD and SLLF.

Action: SMD
viii. The Board queried whether students would be able to progress to another programme of study at QMUL if they failed to progress to MBBS Year 1. It was clarified that the Head of SBCS had agreed that students could transfer to the BSc Biomedical Sciences if they chose not to progress but not if they failed.

ix. It was not currently planned that the UKCAT would be an entry requirement for the programme. The International Office had advised that students from Middle Eastern countries were unlikely to apply for the MBBS sufficiently early to enable the UKCAT to be taken.

x. Students with IELTS scores below 6.5 would be required to attend one of the existing pre-sessional programmes offered by SLLF to enable them to achieve IELTS 6.5 in time for the start of the programme.

xi. The Board noted that the regulations for the MBBS programme would need to be revised to take account of the 6 year programme.

   Action: SMD/ARCS

xii. The Board noted that agreements with overseas governments would need to be signed and agreed that consideration of new partners would need to be undertaken by the Educational Partnerships Board.

   Action: SMD

2013:143 The Board approved the part 2 programme proposal for the International 6-year MBBS programme.

Blizard Institute

9. MSc Orthopaedic Trauma Sciences by Distance Learning

2013:144 The Board considered a part 2 programme proposal for the MSc Orthopaedic Trauma Sciences and five associated module proposals. The following points were noted:

i. The new programme would launch in September 2014 and would share a number of modules with the existing distance learning MSc in Trauma Sciences. The programme would be led by Professor Susan Brundage from QMUL and Mr Peter Bates, a Consultant at Barts Health Trust. Mr Bates intended to apply for an honorary contract with QMUL prior to the start of the programme.

   ii. The programme structure would require students to take 120 credits of taught modules in year 1 and the 60 credit dissertation in year 2. The programme team was aware that some students on the MSc in Trauma Sciences had found the year 1 workload challenging and were considering revising the programme structure for 2015-16 to require students to take 90 credits in each year. The decision regarding the programme structure was largely based on the availability of staff to teach the highly interactive modules.

   iii. The Board noted that the year 1 workload was high for a part time programme and agreed that the programme team should consider whether it would be feasible to require students to take only 90 credits in year 1 or to offer students the flexibility to take a minimum number of credits in each year.
iv. The programme would include an optional summer school in London at the end of year 1. The summer school would not carry any credit but would provide students with the opportunity for face-to-face teaching, a group project and practical sessions at QMUL and at the Royal College of Surgeons. All teaching sessions would be recorded and made available to students who were unable to attend.

v. The part 2 programme proposal form noted that students could be prevented from commencing the next module if they failed to submit coursework for a previous module. The programme team had decided to remove this hurdle and would revise the paperwork accordingly.

vi. The programme specification included a requirement that the programme’s taught component must be taken and passed before a student progresses to the dissertation. The programme team confirmed that the progression hurdle would follow the standard QMUL regulation and that a Subject Examination Board (SED) would be held to consider progression.

vii. The Board noted that it was uncommon for a progression hurdle to be included when the dissertation was not lab-based and agreed that the programme team should consider whether the progression hurdle was required.

viii. The Board noted that the exit awards of PGCert and PGDip were not listed on the programme specification and queried whether these would be offered. It was clarified that students would be permitted to exit with a PGCert or PGDip but that students would not be permitted to register directly for either the PGCert or PGDip.

ix. The Board noted that it was unusual to keep students numbers on a distance learning programme so low (around 10) when the opportunity to recruit larger student numbers was available.

The Board approved the part 2 programme proposal for the MSc Orthopaedic Trauma Sciences by Distance Learning subject to completion of the actions listed above.

10. **MSc, PGDip Aesthetic Medicine by Distance Learning**

The Board considered a part 2 programme proposal for the MSc, PGDip Aesthetic Medicine and six associated module proposals. The following points were noted:

i. The MSc, PGDip Aesthetic Medicine would build on the existing PGCert programme offered by the Institute and would use three of the four modules offered on the programme.

ii. The Institute wished to allow students currently studying for the PGCert to transfer to the second year of the PGDip or MSc programme in 2014-15 and to complete either 60 or 120 credits as appropriate.

iii. The Board noted that part 2 programme proposal form did not specify the arrangements for the operational management of the programme and the
quality assurance mechanisms to be employed. It was clarified that the programme would report to a sub-board of the Blizard SEB and would adhere to Institute policy relating to marking, feedback and evaluation and all other QA matters. The programme would be represented on the semesterly programme directors meetings, and also by students at the Blizard SSLC. The part 2 form would be revised accordingly.

**Action: Blizard Institute**

iv. The Board noted that part 2 programme proposal form included limited comments from an External Adviser and **agreed** that detailed comments should be provided in accordance with the External Adviser Guidelines.

**Action: Blizard Institute**

v. The programme would include opportunities for hands-on training through participation in a number of compulsory clinical days and courses. Clinical days were already offered on an optional basis on the PGCert programme and students were able to apply for visas for short trips to the UK as required. The programme team would also be exploring options for clinical days outside the UK.

vi. Students on the programme would be allocated an academic supervisor. This information would be included on the programme specification.

**Action: Blizard Institute**

vii. The Board queried whether any non-QMUL staff would be involved in the programme. It was clarified that a number of honorary contracted NHS Trust staff would be involved. The Board **agreed** that the part 2 form should be revised to note the involvement in the programme of local NHS Trust staff with honorary contracts who were engaged with the support of the Trust.

**Action: Blizard Institute**

viii. The programme would be assessed by coursework and OSCE examinations that would take place at the end of each year. The OSCE would comprise one station for each module, which would be marked and recorded separately. The Board noted that the 60% coursework assessment included two elements of assessment, a weekly summative online assignment and a written assignment. The Board **agreed** that the module proposal form should be revised to include these elements of assessments separately with their own weightings.

**Action: Blizard Institute**

The Board **approved** the part 2 programme proposal for the MSc, PGDip Aesthetic Medicine subject to completion of the actions listed above.

**11. MSc Reconstructive Microsurgery by Distance Learning**

The Board **considered** a part 2 programme proposal for the MSc Reconstructive Microsurgery and nine associated module proposals. The following points were **noted**:

i. The new MSc programme would be offered from September 2014.

ii. The Board noted that part 2 programme proposal form did not specify the arrangements for the operational management of the programme and the quality assurance mechanisms to be employed. It was clarified that the programme would report to a sub-board of the Blizard SEB and would
adhere to Institute policy relating to marking, feedback and evaluation and all other QA matters. The programme would be represented on the semesterly programme directors meetings, and also by students at the Blizard SSLC. The part 2 form would be revised accordingly.

**Action: Blizard Institute**

iii. The Board noted that part 2 programme proposal form included limited comments from an External Adviser and **agreed** that detailed comments should be provided in accordance with the External Adviser Guidelines.

**Action: Blizard Institute**

iv. The programme would include opportunities for hands-on training through participation in a number of compulsory clinical days and courses. Clinical days were already offered on an optional basis on the PGCert programme and students were able to apply for visas for short trips to the UK as required. The programme team would also be exploring options for clinical days outside the UK.

v. Students on the programme would be allocated an academic supervisor. This information would be included on the programme specification.

**Action: Blizard Institute**

vi. The Board queried whether any non-QMUL staff would be involved in the programme. It was clarified that a number of honorary contracted NHS Trust staff would be involved and in future might involve staff from the International Microsurgery Simulation Society. The Board noted that international staff would require honorary contracts to teach on the programme and **agreed** that the part 2 form should be revised to note the involvement in the programme of local NHS Trust staff with honorary contracts who were engaged with the support of the Trust.

**Action: Blizard Institute**

vii. The programme would be assessed by coursework and OSCE examinations that would take place at the end of each year. The OSCE would comprise one station for each module that would be marked and recorded separately. The Board noted that the 60% coursework assessment included two elements of assessment, a weekly summative online assignment and a written assignment. The Board **agreed** that the module proposal form should be revised to include these elements of assessments separately with their own weightings.

**Action: Blizzard Institute**

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2013:149 The Board **approved** the part 2 programme proposal for the MSc Reconstructive Microsurgery subject to completion of the actions listed above.

12. **MSc Diabetes by Distance Learning**

2013:150 The Board **considered** a part 2 programme proposal for the MSc Diabetes and eleven associated module proposals. The following points were **noted**:

i. The Institute had originally intended to offer both a distance learning and a campus-based programme in Diabetes but the campus-based programme would not run in 2014-15 due to issues around student eligibility for visas. The distance learning programme had not currently received any applications and a decision would be made at the end of July whether or not to suspend the programme until 2015-16.
ii. The Board noted that part 2 programme proposal form did not specify the arrangements for the operational management of the programme and the quality assurance mechanisms to be employed. It was clarified that the programme would report to a sub-board of the Blizard SEB and would adhere to Institute policy relating to marking, feedback and evaluation and all other QA matters. The programme would be represented on the semesterly programme directors meetings, and also by students at the Blizard SSLC. The part 2 form would be revised accordingly.

Action: Blizard Institute

iii. Students would have the option to select either a case study dissertation or a research/audit dissertation. The Board noted that the description and learning outcomes for these modules were very similar and agreed that the module proposal forms should be revised.

Action: Blizard Institute

iv. The Board noted that it was uncommon for a progression hurdle to be included when the dissertation was not lab-based and agreed that the programme team should consider whether the progression hurdle was required.

Action: Blizard Institute

v. The assessment for the programme would include two 3-4 hour written examinations that would include discrete sections specific to each taught module. It was currently planned that the examinations would take place in year 2 at the end of the first semester or the beginning of the second semester

vi. Students on the programme would be allocated an academic supervisor. This information would be included on the programme specification.

Action: Blizard Institute

2013:151 The Board approved the part 2 programme proposal for the MSc Diabetes subject to completion of the actions listed above.

Part 4 – Part 2 Programme Proposals

School of Biological and Chemical Sciences

13. QMUL and Nanchang Summer Module
   - Joint Working Statement between SBCS and SLLF

2013:152 The Board considered a module proposal for the QMUL and Nanchang Summer Module. The following points were noted:

i. Students on the BSc Biomedical Sciences with Nanchang University, China (NCU) would have the option of taking a zero credit summer school module during the summer between years 2 and 3. The module would focus on improving students' English language skills and preparation for the year 3 project.

ii. The module would be optional as students would have to pay a fee and travel costs to the UK. NCU would provide a financial contribution to the module through scholarships. Students who elected not to take the module
would be provided with additional English language support in China.

iii. The module proposal had been submitted to the Board given that it related to a collaborative programme of study. A joint working statement had also been provided as the module included involvement from SLLF.

iv. The Board noted that students in EECS had produced videos about their projects in order to share their experiences and expectations about UK-based research projects and the research environment as part of the Students as Producers project. It was suggested that students in SBCS could also get involved in the project.

2013:153 The Board **approved** the module proposal for the QMUL and Nanchang Summer Module.

**William Harvey Research Institute**

14. **Molecular Pathology Approaches to Infectious Diseases & Cancer [MSc Genomic Medicine]**

2013:154 The Board **considered** a module proposal for Molecular Pathology Approaches to Infectious Diseases & Cancer to be taught as part of the MSc Genomic Medicine and the MSc Genomic Medicine [Modernising Scientific Careers]. The following points were **noted**:

i. The Board had approved the part 2 programme proposals for the MSc Genomic Medicine and the MSc Genomic Medicine [Modernising Scientific Careers] at the June meeting subject to a number of actions. One of the actions related to the submission of a joint working statement between the WHRI and the BCI given that one module taught by the BCI had been included in the programme. The WHRI and the BCI had not formalised an agreement and so a new module had been proposed in order to enable the programme to run without involvement from the BCI.

ii. A further action from the June meeting of the Board was for the SMD Senior Executive Group (SEG) to confirm that it was still happy to grant part 1 approval in light of concerns raised by the BCI that the MSc Genomic Medicine may overlap with and threaten recruitment to the MSc Pathology and Genomics. There were no concerns raised in relation to the MSc Genomic Medicine [Modernising Scientific Careers].

iii. ARCS had received confirmation from SEG prior to the meeting that it was happy for the MSc Genomic Medicine to launch in September. However, the Dean for Education reported that the position of the SMD had since changed and SEG would require further consideration of the matter.

iv. The Board **agreed** that SMD should provide ARCS with urgent confirmation from SEG if the programme was to launch in September 2014.

**Action:** SMD / ARCS

2013:155 The Board **approved** the module proposal for the Molecular Pathology Approaches to Infectious Diseases & Cancer subject to the action listed above.

Part 5 – Report of Proposals Approved by Schools/Institutes to Note
15. Programme Amendments
Module Proposals
Module Amendments
Module Withdrawals

2013:156 The Board noted a report of decisions made by Schools/Institutes of changes to their curricula for the period 13/06/2014 to 10/07/2014.

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2013:157 The Board received an oral report from the Dean for Education on funding for the Intercalated MSci programmes. The following points were noted:

i. The Dean for Education had written to the Student Loans Company to seek confirmation that students on the MBBS and BDS programmes would be eligible for funding to intercalate an MSci degree as part of their programme of study. A formal response was expected in the next 10 days.

ii. The School of Medicine and Dentistry was aware that a number of students had already applied to the Student Loans Company and had had their applications approved. However, it was understood that some students had queried their eligibility with the Advice and Counselling Service.

iii. Should funding not be available for the intercalated MSci, students would be offered the option to intercalate a BSc.

iv. The Committee agreed that QMSE should be asked to consider the matter at its meeting on 12 August 2014 at which point a formal response from the Student Loans Company should have been received.

**Action: SMD / ARCS**

17. Date of next meeting

2013:158 The next meeting of Taught Programmes Board would be held on Wednesday 29 October 2014 (2-4pm).

The deadline for papers would be Wednesday 8 October 2014.
<table>
<thead>
<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School</th>
<th>Programme Organiser</th>
</tr>
</thead>
</table>
| 2013:052 | MSc Regenerative Medicine: Science and Application    | i. Clarification of the timing and learning outcomes of the SEMS module ‘Ethics & Regulatory Affairs’.  
ii. To submit revised module proposals for ‘Induced Pluripotent Stem Cells and Genome Engineering’ and ‘Stem Cell Developmental Biology’.  
iii. The QM standard Masters progression hurdle should be included in the programme documentation. | Complete Complete Complete | Blizard Institute  | Dr K Braun and Dr J Connelly     |
| 2013:058 | MSc Freshwater and Marine Ecology                     | i. To draft a joint working statement with the School of Geography for shared modules on the programmes.  
ii. To draft (with ARCS) a QM level MoU with the Field Studies Council for the fieldwork support and teaching at the Millport Biological Station.  
iii. To revise the learning outcomes for the modules ‘Marine Mammals and Turtles’ and ‘Quantitative Techniques for Surveying and Monitoring in Ecology’. | Outstanding           | SBCS                | Dr J Grey / ARCS                  |
| 2013:123 | MBBS Year 0                                            | Develop a joint working statement between the SMD and SLLF to cover SLLF input into the programme.                                                                                                  | Complete              | SMD                 | Prof. A Rowlands                   |
| 2013:140 | BSc Neuroscience                                       | i. Review the status of new modules on the programme.  
ii. Revise the module proposal form for Exploring Neuroscience to specify the correct examination duration.                                                                                     | Complete              | SMD / SBCS          | Dr G Michael / Dr J Riddoch-Contreras |
<p>| 2013:142 | MBBS Year 0                                            | i. Consider whether students would be able to progress to Year 1 if they failed the Practical Skills for Professionals 1 module but achieved IELTS 7.0 via an                                                | Outstanding           | SMD                 | Prof. A Rowlands                   |</p>
<table>
<thead>
<tr>
<th>Programme</th>
<th>Actions</th>
<th>Status</th>
<th>Institute</th>
<th>Approver</th>
</tr>
</thead>
</table>
| **MSc Orthopaedic Trauma Sciences by Distance Learning** | i. Consider whether it would be feasible to require students to take only 90 credits in year 1 or to offer students the flexibility to take a minimum number of credits in each year.  
ii. Revise the programme proposal to remove the hurdle to prevent students from commencing the next module if they failed to submitted coursework for a previous module.  
iii. Consider whether a progression hurdle from the taught component to the dissertation was required. | Complete                  | Complete – progression hurdle removed. | Blizard Institute | Prof. S Brundage  |
| **MSc, PGDip Aesthetic Medicine by Distance Learning** | i. Revise the part 2 form to specify the arrangements for the operational management of the programme and the quality assurance mechanisms to be employed.  
ii. Submit detailed comments from an External Advisor.  
iii. Specify on the programme specification that students on the programme would be allocated an academic supervisor.  
iv. Revise the part 2 form to note the involvement in the programme of local NHS Trust staff with honorary contracts who were engaged with the support of the Trust.  
v. Revise the module proposal form to separately specify the coursework elements of assessment with their own weightings. | Complete                  | Complete                  | Blizard Institute | Dr S Myers / Dr A Ghanem |
| **MSc Reconstructive Microsurgery by Distance Learning** | i. Revise the part 2 form to specify the arrangements for the operational management of the programme and the quality assurance mechanisms to be employed.  
ii. Submit detailed comments from an External Advisor. | Outstanding – In discussion and hope to have an outcome in December. | Blizard Institute | Dr S Myers / Dr A Ghanem |
| 2013:150 [July TPB] | MSc Diabetes by Distance Learning | i. Revise the part 2 form to specify the arrangements for the operational management of the programme and the quality assurance mechanisms to be employed.  
ii. Revise the module proposal forms for the case study dissertation or a research/audit dissertation.  
iii. Consider whether a progression hurdle from the taught component to the dissertation was required.  
iv. Specify on the programme specification that students on the programme would be allocated an academic supervisor.  
v. Revise the module proposal form to separately specify the coursework elements of assessment with their own weightings. | Paperwork to be re-submitted. | Complete | Blizard Institute | Dr S Coppack |
| 2013:157 [July TPB] | Intercalated MSci programmes | Ask QMSE to consider the matter of Student Loans Company funding for the intercalated programmes. | Complete – QMSE reverted to offering only intercalated BSci. | Complete | SMD / ARCS | Prof. A Warrens |

**Modules**

<table>
<thead>
<tr>
<th>Minute</th>
<th>Module Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Taught Programmes Board 26 November 2014

#### Molecular Pathology

**Approaches to Infectious Diseases & Cancer [MSc Genomic Medicine]**

Provide ARCS with urgent confirmation from SEG of its approval for the programme to launch in September 2014.

<table>
<thead>
<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013:154 [July TPB]</td>
<td>Molecular Pathology Approaches to Infectious Diseases &amp; Cancer [MSc Genomic Medicine]</td>
<td>Provide ARCS with urgent confirmation from SEG of its approval for the programme to launch in September 2014.</td>
<td></td>
<td>SMD / ARCS</td>
<td>Prof. P Deloukas</td>
</tr>
</tbody>
</table>

### Collaborative Provision

<table>
<thead>
<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013:133 [July TPB]</td>
<td>BSc(Eng) programmes with BUPT</td>
<td>Revise the regulations to ensure that clear terminology was used, which might include ‘compensation’ or ‘compensated fail’ rather than ‘compensating pass’.</td>
<td>Complete</td>
<td>EECS / ARCS</td>
<td>Dr Y Chen</td>
</tr>
<tr>
<td>2013:136 [July TPB]</td>
<td>Regulations for the BSc Biomedical Sciences with Nanchang University</td>
<td>Remove the clause relating to the ‘Other Administration Disciplinary as specified in the Nanchang Student Handbook’ from the harmonised penalties for assessment offences.</td>
<td>Outstanding</td>
<td>SBCS</td>
<td>Prof. P Heathcote</td>
</tr>
</tbody>
</table>
Taught Programmes Board

Terms of Reference

Remit
The Taught Programmes Board has a specific remit for the consideration of new programme proposals (and associated modules) and amendments on behalf of Senate. The responsibilities of the Taught Programmes Board are as follows:

1. To ensure that there is full and consistent consideration of new programme proposals;
2. To ensure that the programme approval process is independent from the school/institute that is proposing the development;
3. To provide procedures that allow for the most efficient turnaround times, greater responsiveness and the most cost-effective use of QMUL’s resources;
4. 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 the detailed academic proposal for new taught programmes of study and related modules (including those delivered through collaborative provision);
2. To consider new module proposals where these are related to a new programme of study, or are delivered through collaborative arrangements, work-based learning, study-abroad or distance learning;
3. To approve new taught programmes either with or without conditions;
4. To consider and approve significant proposals for amendments to programmes of studies;
5. To receive reports of module proposals and amendments to modules that have been approved by Teaching and Learning Committees and scrutinised by the Academic Registry and Council Secretariat.
Membership

- The Vice Principal Student Experience, Teaching and Learning (Chair)
- The Deans for Taught Programmes
- Two further members of academic staff from each faculty drawn from a pool of three, nominated by the Vice Principal and Executive Dean
- A member of the Centre for Academic and Professional Development (CAPD) with responsibility for assessment nominated by the Academic Director of the CAPD
- The Vice President Education (Students’ Union) and up to two nominated course representatives drawn from a pool of four
- Up to three co-opted members from the staff of the College to ensure the inclusion of appropriate expertise (e.g. e-learning, collaborative provision).

In attendance:

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

Operation of the approval process

1. The Taught Programmes Board will meet two to three times each semester.

2. Academic Secretariat staff will issue a series of deadlines for the approval process. Proposals for new programmes 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 (e.g. QMACF, FHEQ), external support (where appropriate), support from the school/institute Teaching and Learning Committee, and support from the Planning and Accountability Review.

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 or Director of Taught Programmes and the programme proponent will be invited to attend the meeting to discuss the proposal with the Taught Programmes Board.

7. The Taught Programmes 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 Taught Programmes Board.
Taught Programmes Board

Meeting Dates 2014/15

Wednesday 24 September 2014 (3-4pm)
Wednesday 29 October 2014 (2-4pm)
Wednesday 26 November 2014 (2-4pm)
Wednesday 4 February 2015 (1-3pm)
Wednesday 25 February 2015 (2-4pm)
Wednesday 18 March 2015 (2-4pm)
Wednesday 20 May 2015 (2-4pm)
Wednesday 24 June 2015 (2-4pm)
Wednesday 22 July 2015 (2-4pm)

Membership

Chair – ex officio
Professor Susan Dilly
Vice-Principal (Student Experience, Teaching and Learning)

Deans for Taught Programmes - ex officio

| Humanities and Social Sciences | Professor Omar Garcia-Obregon |
| School of Medicine and Dentistry | Professor Anthony Warrens |
| Science and Engineering | Professor Julia Shelton |

Centre for Academic and Professional Development Representative – ex officio

Head of Educational Development
Dr Matthew Williamson

Two nominated members of academic staff from each faculty drawn from a pool of three

| Humanities and Social Sciences | Dr Madeleine Davis |
| School of Medicine and Dentistry | Professor Colin Haslam |
| Science and Engineering | Dr Alastair Owens |
| Science and Engineering | Dr Henri Huijberts |
| School of Medicine and Dentistry | Dr Theo Kreouzis |
| School of Medicine and Dentistry | Dr Lawrence Pettit |
| School of Medicine and Dentistry | Dr Martin Carrier |
| School of Medicine and Dentistry | Professor Ferranti Wong |
| School of Medicine and Dentistry | Professor Olwyn Westwood |

Student Representatives

| Vice President Education | Carolina Mantzalos |
| Course Representatives | TBC |
TBC

Co-opted members (up to 3) from the staff or students of the College

Head of E-learning
Stella Ekebuisi

Dean for China Operations
Professor Laurie Cuthbert

Vacancy
Vacancy

In attendance

Members of the Academic Secretariat
Dr Katherine Bevan
Simon Hayter
Jane Pallant

Secretary

Ms Ruth Wilkinson
Nature of proposal(s) | Report of Chair’s Action
---|---
Outcome requested | Taught Programmes Board (TPB) is asked to note the Chair’s actions since the last meeting of the Board.

Approved proposal | Special Regulations for the MA Global Shakespeare

<table>
<thead>
<tr>
<th>The MA in Global Shakespeare shall follow the standard QMUL regulations in all respects except in the following particulars:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) In cases of complaints or disciplinary matters, the policies and regulations of the institution concerned shall apply. In cases where the matter relates to both institutions, the QMUL regulations shall apply.</td>
</tr>
<tr>
<td>ii) In cases relating to academic misconduct, the QMUL regulations shall apply in all respects.</td>
</tr>
<tr>
<td>iii) In cases of appeals, the policies and regulations of QMUL shall apply in all respects except that:</td>
</tr>
<tr>
<td>a. Students may appeal on the additional ground that there is evidence of procedural irregularity or unfair discrimination in the supervisory process.</td>
</tr>
<tr>
<td>b. The deadline for submission of an appeal shall be 42 days from the official publication of results date.</td>
</tr>
</tbody>
</table>

Part 2 Programme Proposal for the LLB Law with a Year in Practice

This proposal was circulated electronically to TPB members in lieu of the cancelled, October meeting of the board. The proposal was to include an additional year in the existing LLB programme for students to take part in a placement year. The proposal was approved with recommendations.

Part 2 Programme Proposal for the MSc Genomic Medicine | [[Modernising Scientific Careers]]

This proposal was circulated electronically to TPB members due to a deadline for application for funding to Health Education England. The Programme was approved at the TPB held in June 2013. Due to the changes in the institutes involved in delivering the programme a programme amendment form has been submitted.

Additional changes were also made to the programme proposal to
reflect the changes put in place by Health Education England in October 2014.

[Decision of TPB to follow]

Ruth Wilkinson
ARCS
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Approval of Regulation Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>University of London</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Regulation Amendment for University of London PG Laws External LLM Academic Regulations</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>These Regulations have been considered and approved by the LLM Management Committee, which is chaired by the Head of the School of Law of QMUL and the Dean of the Faculty of Law of UCL. Since QMUL is the lead College for this programme, these Regulations must also be approved by the Taught Programmes Board (TPB) of QMUL. As these regulations run into nearly 200 pages, TPB has previously requested that only a summary of the main changes is provided. The full regulations are lodged with the Academic Secretariat. TPB is requested to approve the 2015 postgraduate Laws programme specification and regulations, including the regulations for the provision of individual modules.</td>
</tr>
</tbody>
</table>
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The main amendments are as follows:  

**Language**  
The Regulations have been updated to make them more accessible by following the ‘Plain English’ Campaign guidelines.  

**Removal of Duplication**  
As a number of the regulations and policies are available on the UoL website it is not necessary to quote standard regulations. In order to avoid duplication, and also provide a reduction in information which appears in the programme specification and regulations, links have been added to specific policies and regulations. Additionally, the same process has been undertaken for other information which can be found on the website, such as Entrance Requirements.  

**Guidance on Fee Refunds**  
In line with new legislation governing cancellation rights for
consumers, under the Refunds section, the following changes have been made: Fees will be refunded where a cancellation request is received within 14 days of the original delivery of that service. This was previously seven days. Refunds will be processed and the full amount returned within 14 days of receiving the request for a refund. This was previously 30 days.

**New Courses**
A number of new modules were launched in 2014 and these have been provided in Appendix A. Additionally those modules approved for 2015 have also been included.

**Module Available for Examination**
The list of modules available for Examination in May and October 2015 have been updated with 3 new courses.

*Ruth Wilkinson*
*ARCS*
Annual Programme Amendments

Regulations to which this applies: Postgraduate Laws [LLM, Postgraduate Diploma, Postgraduate Certificate, Individual Modules]

Lead College: QMUL & UCL

Applicable to which academic session: 2015

Programme Manager: Andrew Freud

This Annual Programme Amendment document records changes to the Programme Specification and Regulations which are specific to the Postgraduate Laws. However, updates to the content and style of the general regulations have also been made in line with the principles of Plain English. Further details of the Plain English Campaign can be found on their website: http://www.plainenglish.co.uk/free-guides.html

- To avoid duplication, there has been a reduction in information which appears in both the Programme Specification and Detailed Regulations or in multiple sections of the Detailed Regulations, such as about credit transfer, the rules of progression and the scheme of award.

- Entrance requirements – detailed information has been removed from the Programme Specification and replaced with links to the relevant information on the website. This is to ensure greater efficiency in maintaining current information and content management.

- A single document applicable to all International Programmes students has now been produced named the Student guide to the International Programmes. As a result, the 2015 Programme Handbook will be published without the General Section. References and links have been applied throughout the PSR where appropriate.

- Further guidance on credit transfer and APL (final transcript, currency of APL/credit transfer for other awards and our own individual courses). Reference to credit in other sections has been removed.

- Changes to assessment offences and penalties (violent, indecent or disorderly behaviour in an examination, revealing information to students yet to sit the exam).

- In line with new legislation governing cancellation rights for consumers, under the Refunds section, the following changes have been made: Fees will be refunded where a cancellation request is received within 14 days of the original delivery of that service. This was previously seven days. Refunds will be processed and the full amount returned within 14 days of receiving the request for a refund. This was previously 30 days.

Detailed Regulations

Throughout the detailed regulations, wording has been amended in line with the principles of Plain English to make them concise and clear for students.

Regulations 5.2 and 5.9 have been reworded to make clear that a student may decide not to resit an exam with a mark of 40% or greater but less than 50% because it may be condoned at final award.

The regulations under the header Applying for awards in Section 9 are now placed under the Intermediate awards header. They have been reworded to clarify that students need only apply for intermediate awards and not for qualifications already registered onto.
Appendix A – Syllabuses for all courses that constitute the Postgraduate Laws Programme

New courses have launched during 2014 and are now listed as available in Appendix A:

*International criminal law*
*International natural resources law*
*Law of international finance: syndicated loans*

Approved syllabuses for courses due to launch in 2015 have been included in Appendix A:

*Corporate governance and compliance*
*Law of international project finance*

Courses which are not yet available for which no first draft of the Study Guide has been written have been removed from Appendix A:

*African human rights law*
*Broadcasting law*
*European Union environmental law*
*Family, children and the state*
*Freedom of expression law*
*Human rights in post-conflict societies*
*Information technology law*
*International and comparative social justice*
*Law of oil and gas submarine pipelines*
*Press law*
*Russian civil and commercial law*
*Sentencing and penal policy*
*Taxation of business enterprises*
*Transfer of technology law*

References to *Fraud, corruption and money laundering*, which was eventually launched titled *Law of financial crime* have been removed.

Appendix B – List of courses available for examination

The below courses are now included in Appendix B:

*International criminal law*
*International natural resources law*
*Law of international finance: syndicated loans*

Appendix C – Specialisations

Courses added to Appendix A now appear under their assigned Specialisation groupings in Appendix C. Courses not yet available which have been removed from Appendix A no longer appear under their assigned Specialisation groupings.

Date approved by Programme Director:

Date approved by Lead College Committee(s):

Date of Notification:
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Collaborative: international exchange programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>International Partnerships Office</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Credit loads and grade conversion scale for students on exchange at The University of Hong Kong</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Approval of the credit load required by students who study on exchange at The University of Hong Kong and of the advisory grade scale to be used by subject exam boards for determining grades to be included in participants' QMUL transcripts</td>
</tr>
</tbody>
</table>
Credit loads

Hong Kong University’s credit load requirements are as follows:

The majority of academic degree course units earn 6 credits; Cantonese and Mandarin language courses and other cultural and broadening courses earn 3 credits.

A typical full load is 30 credits per semester. Students are permitted to take a minimum of 24 credits and a maximum of 36 credits per semester subject to approval of Dean/Head of Department.

More than 50% of the credits have to be chosen a single faculty.

Students admitted to the Faculty of Law can choose no more than 6 credits worth of non-law courses in a semester.

Our recommendation is that students take a total of 30 HKU credits in a semester with no more than two 3 credit courses being taken.

Grade conversion

Current HKU Grading System:

For students admitted in 2010-11 and thereafter:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Satisfactory</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Pass</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of honours</th>
<th>CGPA range</th>
<th>Grade</th>
<th>GP Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>3.60-4.30</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Second Class Honours</td>
<td>(2.40-3.59)</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>Division One</td>
<td>3.00-3.59</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>Division Two</td>
<td>2.40-2.99</td>
<td>B-</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Dr Omar Garcia has proposed that the following scale be used to inform Subject Exam Boards when determining QMUL grades to be awarded:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalents for 1 credit or unit</th>
<th>QMUL Grade</th>
<th>QM Range</th>
<th>Single Mark Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>A</td>
<td>80.0-100</td>
<td>80/85</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>A</td>
<td>73-79.9</td>
<td>75.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>A</td>
<td>70.0-72.9</td>
<td>70.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>B</td>
<td>68.0-69.9</td>
<td>69.0</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>B</td>
<td>63.0-67.9</td>
<td>65.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>B</td>
<td>60.0-62.9</td>
<td>60.0</td>
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<td>C+</td>
<td>2.30</td>
<td>C</td>
<td>58.0-59.9</td>
<td>59.0</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>C</td>
<td>53.0-57.9</td>
<td>55.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>C</td>
<td>50.0-52.9</td>
<td>50.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>D</td>
<td>45.0-49.9</td>
<td>49.0</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>E</td>
<td>40-44.9</td>
<td>40.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>F</td>
<td>0-39.9</td>
<td>0</td>
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<tr>
<td>Nature of proposal(s)</td>
<td>Part 2 Programme Proposal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
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<tr>
<td>Owning School / Institute</td>
<td>Centre for Commercial Law Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Pre Sessional Legal Systems, Research Skills and Writing for IT Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Part 2 Programme Proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Programme Specification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Module Proposal - Pre Sessional Legal Systems, Research Skills and Writing for IT Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to approve this programme consisting of one module.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The Level 6 Programme consists of one module, and is a prerequisite for the Computer and Communications Law Distance Learning Programme. The programme would allow more applicants onto the postgraduate programme, and the intention is to increase numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Programme provides students from a non-law background with the essential academic legal writing skills to undertake the post-graduate programme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Programme does not bear credits, or lead to an award. The Assessments used in the programme are identical to those used in the post-graduate programme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TPB may wish to consider whether a level 6 programme with no award should require the same assessments as a level 7 programme resulting in a postgraduate award.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Ruth Wilkinson*
*ARCS*
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

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>Pre Sessional Legal Systems, Research Skills and Writing</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></td>
<td></td>
<td>1 term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Laura Edgar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this programme contain a foundation year or any pre-sessional activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will this programme be made available to SEFP students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

1) **Programme Management**

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) **Single School/Institute Delivery**

We will implement similar arrangements to the Distance Learning Computer and Communications Law programme. Students will be asked to provide regular feedback through anonymous questionnaires. The pre sessional programme lasts for only one term.

This pre sessional programme will be non award bearing, it will be undertaken by students without a law degree who have applied to take the Computer and Communications Law Certificate/Diploma or LLM. Students who are successful in this programme will then join the Computer and Communications Law programme.
Taught Programmes Board

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

We will use the Turnitin system integrated into QMplus. Coursework is submitted through QMplus and will be screened for plagiarism by Turnitin.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

None

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

This will follow the same processes as our Distance Learning Programme in Computer and Communications Law. Non law applicants to our Computer and Communications Law programme will be required to pass this pre sessional programme in order to be admitted onto the Computer and Communications Law Programme. Students will be assessed by coursework as detailed in the module proposal.

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. If this is a new or existing SEB, For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

The external responded very positively to the idea, he has previously designed similar programmes for non-lawyers and he is happy to provide any guidance necessary. He liked the approach of a blend of substantive law & academic skills and made some suggestions regarding the tasks which could be used to assess the students. He suggested that quick cycles of small tasks helped move students faster to an understanding of what academic research, legal reasoning and argumentation was about and provided some useful examples of how to do this.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Professor Paul Maharg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Professor of Law, Nottingham Trent University and Professor of Law, ANU College</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td>45 Leicester Ave, Glasgow G12 OLU, <a href="mailto:paul.maharg@anu.edu.au">paul.maharg@anu.edu.au</a></td>
</tr>
</tbody>
</table>

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The external did not flag up any concerns on the approach that we are taking. He suggested using frequent short tasks with feedback to the students as a good way of speeding up the learning process and this suggestion will be followed.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? [Yes]
- Have module proposal forms for each new module been submitted with the Part 2? [Yes]
- Is there evidence of support from at least one external adviser? [Yes]
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? [N/A]

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? [ ]
- Has supplementary information on the management of the partnership been submitted with the Part 2? [ ]
- Have any special regulations been submitted with the Part 2 (where relevant)? [ ]

Approval of Part 2 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

Spyros Maniatis

Digitally signed by Spyros Maniatis
DN: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies, email=s.m.maniatis@qmul.ac.uk, c=GB
Date: 2014.11.04 13:49:48 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board
Taught Programmes Board

Once a programme has passed Part 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been approved by the Educational Partnerships Board (EPB). The Academic Secretariat will arrange for consideration of the Memorandum of Agreement by EPB following Part 2 approval.
**Programme Specification**

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>Non award bearing</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td></td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>1 term</td>
</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td></td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td></td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 6</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification Approved</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Centre for Commercial Law Studies</td>
</tr>
</tbody>
</table>

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

| Institution(s) other than Queen Mary that will provide some teaching for the programme |

**Programme Outline**

This Pre-Sessional Programme will provide a legal foundation for non law students planning to enter the Distance Learning Computer and Communications law programme. It will be a compulsory programme for students who do not have a law degree or legal experience.

This pre sessional programme will be non award bearing, it will be undertaken by students without a law degree who have applied to take the Computer and Communications Law LLM or diploma. Students who are successful in this programme will then join the Computer and Communications Law programme.

This programme consists of one module which non law graduates will take in the September to December term.

**Aims of the Programme**

This module will provide our non-law students with a foundation in legal writing, research skills, and legal systems and enable them to access and understand legal resources and to apply all of this knowledge to the computer and communications law field.
Programme Title: Pre Sessional Legal Systems, Research Skills and Writing for IT Law

What Will You Be Expected to Achieve?
Knowledge of legal writing, research skills, and legal systems and to apply all of this to the computer and communications law field.

Academic Content:

A1 Analysis of the legal principles, legal systems and legal sources relevant to computer and communications law
A2 Evaluation of the principles which will guide regulators in this field
A3 Ability to deal with complex legal issues and provide clear and comprehensive analysis of these issues.

Disciplinary Skills - able to:

B1 Produce a critical evaluation of the legal provisions and assess their respective strength and potential shortcomings
B2 Ability to research this field of law and locate and analyse source materials
B3 Ability to deal with complex legal issues and provide clear and comprehensive analysis of these issues.

Attributes:

C1 Research skills: finding information, digesting it and placing it in context.
C2 Analysing material, forming a judgment and ability to adopt and formulate an opinion which is based on good legal foundations.
C3 Writing clearly and concisely, explaining, persuading, dismissing an argument.

How Will You Learn?
Throughout module:
Completion of the set unit tutorial tasks which will comprise 10% of the final assessment.
At end of module:
Completion of one 3000-word essay will comprise 35% 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 55% of the final assessment.

Queen Mary
University of London
Programme Title: Pre Sessional Legal Systems, Research Skills and Writing for IT Law

How Will You Be Assessed?
Taught modules are assessed as follows:

- Short Tasks (500 words) - 10%
- Essay (3000 words) - 35%
- Final Assessment Exercise (Time Constrained - 24hrs) - 55%

How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

The programme consists of one module which non law graduates will be required to pass in order to enter the Distance Learning Computer and Communications law programme

Academic Year of Study

<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>Pre Sessional Legal Systems, Research Skills and Writing for IT Law</td>
<td></td>
<td>6</td>
<td>Core</td>
<td></td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

Upper second class degree in IT related fields including business, media and engineering
How Do We Listen and Act on Your Feedback?

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

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute’s work throughout the year to monitor academic standards and to improve the student experience. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
Programme Title: Pre Sessional Legal Systems, Research Skills and Writing for IT Law

- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

Programme Specification Approval

| Person completing Programme Specification | Ms Laura Edgar |
| Person responsible for management of programme | Ms Laura Edgar |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 4 Nov 2014 |
| Date Programme Specification approved by Taught Programmes Board |  |

Queen Mary
University of London
Module Proposal Form (PG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b 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 (sections 4a & 4b).

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

Section 1 - Summary Information

Module Title: Pre Sessional Legal Systems, Research Skills and Writing for IT Law
Module Code: CCDMXXX
Credit Value: Level 6
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2015
Proposed JACS Code: M200 Law by topic

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

Responsible School / Institute: Centre for Commercial Law Studies

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School

School of Law: CCLS

Subject Exam Board responsible for the module

Computer and Communications Law (DL) (PGT)

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module Rationale
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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This Pre-Sessional Module will give non law graduates planning to enter the Distance Learning Computer and Communications law programme the necessary methodical skills for doing a postgraduate law degree Cert/Dip &LLM. It will be a core module for students who do not have a law degree or legal experience, but have a degree in a subject area related to Computer & Communications Law, such as business, marketing, IT or media studies. The need for such a Module has been identified by our experience with non-law graduate students on the Distance Learning Computer & Communications Law who sometimes have struggled with legal methods, research skills and writing skills. This Module will equip these students with the necessary skills.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Centre for Commercial Law Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

Approval of New Module 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
Spyros Maniatis

Digitally signed by Spyros Maniatis
DN: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies,
email=s.m.maniatis@qmul.ac.uk, c=GB
Date: 2014.11.04 13:50:07 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Pre Sessional Legal Systems, Research Skills and Writing for IT Law

Module Code: CCDEMXXX

Credit Value: Level 6 Mode of Delivery: Distance Learning Semester: Semesters 1-3

Module Organiser: Laura Edgar

Pre-requisite modules
Co-requisite modules
Overlapping modules

1) Content Description
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 cover:
Legal Systems (national law, EU law, international law; public-private law; common-civil law; law-making; layers & hierarchies of law);
Legal Sources (eg different types of legislation and case-law; how to read a case; the system of precedents in the common law etc);
Legal Research Skills (where & how to find legal sources; primary & secondary sources; how to use legal sources in an argument; how to quote legal resources in a dissertation); and
Legal Writing (how to construct a legal argument; how to carry out an in-depth legal argument; definitions and concepts; how to interpret the law).
This module will focus on the computer and communications law field.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module will provide our non-law students with a foundation in legal writing, research skills, and legal systems and enable them to access and understand legal resources and to apply all of this knowledge to the computer and communications law field.

3) 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.
Academic Content:

A1 Analysis of the legal principles, legal systems and legal sources relevant to computer and communications law
A2 Evaluation of the principles which will guide regulators in this field
A3 Ability to deal with complex legal issues and provide clear and comprehensive analysis of these issues.

Disciplinary Skills - able to:

B1 Produce a critical evaluation of the legal provisions and assess their respective strength and potential shortcomings
B2 Ability to research this field of law and locate and analyse source materials
B3 Apply legal reasoning and argumentation styles

Attributes:

C1 Research skills: finding information, digesting it and placing it in context.
C2 Analysing material, forming a judgment and ability to adopt and formulate an opinion which is based on good legal foundations.
C3 Writing clearly and concisely, explaining, persuading, dismissing an argument.

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Malleson K & Moules R, The Legal System (Core Texts Series) 2010
Finch E, Legal Skills
Schutze R, European Constitutional Law
Higgin E, Successful Legal Writing
Reed C, Computer Law

5) Teaching and Learning Profile
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

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| Provision of online materials for students to read and discuss, chat sessions, bulletin board discussions | 3 hours |

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| 7 hours |

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 10 weeks at 10 hours= 100 |

6) Assessment Profile

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 of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 word essay</td>
<td>Coursework</td>
<td>3000 words</td>
<td>35%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Several tasks</td>
<td>Coursework</td>
<td>Approx 500 words each</td>
<td>10%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Final Assessment Exercise</td>
<td>Coursework</td>
<td>3 hour paper to be completed in 24 hour period</td>
<td>55%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Coursework</td>
<td>4000-5000 words</td>
</tr>
</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

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 in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester A)’.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

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 in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment</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 | Computer and Communications Law (Distance Learning) with the additional module Legal Principles and Concepts in Computer & Communications Law  
  • Programme Amendment Form  
  • Programme Specification |
| Outcome requested | The Taught Programmes Board (TPB) is asked to approve the new module, which will be compulsory for non-law graduates. In turn the updated programme will also require approval. |

**Potential issues identified and comments on the proposal(s) from Academic Secretariat**

- *Programme Amendment*

  The updated Programme specification incorporates the new module as an elective module. It is not clear from the programme specification that this would be a compulsory module for those students with a non-law background.

  All the modules within the programme are elective, and the assessment pattern and content of the modules is consistent with the Teaching and Learning Outcomes.

  The QMUL Assessment Regulations allow up to 30 credits at Level 6 for a Level 7 Programme, and therefore the addition of this 15 credit module aligns with QMUL Quality Assurance.

  The External Advisor has approved the module introduction and the amended programme specification.

*Ruth Wilkinson  
ARCS*
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 QMUL. 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>Computer and Communications Law (Distance Learning)</th>
<th>Programme Code(s)</th>
<th>M3DL/M3S3/M3CC</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>Postgraduate Diploma (PGDip)</td>
<td>Distance Learning (PT)</td>
<td>2-6 years</td>
</tr>
<tr>
<td>Master of Laws (LLM)</td>
<td>Distance Learning (PT)</td>
<td>3-6 years</td>
</tr>
<tr>
<td>Postgraduate Certificate (PGCert)</td>
<td>Distance Learning (PT)</td>
<td>1-2 years</td>
</tr>
</tbody>
</table>

Responsible School / Institute Centre for Commercial Law Studies

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 Ms Laura Edgar

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 in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

The amendment is to add one new module for non lawyers - Legal Principles and Concepts in Computer & Communications Law.
This one module is added to help and support our non-lawyers on the programme in a more effective manner by giving them a systematic introduction to legal principles as they apply to Computer & Communications Law.

### Module Title

**Legal Principles & Concepts in Computer & Communications Law**

<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>Add / Remove Module from Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Principles &amp; Concepts in</td>
<td>CCDMXXX</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Add Module</td>
</tr>
<tr>
<td>Computer &amp; Communications Law</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.

N/A

### 3) Proposed Date of Amendment Introduction

January 2016

Specify whether the amendment(s) will apply to new and/or continuing students.

New Students

### 4) Rationale

Detail the rationale for the proposed amendment(s).

This module will provide the non-law graduate students with the legal tools and skills needed for the other Modules in Computer & Communications Law and will put them up to speed compared with the other law graduate students. The content will consist of an introduction to the core legal subjects of contract, tort, criminal law, administrative/constitutional and property law for non law graduates, taking the Computer and Communications Law LLM or diploma. It will enable these student to understand and apply these legal principles to the IT environment. Our existing non-law graduate students have sometimes struggled a bit with coming to grips with the legal principles so this Module is needed as a mandatory Module.

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

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

N/A
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)?

N/A

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 external examiner has expressed approval of the introduction of this module to help non lawyers following the Computer and Communications Law programme. He has previously designed similar programmes for non-lawyers and he is happy to provide any guidance necessary.

The relevant students (non law graduates) on the programme have also been consulted and have responded positively to the proposed module suggesting it would benefit them in their studies.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> 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 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>Laura Edgar</th>
<th>Head(s) of School / Institute**</th>
<th>Spyros Maniatis</th>
</tr>
</thead>
</table>

Head(s) of supporting School / Institute

Head(s) of supporting School / Institute

Head(s) of supporting School / Institute
Programme Title: Computer and Communications Law (Distance Learning)

Programme Specification

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: Cert/ Dip/ LLM Computer and Communications Law
Name of Interim Award(s): 
Duration of Study / Period of Registration: 1 - 2 years; 3 - 6 years
QM Programme Code / UCAS Code(s): M3CC/M3DL/M3S3
QAA Benchmark Group: 
FHEQ Level of Award: Level 7
Programme Accredited by: CPD
Date Programme Specification Approved: 
Responsible School / Institute: Centre for Commercial Law Studies

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

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

Programme Outline

Credits are obtained through a combination of taught online modules, dissertations (10,000 or 20,000 words) and seminar presentations. The seminar presentation option may be completed over a year period depending on when the residential weekend is held and is worth 15 credits. Each module requires around seven and a half hours of work a week over one term and is worth 15 credits. A 10,000 word dissertation is usually taken over two terms and is worth 30 credits. A 20,000 word dissertation is usually taken over four terms and is worth 60 credits. The year is divided into three four-month terms, with different modules being offered each term. Students will be assessed for each module on the submission of tasks, an essay and a final assessed exercise.

Aims of the Programme

To enable students to become experts in the area of computer & communications law, either to prepare them for a career in the practice of law in the IT/computer law area or for a career in industry (computer, IT, communications, media, entertainment industry), to introduce them to legal writing and academic research.
Programme Title: Computer and Communications Law (Distance Learning)

What Will You Be Expected to Achieve?
Specialized in-depth coverage of computer & communications law

Academic Content:
A1 To understand the challenges posed by new information and communication technologies (ICT) for the law
A2 To understand how the law should react to deal with these technologies
A3 To know a specialist area of the law in depth

Disciplinary Skills - able to:
B1 To assess the practical effects of new laws in the ICT area and their impact on certain sectors of the industry
B2 To evaluate the changes of law affecting the sector and their impact on different stakeholders and society generally
B3 To differentiate between the legal interests of different stakeholders and how they affect the law

Attributes:
C1 To be competent in arguing for changes in the legislation on behalf of the industry or other stakeholders
C2 To strategically advise legal clients on the impacts on their industry sector
C3 To understand the process of policy making in the IT sector

How Will You Learn?
Throughout module:
Completion of the set unit tutorial tasks which will comprise 10% of the final assessment.
At end of module:
Completion of one 3000-word essay will comprise 35% 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 55% of the final assessment.
A) Certificate- 60 credits
1. Four taught modules or
2. Three taught modules and a Research Paper Module
Programme Title: Computer and Communications Law (Distance Learning)

B) Diploma-120 credits
1. Eight taught modules (one or two of these may be the Research Paper Module)
2. Six taught modules and a 10,000 word dissertation
3. Four taught modules and a 20,000 word dissertation or two 10,000 word dissertations

C) LLM-180 credits
1. Eight taught modules and a 20,000 word dissertation or two 10,000 word dissertations (two research papers could be taken instead of a 10000 word dissertation)
2. Six taught modules (one or two of these may be the Research Paper Module) as well as three 10,000 word dissertations, (or one 20,000-word dissertation in addition to one 10,000-word dissertation) (two research papers could be taken instead of a 10000 word dissertation)(a maximum of 3 research papers can be taken)

How Will You Be Assessed?

Taught modules are assessed as follows:

- Short Tasks (500 words) - 10%
- Essay (3000 words) - 35%
- Final Assessment Exercise (Time Constrained - 24hrs) - 55%

How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

Certificate Programme Structure (12 - 24 months):
The programme is tailored for students who wish to obtain a specialist Certificate in Digital Media Law, Certificate in IT or IP Law, Certificate in E-commerce Law or a Certificate in Communications Law. Students must successfully complete 60 credits by undertaking four taught modules.

Diploma Programme Structure (3 - 6 years):
The diploma requires students to successfully complete 120 credits by obtaining credits through a combination of:
- taught online modules
- dissertations (10,000 or 20,000 words) on the topic of your choice and/or
- seminar presentations (optional)

LLM Programme Structure (3 - 6 years):
The LLM requires students to successfully complete 180 credits by obtaining credits through a combination of:
- taught online modules
- dissertations (10,000 or 20,000 words) on the topic of your choice and/or
- seminar presentations (optional)

Academic Year of Study

<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>Online Banking &amp; Financial Services</td>
<td>CCDM008</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>Semesters 1-3</td>
<td></td>
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</table>
## Programme Title: Computer and Communications Law (Distance Learning)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<tr>
<td>Computer Crime</td>
<td>CCDM009</td>
<td>15</td>
<td>7</td>
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<tr>
<td>Online Dispute Resolution in e-Commerce</td>
<td>CCDM010</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semesters 1-3</td>
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<tr>
<td>Information Technology Outsourcing</td>
<td>CCDM011</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<tr>
<td>Trade Marks and Domain Names</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semesters 1-3</td>
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<tr>
<td>Advanced Intellectual Property Issues: Protection of Computer Software</td>
<td>CCDM013</td>
<td>15</td>
<td>7</td>
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<td>15</td>
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<td>Semesters 1-3</td>
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<td>Advanced IP Issues: Digital Rights Management</td>
<td>CCDM015</td>
<td>15</td>
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<td>Semesters 1-3</td>
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<tr>
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<td>Information Security and the Law</td>
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<td>Jurisdictional Issues and Dispute Resolution in e-Commerce</td>
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<tr>
<td>European Telecommunications Law</td>
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<tr>
<td>Consumption Tax</td>
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<td>7</td>
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<tr>
<td>Mergers and Acquisitions in the IT Sector</td>
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<tr>
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<td>Semester</td>
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<tr>
<td>Taxation and Electronic Commerce</td>
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<td>15</td>
<td>7</td>
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<td>Semesters 1-3</td>
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<tr>
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<td>Introduction to Sales and Trading</td>
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<td>Elective</td>
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<td>Semesters 1-3</td>
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<tr>
<td>Broadcasting Regulations</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semesters 1-3</td>
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<tr>
<td>Regulation of Cross-border Online Gambling</td>
<td>CCDM038</td>
<td>15</td>
<td>7</td>
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<tr>
<td>Research Seminar</td>
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<tr>
<td>Research Seminar</td>
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<tr>
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<td>Semesters 1-3</td>
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<td>10,000 Word Dissertation</td>
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<td>Semesters 1-3</td>
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<td>20,000 word dissertation</td>
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<td>Semesters 1-3</td>
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<td>CCDMxxx</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td></td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

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 upper second class degree in an area relevant to the Computer and Communications law field or an overseas qualification of an equivalent standard.

**How Do We Listen and Act on Your Feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.
Programme Title: Computer and Communications Law (Distance Learning)

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute’s work throughout the year to monitor academic standards and to improve the student experience. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one study skills tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills
Programme Title: Computer and Communications Law (Distance Learning)

<table>
<thead>
<tr>
<th>Programme Specification Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person completing Programme Specification</td>
</tr>
<tr>
<td>Person responsible for management of programme</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
</tr>
</tbody>
</table>
Nature of proposal(s) | Part 2 Proposal
--- | ---
Owning School / Institute | Centre for Commercial Law Studies in cooperation with the Hellenic Management Centre (HMC), the official education provider of the Institute of Chartered Shipbrokers (ICS) in Greece.
Title of Proposal(s) being considered | LLM in International Shipping Law (Piraeus, Greece)
- Part 2 Proposal Form
- Programme Specification
- Draft MOA
- 5 Module Proposals:
  - Carriage of Goods
  - Dissertation
  - Marine Insurance Law
  - Marine Arbitration
  - Wet Shipping
Outcome requested | The Taught Programmes Board (TPB) is asked to approve the programme to be taught in Greece by QMUL staff. The programme would start in September 2015.
Potential issues identified and comments on the proposal(s) from Academic Secretariat | Programme Structure
The programme will mirror the London LLM with the exception that all modules will be compulsory with no electives. This will be made up of:
- 22.5 credit modules (x6)
- 45 Credit Dissertation

It is noted that following successful implementation of the programme additional elective modules may be introduced. All teaching, curriculum design, and marking will be undertaken by QMUL staff.

Resources
The students enrolled on the programme will have access to all online resources accessed by London based students, and additionally Laskaridis Library in Piraeus.

Partnership
HMC shall provide the teaching venue(s), exam invigilation and the organisation and venue for the annual graduation ceremony. All teaching will be undertaken by QMUL staff. The Institute will be
accredited by the ICS – HMC will be responsible for maintaining the accreditation.

The MOA will be considered by Educational Partnership Board for approval.

**External Advisor**
The External Advisor commends the programme proposal, and has only one query in regards to a specific use of a more generalised module on Arbitration. This comment has been clearly addressed in the proposal.

**Academic Support**
Students will meet with lecturers on every visit to Piraeus. Additionally, Skype will be used to contact lecturers.

TPB may wish to consider whether further clarification regarding number of meetings, and expected contact should be provided for academic support.

*Ruth Wilkinson*
*ARCS*
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

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>LLM in International Shipping Law (Piraeus, Greece)</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 of Laws (LLM)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

Proposed Start Date | September 2015

Programme Organiser | Dr Tina Loverdou

Does this programme contain a foundation year or any pre-sessional activity? | No

Will this programme be made available to SEFP students? | N/A

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

b) Joint School/Institute Delivery (Joint Working Statement)

For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

CCLS, QMUL in cooperation with the Hellenic Management Centre (HMC), the official education provider of the Institute of
Chartered Shipbrokers (ICS) in Greece will offer a new LLM in International Shipping Law in Piraeus, Greece.

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The LLM programme will mirror that of the London LLM, with the only difference that students will not have a choice of modules but will have to study 6 half (22.5 credit) modules, assessed either by way of a closed book exam or the submission of a 7,500 word essay. The programme will be exclusively taught by CCLS members of staff, who have also set the entirety of the curriculum. CCLS shall have full control of the admissions procedure, and the supervision and marking of all assessments, exams and dissertations.

HMC shall provide the teaching venue(s), exam invigilation and the organisation and venue for the annual graduation ceremony (which CCLS members of staff shall also attend). The HMC shall also be actively involved in marketing the programme locally.

As regards library and research facilities, students shall have access to the online academic resources that are available to students in London (primarily Westlaw and i-law databases) while they also have physical access to the Laskaridis Library in Piareus (the Library was founded in 1993 and currently consists of over 28,000 titles and its collection is being consistently enhanced).

The LLM programme has already been accredited by the ICS, which, given its excellent reputation worldwide, will attract shipping professionals.

In terms of admissions, the programme will be capped at 30 students, at least for its first year of running.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

Turnitin is used for all courseworks and dissertations on the programme. Turnitin results are monitored by the Director of the programme. Where appropriate, and following discussion with teaching colleagues and the Head of Department, cases of suspected plagiarism are referred to the relevant department within the College. This procedure is currently applied on all LLMs offered in CCLS.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

Teaching will be exclusively delivered by Queen Mary members of staff.

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A
Taught Programmes Board

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. **Clarify whether this is a new or existing SEB.** For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Law: CCLS</td>
<td>LLM (QMUL) (PGT)</td>
</tr>
</tbody>
</table>

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

This programme is an extension of the long established taught postgraduate degree offered by Queen Mary. As such it has clearly defined objectives and learning outcomes which are demonstrably effective. Given the long standing experience of CCLS colleagues in teaching, administering and examining at this level, I have confidence in the operation of the programme from the initial admission of students to their final examinations. Similarly, I am aware that the existing library and research resources available both on-line and in hard copy are appropriate to support the course of study. The proposed programme responds to the growing internationalisation of LLM degrees and, in this regard, the partnership with SMU and HMC carries this objective forward. Both institutions are based in jurisdictions in which shipping is a major economic force and they have, therefore, attracted major law firms to base their shipping law operations there. The curriculum (including the 15,000 word dissertation requirement) is what is to be expected as making up a specialist course in Shipping Law. It traverses the core elements of the subject while giving students the opportunity to engage in individual research. The taught modules are challenging in their own right and are appropriate at this level. The potential to expand the programme to include arbitration is noted. In a sense, I see this as an inevitable development given the importance of London and Singapore as arbitration centres. In the meantime, perhaps CCLS might consider offering an arbitration module as an elective (to be taken in place of one of the six listed modules) thereby affording students some choice. This is a minor point and no doubt depends upon current resourcing levels.

I commend the initiative behind this LLM proposal.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Professor John Lowry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Chair Professor of Commercial Law, University of Hong Kong - Professor Emeritus</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td><a href="mailto:jlowry@hku.hk">jlowry@hku.hk</a></td>
</tr>
</tbody>
</table>

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The point raised by Professor Lowry regarding the offering of an arbitration module. Maritime arbitration is one of the six half modules that make up the syllabus of the proposed LLM programme. We feel that given the specialist nature of the programme a maritime arbitration module would, at this stage, be more beneficial to students than a more general module on arbitration. The main reason underlying the offering of six compulsory (rather than elective) half modules lies primarily on the premise that we would like to first review the potential success of this new programme (over a period of a couple of years) before expanding on the number of modules that we will be offering (all the more important bearing in mind that the programme currently has a cap at 30 students per academic year). If the programme proves successful and demand is high, we might consider raising the student cap and offering a greater number of modules from students to choose from (as is the case with our London programme). However, that would require more resources, particularly in terms of teaching staff availability, which we consider...
premature at this stage. We will of course review the success of the programme after its first year of running and on that basis examine how best we could potentially expand both our offerings and the LLM programme in general.

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? Yes
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? 

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? Yes
- Has supplementary information on the management of the partnership been submitted with the Part 2? 
- Have any special regulations been submitted with the Part 2 (where relevant)? 

Approval of Part 2 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 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been approved by the Educational Partnerships Board (EPB). The Academic Secretariat will arrange for consideration of the Memorandum of Agreement by EPB following Part 2 approval.
Programme Title:  LLM in International Shipping Law (Piraeus, Greece)

Programme Specification

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>Master of Laws (LLM) in International Shipping Law</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>1 year</td>
</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td></td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td></td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>The Institute of Chartered Shipbrokers (ICS)</td>
</tr>
<tr>
<td>Date Programme Specification Approved</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Centre for Commercial Law Studies</td>
</tr>
</tbody>
</table>

Programme Outline

CCLS, QMUL in cooperation with the Hellenic Management Centre (HMC), the official education provider of the Institute of Chartered Shipbrokers (ICS) in Greece will offer a new LLM in International Shipping Law in Piraeus, Greece.

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Programme Title: LLM in International Shipping Law (Piraeus, Greece)

exams and dissertations.

HMC shall provide the teaching venue(s), exam invigilation and the organisation and venue for the annual graduation ceremony (which CCLS members of staff shall also attend). The HMC shall also be actively involved in marketing the programme locally.

As regards library and research facilities, students shall have access to the online academic resources that are available to students in London (primarily Westlaw and i-law databases) while they also have physical access to the Laskaridis Library in Piraeus (the Library was founded in 1993 and currently consists of over 28,000 titles and its collection is being consistently enhanced).

The LLM programme has already been accredited by the ICS, which, given its excellent reputation worldwide, will attract shipping professionals.

In terms of admissions, the programme will be capped at 30 students, at least for its first year of running.

Aims of the Programme

The main purpose of the proposed LLM programme is to raise CCLS, QMUL profile in Greece, arguably one of the most important shipping law and industry player, both in terms of its geographical location and the shipping operations that take place. By offering the LLM and raising our profile and network it is envisaged that more top quality Greek students will be attracted not just to the London LLM programme but to possibly conduct further research (PhD) as well.

Given the fact that KCL is about to launch an LLM in Shipping Law in London, rendering it a direct and potentially strong competitor, CCLS should seize this opportunity.

This is all the more important given the excellent reputation and training provided by the HMC and its very strong links with the ICS (with over 25 branches and 17 distance learning centres established worldwide, and its headquarters being in London) the only internationally recognised professional body in the maritime area representing shipbrokers, ship managers and agents throughout the world. In this regard, the proposed programme fits with the QMUL Strategic Plan to extend our network of international collaborations.

In parallel with the cooperation of CCLS with SMU as of September 2015 (offering a dual LLM in International Shipping Law degree), the proposed LLM is also a step towards the eventual establishment of a global LLM, which will be offered by CCLS and whereby students will be given the opportunity to spend time and study in Singapore, London and Piraeus.

Moreover, there is potentially scope for this LLM programme to expand to arbitration and energy, gas and natural resources in the future.

What Will You Be Expected to Achieve?

Students who successfully complete the programme will have gained an expert and in-depth understanding of the workings of the law underlying almost all areas of the international shipping industry, the application of the law to everyday practice and the ability to critically assess and comment upon the current state of the law from an international perspective. Students will have also gained the ability to conduct major research projects in this legal area.

Academic Content:

| A1 | Students will acquire a thorough understanding of key aspects of the shipping and marine insurance industries from an international perspective and the importance of legal principles, rules and laws underlying the day-to-day running, management and insurance of vessels, goods and commodities. |
Programme Title: LLM in International Shipping Law (Piraeus, Greece)

A2 Students will acquire an understanding of the peculiar and often, sui-generis, realities underlying the world of shipping and how these realities have affected and continue to affect legal development in this area.

A3 Students will acquire expert knowledge and an in-depth understanding of the nature and purpose of shipping law and the ways in which the law achieves (or fails to achieve) its purpose.

Disciplinary Skills - able to:

B1 By the end of the programme, students will have developed the ability to manage, analyse and evaluate various legal sources and material relating to shipping law, including legislation, case law, contractual documents and industry-developed terms and conditions, and academic commentary. In this regard, students will not only be able to critically assess the importance of the various different legal concepts that derive from such sources, but also to formulate legal arguments and proposals vis-a-vis various complex topics that will be examined.

B2 Students will further develop their ability to understand and review a wide range of legal material and apply that knowledge to practical legal problems. This will involve them being able to identify complex legal principles and rules and apply them to various circumstances that frequently arise, or can arise in the future, in various areas of the maritime world. By the end of the programme, students will also have developed the ability to appraise the general state of the law and formulate legally sound commentary on potential future directions or solutions to current areas of uncertainty.

B3 By the end of this programme, students will have acquired the knowledge and capacity to plan and implement research projects within the area of international shipping law.

Attributes:

C1 Students will develop the ability to exercise personal responsibility and initiative to manage a plethora of legal material and their learning.

C2 Students will acquire an in-depth understanding of all significant areas and legal aspects of international shipping law through the variety of material they will be referred to but also to critically challenge such material through discussion. Students will be able to identify complex legal concepts and apply them in such ways as to resolve actual scenarios.

C3 Students will develop expertise in a globally significant area of law through engagement with the materials which the programme comprises of and discussion which challenges them to question these materials.

How Will You Learn?

The learning and teaching methods employed for the programme will mirror those of the London LLM. Thus, students will attend structured lectures and seminars, where participation on their part will be encouraged. Students will have to prepare for both lectures and seminars on the basis of reading lists and materials that will be provided to them in advance.

More specifically, for each of the six half (22.5-credit) modules, students will undertake the following:
- 22 hours of lectures/seminars (to take place within a one-week period)
- 110 hours of preparation for lectures/seminars (approximately 10 hours per lecture/seminar)
- 93 hours of exam preparation/essay writing
- thus, a total of 225 notional study hours

Students will also engage in independent research (under our supervision and guidance) preparing and writing up their dissertation.

How Will You Be Assessed?

Students will be assessed both by means of essays and exams, as indicated under each module description. Some of the modules

Queen Mary
University of London
Programme Title: LLM in International Shipping Law (Piraeus, Greece)

will be assessed through a two and a half hour closed book exam while other through the submission of a 7,500 word essay, just like with the London LLM.

Students will also have to submit a 15,000 word dissertation.

All assessments will be set (in the case of exams), supervised (in the case of dissertations), and marked (this applies to every single assessment of the programme) by CCLS members of staff.

How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

The programme will be a full time one-year programme. Given that it is primarily designed for busy professionals, teaching will take place over a 6-week period in total. The programme comprises of 6 compulsory modules of 22.5 credits each. Each module will be taught over a period of one week with classes taking place on weekdays (in the afternoon/evening) and weekends. It is proposed that each one-week period will comprise of the following teaching times:
Thursday, Friday and Monday: 17.00-21.00
Saturday and Sunday: 10.00-17.00

The teaching of the 6 modules will be split equally between the 2 semesters (thus, 3 half modules to be taught in semester 1 and another 3 in semester 2).

For a more detailed description of the modules, please refer to the table here below.

Please note that all of the below half modules have already been approved for the London LLM in International Shipping Law programme. Therefore, new codes will have to be obtained for the LLM in International Shipping Law (Piraeus, Greece) programme (as the approved and proposed modules are identical in all respects).

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<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>FT - Year 1</td>
<td>Marine Insurance Law</td>
<td>TBC</td>
<td>22.5</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Wet Shipping Law: Collisions and Other Incidents At Sea</td>
<td>TBC</td>
<td>22.5</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Maritime Arbitration</td>
<td>TBC</td>
<td>22.5</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Carriage of Goods</td>
<td>TBC</td>
<td>22.5</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Protection &amp; Indemnity (P&amp;I) Clubs</td>
<td>TBC</td>
<td>22.5</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Charterparties: Law and Practice</td>
<td>TBC</td>
<td>22.5</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Dissertation in International Shipping Law</td>
<td>TBC</td>
<td>45</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>
What Are the Entry Requirements?

The entry requirements will be the same as with the UK LLM degree - i.e. a degree in law, or a degree with a substantial law content, normally of at least upper-second class honours (or equivalent).

As the programme is principally directed to working professionals, non-law graduates will also be considered on the basis of professional experience that directly relates to the specialist LLM taught courses.

Applicants may also be asked to attend and pass a selection interview (either in person or through Skype) with a selector from CCLS, QMUL.

All students from countries where English is not their first language, must supply a TOEFL or IELTS language test result or equivalent, as per CCLS, QMUL standard requirements.

CCLS, QMUL will arrange a simplified admissions process for students to apply directly but will retain the right to make the final decision on academic grounds for any applicant.

Any visa issues (which are not anticipated as almost all applicants are expected to be EU students) will be taken care of by the HMC who possess relevant knowledge, procedures and facilities.

How Do We Listen and Act on Your Feedback?

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

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute’s work throughout the year to monitor academic standards and to improve the student experience. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Students will be academically supported throughout the programme. They shall be provided with a short induction at the start of the academic year by at least one member of staff from CCLS. Lecturers will have meetings with the students on every visit to Piraeus as well as meetings regarding dissertation supervision. Lecturers shall also be available to discuss any concerns students might have via email and Skype.

Finally, students will have access to a QMPlus page designed specifically for them where lecturers will upload all relevant reading material, lecture/seminar notes/slides, announcements etc.

Programme-specific Rules and Facts

N/A
Programme Title: LLM in International Shipping Law (Piraeus, Greece)

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

We are endeavouring to secure some placement/internship opportunities with various employers within the shipping industry for students who attend the programme.

Programme Specification Approval

| Person completing Programme Specification | Dr Tina Loverdou |
| Person responsible for management of programme | Dr Tina Loverdou |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 3 Nov 2014 |
| Date Programme Specification approved by Taught Programmes Board | Queen Mary University of London |
MEMORANDUM OF AGREEMENT

BETWEEN

(1) QUEEN MARY UNIVERSITY OF LONDON of Mile End Road, London E1 4NS (hereinafter referred to as “QMUL”);

AND

(2) HELLENIC MANAGEMENT CENTRE of 1 Platonos & 18 Sotiros Dios, Piraeus 185 35, Greece (hereinafter referred to as “HMC”);

who shall hereinafter together be referred to as the “Parties” or in the singular the “Party”.

BACKGROUND

This Memorandum of Agreement sets out a framework whereby QMUL will deliver an LLM in International Shipping Law using the teaching venues and facilities of HMC.

1. TERM OF APPLICATION AND TERMINATION OF AGREEMENT

1.1. This Memorandum of Agreement shall enter into force on the date the last Party appends their signature hereto, and shall remain in force for 4 years, after which it may be extended further if desired by both parties.

1.2. During this period the parties may examine the possibility of extending the agreement to cover additional programmes.

1.3. Either Party may terminate this Agreement subject to twelve (12) months’ prior written notice to the other Party but without prejudice to any commitments made to students who have already been offered places on the QMUL programme at HMC under this Agreement.

2. PROGRAMME DETAILS

2.1. The programme will be a full time one-year LLM programme, running from September of one year to August of the following year.
2.2. As per clause 1 of this Agreement, the LLM programme will be offered for three (3) consecutive academic years starting in September 2015.

2.3. At least for its first year, the programme will have a cap on admissions and registration of thirty (30) students. This cap may be amended following annual reviews and evaluations of the programme’s progress.

2.4. Fees will be charged at ten thousand five hundred pounds (£10,500) per home/EU student and eighteen thousand pounds (£18,000) per overseas student.

2.5. Fees will be split at eighty percent (80%) for QMUL and twenty percent (20%) for HMC. **Invoicing details to be clarified.**

2.6. The programme will consist of the delivery of six (6) half modules (of 22.5 credits each), assessed either by way of a closed book exam or the submission of a seven thousand five hundred (7,500) word essay, as follows:

2.6.1. Marine Insurance Law
2.6.2. Charterparties
2.6.3. Carriage of Goods by Sea
2.6.4. Maritime Arbitration
2.6.5. “Wet” Shipping Law: Collisions and other incidents at sea
2.6.6. P&I Clubs: Law and Practice

2.7. All module assessments will be set and marked by QMUL members of staff exclusively.

2.8. Each half module will be delivered by CCLS members of staff exclusively over a period of approximately one week, for a total of six (6) weeks spread over the two academic semesters. Classes will take place on weekdays during the afternoon/early evening (typically, 17.00 to 21.00hrs) and over weekends (typically, 10.00 to 17.00hrs).

2.9. Following annual reviews of the programme, QMUL will have the right to introduce a greater number of new elective half modules for the students to choose from.

2.10. Students will be required to write and submit a fifteen thousand (15,000) word dissertation on any topic relevant to International Shipping Law. Supervision and marking of all student dissertations will be undertaken by QMUL members of staff exclusively.

2.11. All students of the programme will be given access to those online research facilities (primarily online student subscriptions to Westlaw and i-law) that are already available to the students registered for the London LLM in International Shipping Law. Additionally, students will be given access to the online library books and resources of the QMUL and the Institute of Advanced Legal Studies libraries.

2.12. All students will have access to the Laskaridis Library, Maritime Section situated at 2nd Merarchias & Akti Moutsopoulou, Piraeus 185 35, Greece (hereinafter the “Laskaridis Library”).

2.13. The LLM programme will be accredited by the Institute of Chartered Shipbrokers (hereinafter “ICS”).

3. **RESPONSIBILITIES OF QMUL**

3.1. QMUL shall be solely responsible for designing the syllabus and mode of delivery of the programme.
3.2. All taught modules of the programme will be taught by QMUL members of staff exclusively, as per clause 2.5 above.

3.3. QMUL members of staff shall be solely responsible for setting and marking all exams.

3.4. QMUL members of staff shall be solely responsible for supervising and marking all student dissertations.

3.5. Admissions will be controlled and administered by QMUL, who will also make final decisions on admissions and communicate those to the applicants.

3.6. QMUL shall ensure that all students have access to legal electronic databases for the purposes of student reading and research (in particular ensure subscriptions to Westlaw and i-law).

3.7. QMUL shall be responsible for registration of all students at the start of each academic year.

3.8. QMUL shall be responsible for setting up and maintaining electronic pages (in the format of QMPlus) for all students whereby all relevant module announcements, lecture handouts and all relevant materials will be posted.

3.9. QMUL shall be at liberty to advertise the LLM programme in the context of its international marketing and advertising policy as well as at events it holds throughout the year, as it considers appropriate.

3.10. QMUL shall be represented at each and every annual graduation ceremony by at least two (2) members of staff.

4. RESPONSIBILITIES OF HMC

4.1. HMC shall be responsible for providing suitable teaching venues for all lectures equipped with necessary IT facilities.

4.2. HMC shall be responsible for providing the venue for and organising the graduation ceremony for the students, which will take place annually following the end of the academic year (in November or December following the end of any given academic year). QMUL will need to approve all venues and arrangements. QMUL members of staff shall be present at the annual ceremony.

4.3. HMC shall be responsible for organising the invigilation of annual exams, which will take place in the presence of at least one (1) QMUL academic member of staff.

4.4. HMC shall be responsible for advising students regarding any potential Visa issues and assist them, as and when necessary, in this regard.

4.5. HMC shall be responsible for providing any assistance or advice to students regarding travel and accommodation matters.

4.6. HMC shall make all necessary arrangements with the Laskaridis Library regarding student access throughout the academic year. An individual student fee (which should not exceed fifteen (15) Euro per student) shall be agreed with the Laskaridis Library, which will be settled by QMUL. HMC shall be responsible for any and all administrative matters regarding student access to the Library.

4.7. HMC have the authority to advertise the programme locally in the context of local events provided that the express written consent of QMUL has first been obtained. In all other regards, marketing and advertising will be jointly undertaken by both parties.

4.8. HMC shall be responsible for maintaining the ICS accreditation for the programme.
5. PROGRAMME DELIVERY

5.1 QMUL undertakes to maintain the following records and relevant QMUL responses in respect of the Programme:
   5.1.1 annual programme monitoring reports together with summaries of student feedback relevant to the Programme;
   5.1.2 minutes and reports on programme approval and the formal consideration of periodic Programme monitoring within QMUL’s academic committees;
   5.1.3 Examiner commentaries;
   5.1.4 Programme Regulations;
   5.1.5 copies of all Programme materials and handbooks.

5.2 QMUL shall give access to records relating to the programme to staff authorised by the University, to assessors and auditors appointed on behalf of the Quality Assurance Agency for Higher Education ("QAA") and to members of any other Professional Statutory and Regulatory Body ("PSRB") that has a legitimate interest in the programme.

5.3 Examinations for the programme relevant to QMUL will be conducted in Piraeus, Greece in accordance with QMUL procedures and protocols as outlined in QMUL’s regulations on the conduct of assessment within its Academic Regulations.

5.4 QMUL board of examiners will convene sub-board(s) of examiners as required on an annual basis for the programme. Membership of the sub-board(s) will be approved by QMUL.

5.5 QMUL recognise that all travel related to the delivery of the programme will be subject to the University’s travel policies.

6. ASSESSMENT DETAILS

6.1. All half modules of the programme except P&I Clubs: Law and Practice will be assessed by way of exams. For a half module, the standard model is a two hour and 15 minutes (2.15 hour) exam with an additional fifteen (15) minutes of reading time.

6.2. P&I Clubs: Law and Practice will be assessed by way of a course essay. For a half module, the standard model is a seven thousand five hundred (7,500) word essay.

6.3. Students will also be assessed on the submission of a fifteen thousand (15,000) word dissertation.

6.4. Each and every assessment of the programme shall follow the rules and standards set out under the existing QMUL policy.

7. ADMISSIONS REQUIREMENTS

7.1. Applicants should already have a degree in law or a degree with substantial law content, of at least upper second class honours (or equivalent).

7.2. Law graduates with lower second class honours (or equivalent) who also have other legal qualifications and/or substantial professional legal experience may also qualify.
7.3. Applicants who are non-law graduates may also be considered on the basis of exceptional professional experience (of at least five (5) years) in a legal area or an area directly related to the programme of study.

7.4. Applicants must meet QMUL’s English language requirements, as per Appendix I herein.

7.5. QMUL will arrange a simplified admissions process for students to apply directly, but will retain the right to make the final decision on academic grounds for any applicant.

7.6. Applicants may be asked to attend and pass a selection interview with a selector from QMUL. Such interview could either take place in Athens, Greece or through Skype, as per the availability of QMUL selectors.

7.7. QMUL reserves the right to alter the admissions requirements throughout the duration of this Agreement.

8. AWARD DETAILS

8.1. After successful completion of the LLM students will be awarded the appropriate Queen Mary University of London degree award.

8.2. Award of the Programme will be subject to the Academic Regulations of QMUL.

8.3. QMUL will be responsible for the issuing of degrees, based on the assessment outcomes confirmed by the Boards of Examiners, for which release of results to Students will be QMUL’s responsibility also.

8.4. QMUL will be responsible for issuing transcripts to Students.

9. FINANCIAL ARRANGEMENTS

9.1. Students will pay their tuition fees directly to QMUL.

9.2. The fees set for 2015/16 are £10,500 for UK/EU students and £18,000 for overseas students.

9.3. The fees will be split eighty percent (80%) for QMUL and twenty percent (20%) for HMC.

9.4. Following enrolment of all students on the programme, student fees shall be payable in full to QMUL (either in whole or in two (2) to three (3) instalments). Thereafter, HMC will invoice QMUL for twenty percent (20%) of the total amount of tuition fees. [TBC]

9.5. QMUL will pay HMC the 20% fee by the xxx of each year.

9.6. In the case that, during the duration of this Agreement, the parties agree that a different invoicing method might be more suitable, this can be examined further as and when a need arises.

10. EXPECTATIONS OF THE PARTIES

10.1. Each Party agrees not to use the other’s logos, trademarks or Intellectual Property without the express written consent of the other. In circumstances where this material is to be published in a language other than English, the Parties warrant that all translations are accurate and complete.

10.2. The Parties agree that they will comply with all laws and policies relating to Anti-corruption and Anti-bribery in the performance of their obligations in this Agreement, including in particular but without limitation:
10.2.1. the laws and regulations of the USA relating to bribery, corruption and graft from time to time;
10.2.2. the UK Bribery Act of 2010
To this end all Parties will provide copies of any institutional policies relating to Anti-corruption and Anti-bribery on request.

SIGNATURES:

Signed on behalf of
The Hellenic Management Centre
President

Signed on behalf of
Queen Mary University of London
Professor Simon Gaskell
President and Principal

Date: Date:
## English language requirements 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>IELTS</th>
<th>PTE Academic</th>
<th>ILEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct entry</td>
<td>7.0</td>
<td>68</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td>(minimum Writing: 7.0 and Reading, Listening, Speaking: 5.5)</td>
<td>(minimum Writing: 68 and Reading, Listening, Speaking: 51)</td>
<td></td>
</tr>
</tbody>
</table>

The level may change from time to time.
Half Module Proposal Form (PG)

Sections 1 and 2 must be completed in full.

This form should be completed if an already approved module that currently takes place over 2 semesters is proposed to be split and made available to single-semester associate students in a half-credit format in Semester A or Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format.

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

Section 1 - Summary Information

Module Title  Carriage of Goods
Module Code
Credit Value  22.5  Level 7
Module Type MOD  Scheme Taught Postgraduate
Start Date September 2015
Proposed JACS Code M221 Business & commercial law

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

Responsible School / Institute Centre for Commercial Law Studies

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Law: CCLS</td>
<td>LLM (Piraeus) (PGT)</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>20</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>25</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>30</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Module Rationale
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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

The module has been designed to form part of the LLM specialism in International Shipping Law, which was first introduced in the academic year 2013-14. We have decided to replace the first half of the current module QLLM147 International Shipping Law ("Dry Shipping Law") with two new half-modules: The first is QLLM182 Charterparties (already approved and to be offered in 2015-16). The second will be the module on Carriage of Goods proposed in this form. The rationale is three-fold: (i) it will allow all topics currently taught in the first half of QLLM147 to be covered in greater depth, helping to make the ISL specialisation a major competitor amongst the other UK universities (such as Southampton, Swansea, City, Cardiff etc.) all of which offer more detailed coverage of carriage of goods; (ii) it will ensure that there will be no competition among ISL modules covering somewhat similar ground; (iii) it will take us one step further to full modularisation within the ISL specialisation which is our medium-term goal. A new module on "Wet" Shipping Law (the second half of the current QLLM147 module) will be proposed simultaneously. Should these proposed modules be approved, QLLM147 will be withdrawn.

The proposed Carriage of Goods module will also be offered in LLM in Piraeus (tbc) and will be of interest to students registered on the future Singapore/London LLM in Commercial Law (tbc), as it will be offered in London in the Spring semester (January to March).

It is envisaged that within the next 3-5 years, the International Shipping Law Specialisation will have become firmly established within the academic community as a popular and successful offering of CCLS. Consequently, the development of an International Shipping Law Institute and attraction of external funding and high level research students are also envisaged.

This module will also be available to the following programmes, where different module codes will be assigned for the London LLMs:

LLM in International Shipping Law ft/pt: PFQM-M1QM-09, PPQM-M2QM-09;

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Library and e-library</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>None</td>
</tr>
</tbody>
</table>

Approval of New Half Module 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).
## Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Carriage of Goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>22.5</td>
</tr>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Dr Miriam Goldby</td>
</tr>
</tbody>
</table>

### Pre-requisite modules

### Co-requisite modules

### Overlapping modules

### 1) Content Description

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 essential aspects of the law relating to carriage of goods by sea (mandatory international law regulating carriage of goods contracts, international standard terms, functions of documents such as bills of lading, waybills and delivery orders, as well as electronic alternatives to these documents, detailed discussion of logistics services and multimodal transport).

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module will build upon the understanding that students have from their undergraduate studies of notions of contract law. It will provide students with a sound foundation knowledge of carriage of goods law and an in-depth appreciation of the practical issues confronting lawyers when dealing with shipping disputes. It will encourage them to analyse areas of difficulty in the law and to apply their knowledge and critical abilities to factual problems.
3) 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.

### Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Students will acquire knowledge and understanding of the nature and purpose of carriage of goods law and the ways in which the law achieves (or fails to achieve) its purpose.</td>
</tr>
<tr>
<td>A2</td>
<td>Students will acquire an understanding of the peculiar realities underlying the world of carriage of goods and how these realities have affected and continue to affect legal development in this area.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<p>| | |</p>
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<tbody>
<tr>
<td>B1</td>
<td>By the end of the module students will have developed the ability to analyse the different types of materials that go to make up carriage of goods law, including international agreements, industry-developed standard terms, contractual documents, case law, legislation, reform proposals, as well as academic commentary. This includes the ability to organise these materials and, in particular, to distinguish between them and evaluate their significance in terms of their role in shaping the law.</td>
</tr>
<tr>
<td>B2</td>
<td>Students will improve their ability to assimilate knowledge from a range of materials and to apply that knowledge to particular legal problems and areas of practice. This will involve them in being able to identify principles and illustrate those principles with a view to clear exposition of the subject, to apply those principles to the different circumstances that arise in this area of law and also to develop the ability to speculate on future directions in the law and to criticise the law and commentary upon the law (present and speculated future).</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>Students will develop expertise in a globally significant area of law through engagement with the materials which the subject comprises and discussion which challenges them to question the materials.</td>
</tr>
<tr>
<td>C2</td>
<td>Students will be able to analyse knowledge acquired through a careful study of a range of materials and thereby develop a sound understanding of the principles underlying this area of law, and an ability to criticise that knowledge, apply it to new problems and speculate on how law may develop.</td>
</tr>
</tbody>
</table>

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

**Recommended Texts**
- S Baughen, Shipping Law (5th edn, Routledge Cavendish, 2012)

**Useful references**
- M Stopford, Maritime Economics (3rd edn, Routledge, 2008)
- AE Branch, Elements of Shipping (Routledge, 2007)
5) Teaching and Learning Profile
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
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

2-hour lectures/seminars for 11 weeks = 22 hours

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

203 hours comprising:
110 hours of preparation for lectures (approx. 10 hours per week)
93 hours of exam preparation

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

225 notional study hours in total

6) Assessment Profile
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 of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXM</td>
<td>Examination</td>
<td>2.5 hours</td>
<td>100%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

○ Standard Reassessment ○ Synoptic Reassessment
<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
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</tr>
</thead>
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</tbody>
</table>
Module Proposal Form (PG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b 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 (sections 4a & 4b).

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

Section 1 - Summary Information

Module Title: Dissertation in International Shipping Law (Piraeus, Greece)

Credit Value: 45

Level: 7

Module Type: MOD

Scheme: Taught Postgraduate

Start Date: September 2015

Proposed JACS Code: M221 Business & commercial law

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

Responsible School / Institute: Centre for Commercial Law Studies

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School

Subject Exam Board responsible for the module

School of Law: CCLS

LLM (Piraeus) PGT

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>20</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>25</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>30</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Module Rationale
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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

Under the LLM, a dissertation is a compulsory element. This particular LLM dissertation will be supported by inductions as well as themed sessions offered at the beginning of academic year by one or two allocated academic supervisor(s) from within CCLS.

A new International Shipping Law offered in Piraeus, Greece has been proposed for 2015. This form is to introduce a new module code for dissertations in LLM in International Shipping Law.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>No additional resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>HMC (Piraeus, Greece)</td>
</tr>
</tbody>
</table>

Approval of New Module 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).
### Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Dissertation in International Shipping Law (Piraeus, Greece)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
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<td>Level</td>
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<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester</td>
<td>Semesters 1-3</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Dr Tina Loverdou</td>
</tr>
</tbody>
</table>

#### 1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Dissertation – independent research. An advanced, in depth examination of a particular area of law: the chosen topic should relate to a relevant issue within the academic field of International Shipping Law. The particular subject area within this field is the student’s own choice, guided and agreed by their allocated supervisor(s).

#### 2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To enable the student to undertake a detailed investigation by dissertation on one area or topic within the field of International Shipping Law.

#### 3) 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.
Academic Content:

A1 At the end of this module students will be able to:
Produce a well presented and persuasive piece of written work that effectively addresses an issue relevant to the International Shipping Law area.

A2 Conduct independent research, at postgraduate level, into an area of practical and academic interest.

A3

Disciplinary Skills - able to:

B1 conduct a comprehensive survey of the primary and secondary sources relating to the particular legal issue or concept in the field of international shipping law which is the subject of their investigation, including the identification, annotation and critique of relevant material.

B2 analyse existing law critically, showing awareness of both theoretical underpinnings and practical implications of the law.

B3 structure, in response to the chosen research question(s), an effective discussion that (i) establishes research findings (ii) analyzes those findings and (iii) develops conclusions on the basis of such analysis.

Attributes:

C1 Students will possess the intellectual confidence critically to engage with a new and complex subject matter of inquiry.

C2 Students will possess analytical skills which enable them (i) to investigate unfamiliar problems and (ii) produce analyses of those problems which are grounded in evidence.

C3 Students will possess the ability effectively to communicate findings and conclusions to a range of readers, both specialists in the field of International Shipping Law and non-specialists.

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

L Webley, Legal Writing (2 edn, Routledge, 2009)

5) Teaching and Learning Profile
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**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| 3 supervisory meetings of approx. total duration of 3 hours. |

2. **Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| Independent research study - 447 hours |

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 450 notional study hours |

6) **Assessment Profile**

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 of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Dissertation sub August</td>
<td>Dissertation</td>
<td>15,000 words</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<p>| Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details) |
|---------------------------------------------------------------|---------------------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
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</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

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 in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

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 in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Half Module Proposal Form (PG)

Sections 1 and 2 must be completed in full.

This form should be completed if an already approved module that currently takes place over 2 semesters is proposed to be split and made available to single-semester associate students in a half-credit format in Semester A or Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format.

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

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Marine Insurance Law</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>22.5</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
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<tr>
<td>Module Type</td>
<td>MOD</td>
<td>Scheme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2015</td>
<td></td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>M190 Law by area not elsewhere classified</td>
<td></td>
</tr>
</tbody>
</table>

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

Responsible School / Institute

Centre for Commercial Law Studies

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>10</td>
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</tr>
<tr>
<td>2016/17</td>
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<tr>
<td>2017/18</td>
<td>25</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Module Rationale

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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

The module already exists in the form of a full module under the London LLM programme and has proved a successful and popular module for students who either specialise or have an interest in international shipping law. Given the importance of marine insurance, which in effect protects various parties to a sea voyage, within the context of global shipping, it is felt that the module has to be offered under the new LLM in International Shipping Law (Piraeus, Greece) programme as well.

In a move towards modularisation, the current QLLM140 module will be condensed and replaced by this proposed half module covering all of the main aspects of marine insurance law. We believe that content and depth will not suffer, for the following reasons:

1. The specialist topic of P&I Clubs can be left out as it is now covered in far greater depth by a new specialist half-module offered for the first time in 2014-15 (QLLM 183 P&I Clubs);
2. We will adopt a seminar approach, designed to develop further students’ ability to deepen their knowledge through private study for which additional guidance will be given in class;
3. Guest sessions which so far have been integrated into the curriculum can be scheduled as separate sessions;
4. Depending on numbers, tutorial sessions will be provided.

The module will be offered as part of the following programmes:


AND

- LLM in International Shipping Law (Piraeus, Greece) (TBC)

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Library and e-library</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>The Laskaridis Library (Piraeus, Greece)</td>
</tr>
</tbody>
</table>

Approval of New Half Module 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/Institute

Spyros Maniatis

Head(s) of supporting School/Institute

Head(s) of supporting School/Institute

Head(s) of supporting School/Institute

Head(s) of supporting School/Institute
Section 2 - Module Specification

Module Title: Marine Insurance Law

Credit Value: 22.5

Level: 7

Mode of Delivery: On Campus

Semester: Semester 1

Module Organiser: Dr Miriam Goldby and Dr Tina Loverdou

Pre-requisite modules: None

Co-requisite modules: None

Overlapping modules: None

1) Content Description

Marine insurance is a fascinating and important area of international shipping law. Shipping has always been perilous - adverse sea conditions, piracy, accidents and pollution at sea, deterioration of goods during transportation - and both owners of vessels and cargo have increasingly sought, over the years, to protect themselves in the event of loss. This module deals with the law of marine insurance.

This module will examine, among other issues, the definition and formation of a marine insurance contract (including the duty of disclosure and insurable interest), the parties to the contract and the various risks covered (as well as those excluded), what constitutes evidence of the contract and its terms, claims under the contract, assignment, subrogation and contribution, the rule of proximate cause, and the diverse forms of loss that a vessel or cargo owner might suffer.

2) Module Aims

The module is designed to build upon the understanding that students have from their undergraduate studies or from practical/professional experience. It will provide students with a good knowledge of all the important aspects of Marine Insurance Law and some appreciation of the practical issues confronting lawyers when dealing with marine insurance. It will encourage them to analyse areas of difficulty in the law and to apply their knowledge and critical abilities to factual problems.
3) 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.

Academic Content:

| A1 | Students will acquire knowledge and understanding of the aims of marine insurance and how marine insurance law fits in with those aims or fails to do so. |
| A2 | Students will acquire an understanding of the relationship between marine insurance law and how it underpins most aspects, if not all, of international shipping law. |
| A3 | Students will be able to understand how difficult concepts and rules of marine insurance law are applied and dealt with in everyday practice. |

Disciplinary Skills - able to:

| B1 | By the end of the module, students will have developed the ability to analyse the different types of materials that go to make up marine insurance law, including marine policies, case law, legislation, regulatory provisions and reform proposals, as well as academic commentary. This includes the ability to organise these materials and, in particular, to distinguish between them and evaluate their significance in terms of their role in shaping international shipping law protection. |
| B2 | Students will improve their ability to assimilate knowledge from a range of materials and apply that knowledge to particular legal problems and areas of practice. This will involve them being able to identify principles and apply them to the different circumstances that arise in this legal area and, additionally, to develop the ability to speculate and comment on future directions in the law and constructively criticise its present state. |

Attributes:

| C1 | Students will develop expertise in a significant area of international shipping law, which has a global impact through engagement with the materials of which the subject comprises and discussions which challenge them to question and evaluate these materials. |
| C2 | Students will be able to analyse knowledge acquired through a careful study of a range of materials and thereby develop a sound understanding of the principles underlying this area of law, and an ability to criticise that knowledge, apply it to new problems and speculate on how law may develop. |

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Main text:
J Gilman et al., Arnould's Law of Marine Insurance and Average (18th edn, Sweet & Maxwell, 2013)

Additional text:
Rose F.D., Marine Insurance: Law and Practice (2nd edn, Informa, 2012)
5) Teaching and Learning Profile
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
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

22 hours of lectures (to take place within the space of a week)

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

203 hours comprising of:
110 hours of preparation for lectures (approx. 10 hours per lecture)
93 hours of exam preparation

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

225 notional study hours in total

6) Assessment Profile
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 of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examination</td>
<td>Examination</td>
<td>2.5 hours</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

☐ Standard Reassessment ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
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</tr>
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Half Module Proposal Form (PG)

Sections 1 and 2 must be completed in full.

This form should be completed if an already approved module that currently takes place over 2 semesters is proposed to be split and made available to single-semester associate students in a half-credit format in Semester A or Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format.

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

Section 1 - Summary Information

Module Title: Maritime Arbitration

Module Code: 

Credit Value: 22.5

Level: 7

Module Type: MOD

Scheme: Taught Postgraduate

Start Date: September 2015

Proposed JACS Code: M221 Business & commercial law

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

Responsible School / Institute: Centre for Commercial Law Studies

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Law: CCLS</td>
<td>LLM (Piraeus) (PGT)</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
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<tr>
<td>2017/18</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Module Rationale

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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

The module has been designed to form part of the LLM specialism in International Shipping Law, which was first introduced in the academic year 2013-14, however it will also be available to students from other specialisations who may be interested in the in this specialist area of dispute resolution in particular, students studying international commercial arbitration. The module will also be offered in Piraeus and will be of interest to students registered on the future Singapore/London LLM in Commercial Law, as it will be offered in London in the Spring semester (January to March). The rationale for this module proposal is two-fold: (a) to render the afore-mentioned LLM specialism a major competitor and forerunner amongst the other UK universities (such as Southampton, Swansea, City, Cardiff etc.) which, while they have more general modules on commercial arbitration, do not offer a specialist module focussed specifically on maritime arbitration - a niche subject which is growing remarkably in importance, particularly in the East, where maritime arbitration centres have been established in Russia and more recently in China; and (b) to increase the number and variety of modules currently offered under the specialism. The proposed module covers an area of law in which existing students have expressed an interest.

It is envisaged that within the next 3-5 years, this LLM specialism will have been firmly established within the academic community as a popular and successful offering of CCLS. Consequently, the development of a Shipping Law Institute and attraction of external funding and high level research students are also envisaged.

This module will be offered to the following London based LLM programmes:

- LLM in Comparative and International Dispute Resolution ft/pt: (PFQM-M1QD-09, PPQM-M2QD-09)
- LLM in International Shipping Law ft/pt: PFQM-M1QM-09, PPQM-M2QM-09; General LLM ft/pt: PFQM-M1QA-09, PPQM-M2QA-09; PT PG Diploma PDPP-QMCCCLS2;
- as well as new programme LLM in Piraeus (TBC)

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Library and e-library</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>None</td>
</tr>
</tbody>
</table>

Approval of New Half Module 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/Institute  Spyros Maniatis
Head(s) of supporting School/Institute

Head(s) of supporting School/Institute
Head(s) of supporting School/Institute
Section 2 - Module Specification

Module Title: Maritime Arbitration

Module Code: 

Credit Value: 22.5  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2

Module Organiser: Dr Miriam Goldby

Pre-requisite modules: 
Co-requisite modules: 
Overlapping modules: 

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Specialist dispute resolution mechanisms catering to specific industry needs are popular in international commerce, and arbitration has emerged as the dominant industry choice for resolving shipping disputes, in particular charterparty disputes. Indeed important maritime arbitration centres have long been established in London and New York, and more recently others have started to emerge in countries such as Russia, China and Singapore. London remains a leader in this field with a large number of disputes being decided each year through arbitration in accordance with the terms of the London Maritime Arbitrators Association. The module will tackle questions such as: What is special about maritime arbitration and what distinguishes it from general commercial arbitration? What are the features of maritime arbitration that make it particularly popular? Is arbitration by its nature more suited to the resolution of disputes arising in connection with certain types of shipping contracts (e.g. charterparties) rather than others (e.g. contracts of carriage contained in bills of lading)? Why? What are the implications of widespread use of arbitration for the continued development of shipping law?

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module will aim at establishing a sound understanding of maritime arbitration as a method of dispute resolution as well as the theoretical and practical implications of its widespread use. It will also provide students with the skills and knowledge necessary to go further into depth in their independent exploration of the subject matter.
3) 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.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<th>Disciplinary Skills - able to:</th>
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<tr>
<td>B1</td>
</tr>
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<td>B2</td>
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<table>
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<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


In addition, students will be referred to a variety of articles published in leading scholarly collections and academic peer reviewed journals, including specialist publications on both shipping and arbitration law. Materials published online will also be recommended. A relevant edited collection of scholarly articles by L Mistelis and myself should be available from academic year 2016/17.

5) Teaching and Learning Profile
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**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-hour lectures/seminars for 11 weeks</td>
<td>22 hours</td>
</tr>
</tbody>
</table>

2. **Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>203 hours</td>
<td>comprising: 110 hours of preparation for lectures (approx. 10 hours per week), 93 hours of exam preparation</td>
</tr>
</tbody>
</table>

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| Total Study Hours | 225 notional study hours in total |

6) **Assessment Profile**

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 of Examination / Coursework</th>
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<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
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<tr>
<td>EXM</td>
<td>Examination</td>
<td>2:15 hours</td>
<td>100%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

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Half Module Proposal Form (PG)

Sections 1 and 2 must be completed in full.

This form should be completed if an already approved module that currently takes place over 2 semesters is proposed to be split and made available to single-semester associate students in a half-credit format in Semester A or Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format.

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

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>&quot;Wet&quot; Shipping Law: Collisions and Other Incidents at Sea</th>
<th>Credit Value</th>
<th>22.5</th>
<th>Level</th>
<th>7</th>
<th>Module Type</th>
<th>MOD</th>
<th>Scheme</th>
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<tr>
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<td></td>
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<td>Proposed JACS Code</td>
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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: Centre for Commercial Law Studies

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

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<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
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<tbody>
<tr>
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<td>LLM (Piraeus) (PGT)</td>
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Anticipated Student Registrations

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<tr>
<td>2016/17</td>
<td>30</td>
<td>8</td>
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</tbody>
</table>
Module Rationale
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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

The proposed module's content is already offered in the London LLM as the second half of current module QLLM147 International Shipping Law and has proven a successful and popular module for students who either specialise or have an interest in international shipping law. As the proposed syllabus is vital within this legal area of expertise and given the college's move towards modularisation, it is felt that this will prove to be popular and important among students in its new form. QLLM147 will effectively be split in 3 half modules which are currently being proposed, this being one of them.

This module shall be taught in the context of the following LLM programmes:


AND

LLM in International Shipping Law (Piraeus, Greece) (TBC) in cooperation with the Hellenic Management Centre (note: the module will be taught by CCLS members of staff exclusively)

The module will be a core module of the said programmes.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Library and e-library</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>The Laskaridis library (Piraeus, Greece)</td>
</tr>
</tbody>
</table>

Approval of New Half Module 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/Institute

Spyros Maniatis

Head(s) of supporting School/Institute

Head(s) of supporting School/Institute

Head(s) of supporting School/Institute
**Section 2 - Module Specification**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Wet&quot; Shipping Law: Collisions and Other Incidents at Sea</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Value</th>
<th>Level</th>
<th>Mode of Delivery</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.5</td>
<td>7</td>
<td>On Campus</td>
<td>Semester 2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Tina Loverdou</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>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

1) **Content Description**

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 all areas of the so-called "wet" shipping law; i.e. all legal issues that might arise while a vessel and its cargo are at sea arising from various unfortunate incidents. The module will cover in detail collisions at sea, the law of salvage, the problematic area of wreck removal, the complex area of marine pollution, incidents of piracy at sea and the modern employment of armed guards, the importance and computation of general average adjustments, and maritime arbitration.

2) **Module Aims**

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module is designed to build upon the understanding that students have from their undergraduate studies or from practical/professional experience. It will provide students with a sound knowledge of wet shipping law and a good understanding of the practical issues lawyers and other major players in the industry have to deal in a wide range of situations. The module will also encourage students to analyse complex areas of law and apply their knowledge and critical thought to factual scenarios and legal disputes.
3) 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.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Main text:
Baughen, S., Shipping Law (5th edn, Routledge Cavendish, 2012)

Additional text:
Baatz, Y., Maritime Law (2nd revised edn, Sweet & Maxwell 2011)
5) Teaching and Learning Profile
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
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

22 hours of lectures (to take place within the space of a week)

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

203 hours comprising of:
110 hours of preparation for lectures (approx. 10 hours per lecture)
93 hours of exam preparation

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

225 notional study hours in total

6) Assessment Profile
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 of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>Examination</td>
<td>2.5 hours</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**Nature of proposal(s)** | Programme Amendment  
---|---
**Owning School / Institute** | School of Economics and Finance  
**Title of Proposal(s) being considered** | MSc Finance CFA Pathway – Removal of Dissertation  
**Outcome requested** | Taught Programmes Board (TPB) is asked to approve the programme amendment which requests the removal of a dissertation from the MSc Finance CFA pathway programme. The proposal wishes to replace the dissertation with ECOM094 Eviews and Data Analysis for Research.  

**Potential issues identified and comments on the proposal(s) from Academic Secretariat**

The School is seeking to remove the core dissertation element and replace this with a compulsory module ECOM094.

*Programme Structure*

Due to the CFA training undertaken by students it is difficult to ensure that they are undertaking an equal work-load to their counterparts on other MSc programmes within the School whilst also meeting the Learning Outcomes. Removal of the dissertation from this programme would allow the students to experience a more even workload compared to other MSc programmes.

*Sector Comparison*

The proposal notes that a number of competitors in the sector offering similar programmes have either an optional dissertation, or none at all. It would therefore not be unusual for the programme to be offered without the dissertation element.

*University Regulations*

The University Assessment Regulations do not state that the dissertation or research project is compulsory. However they do state in 5.69. that to obtain MA, MSc, MRes, MBA or MPA a student must:

1. take modules to the value of 180 credits - normally comprising a dissertation or project of 60 credits and a taught component of 120 credits (except MRes) – during one developmental year;
2. take modules to a minimum value of 150 credits - including the dissertation or project - at Level 7;
3. take modules to a maximum value of 15 credits at Level 5;
iv. pass modules to the value of 180 credits, including the dissertation or project.

TPB may wish to discuss whether the regulations as above require a dissertation to be undertaken in order to meet the requirements for the award.

**QAA Guidelines**
The School notes that the QAA Framework for Higher Education does not explicitly state that MSc students should have undertaken a dissertation. The framework does however state that Masters are distinguished from other Level 7 qualifications as they ‘typically include planned intellectual progression that often includes synoptic/research or scholarly activity’.

---

*Ruth Wilkinson*
*ARCS*
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>
</tr>
</thead>
<tbody>
<tr>
<td>Finance CFA Pathway</td>
<td>L1T6</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>

Responsible School / Institute

School of Economics and Finance

Schools who are also involved in teaching part of the programme

School of Economics

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

Programme Organiser

Francis Breedon

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 in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

To remove ECOM093 Dissertation element from the diet and replace with ECOM094 Eviews and Data Analysis for Research
2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

3) Proposed Date of Amendment Introduction  
September 2015

4) Rationale
Detail the rationale for the proposed amendment(s).

1) Optional (or no) dissertations are increasingly offered by our comparators

Below is a list of dissertations routes for the main vocational finance programmes of Russell Group Universities and Comparable Business Schools

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programme</th>
<th>Dissertation Route</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cass</td>
<td>MSc Finance</td>
<td>Optional</td>
</tr>
<tr>
<td>Cambridge (Judge)</td>
<td>Master of Finance</td>
<td>Optional</td>
</tr>
<tr>
<td>Durham</td>
<td>MSc Finance</td>
<td>Required</td>
</tr>
<tr>
<td>Exeter</td>
<td>MSc Finance &amp; Inv.</td>
<td>Optional</td>
</tr>
<tr>
<td>Imperial</td>
<td>MSc Finance</td>
<td>Optional</td>
</tr>
<tr>
<td>LBS</td>
<td>Masters in Finance</td>
<td>None</td>
</tr>
<tr>
<td>Leeds</td>
<td>MSc Finance &amp; Inv.</td>
<td>Optional</td>
</tr>
<tr>
<td>LSE</td>
<td>MSc Finance</td>
<td>None</td>
</tr>
<tr>
<td>Manchester</td>
<td>MSc Finance</td>
<td>Required</td>
</tr>
<tr>
<td>Oxford (Said)</td>
<td>MSc Financial Econ.</td>
<td>Optional</td>
</tr>
<tr>
<td>Warwick</td>
<td>MSc Finance</td>
<td>Required</td>
</tr>
</tbody>
</table>

Most of our comparators feel that the objectives of these types of programme are best met with no dissertation or an optional one (with the optional dissertation route often only for those thinking of going onto to MRes/Phd). This is also supported by employers who prefer further skills training to independent academic research training.

2) The objectives of this MSc would be better met with ECOM094 (Eviews and data analysis for research) than a dissertation.

Learning outcomes B2 "Apply statistical and mathematical methods in Finance" and C2 "Undertake complex financial quantitative analysis using state-of-the-art financial econometrics" D1 "Master the use of state-of-the-art econometric and statistical tools including the use of specialised econometric software " of the programme are best met through ECOM094 so dropping this course for CFA pathway students is not ideal. It is not clear that the dissertation module is of central importance for any of the stated learning outcomes for this course

3) The change would be compatible with QAA Masters Characteristics

The QAA states that specialised/advanced masters students typically have "the ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs". This characteristic is developed in a
number of modules that include an individual research project or critical review as part of the assessment. Most notably the assessment of ECOM094 involves an essay introducing and motivating a hypothesis to be tested and then writing up results. Thus this module trains and assesses students in undertaking empirical research projects.

We would also note that this MSc is in many ways closer to a professional/practice masters that a specialised one and so this characteristic is not typically required.

4) The MSc Finance (CFA pathway) would be better balanced without a dissertation

Following the move to short dissertations for all our vocational MSc's, the MSc Finance (CFA pathway) has been left in an awkward position since the CFA training and assessment that takes place post semester B was intended to be matched by a reduction in other workload over that period relative to our other MSc's. The current compromise, that MSc Finance (CFA pathway) do not take ECOM094 in Semester A and B is unsatisfactory, it is probably unfair to other students to reduce the workload of CFA pathway students in Semester A and B relative to the norm and vice versa for the pathway students post semester B.

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 programme Director has discussed this with the current MSc Finance cohort and they are in support of the 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.

The student representatives were asked about this at the SSLC. They were in support of the change.
A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

- 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 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>
<th>Head(s) of supporting School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Petrongolo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Digitally signed by Barbara Petrongolo
DN: cn=Barbara Petrongolo, o=Queen Mary University of London, ou=School of Economics and Finance, email=b.petrongolo@qmul.ac.uk, c=GB
Date: 2014.11.03 12:16:05 Z

TPB2014-010
Programme Title: MSc Finance

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: MSc Finance
Duration of Study / Period of Registration: 1 year
QM Programme Code / UCAS Code(s): L1T6
QAA Benchmark Group: Economics and Finance
FHEQ Level of Award: Level 7
Programme Accredited by: Aim for CFA (Charted Financial Analyst) Institute and CISI (Charted institute for Securities and Investments) accreditation in 2011
Date Programme Specification Approved: 5 Mar 2014
Responsible School / Institute: School of Economics and Finance

Schools also involved in teaching part of the programme

Programme Rationale

The current suite of finance related MSc programmes lacks an offering that is both academically rigorous and strongly vocational. This programme aims to offer that combination and aims eventually to become the 'flagship' programme of this suite. This Programme is aimed at broadening the range of Master of Science the School offers. Also, it represents a very good strategic choice for the School as it can allow the variety of students applying to the MSc. Banking and Finance and MSc. Finance and Investment (more than 800 in 2009-10) to be better accommodated.

This M.Sc. is aimed at not only at producing high quality job candidates, but also at producing high quality finance researchers. It builds a strong foundation in the theory and practice of making financial decisions, so it is ideal for students aiming to pursue the academic career but also to work at a senior level in banking, financial services and corporations.

Students applying for the MSc in Finance can boost their existing careers in the financial sector, in such areas as investment, financial services, asset management and corporate finance.

In order to both improve the employability of the MSc in Finance students and to attract a higher number of students, the programme provides the students with the option to undertake Chartered Financial Analysis (CFA) level 1 training.

Educational Aims of the Programme

The MSc in Finance is designed for students who want to undertake the academic career in finance area and for professionals working in banking and other financial institutions, governments and corporations wanting to boost their knowledge in Finance. Students and professionals will experience major theoretical and practical issues in the areas such as investment analysis, analysis of financial statement, corporate finance, financial econometrics and advanced asset pricing.
On completion of the programme students are expected to have deep understanding of the fundamentals of the finance theory. In particular, of how firms and financial markets take decisions about the optimal investment and financing policy in advanced and transitional economies; how corporations analyze financial statements and price assets. Moreover, students will be equipped with advanced statistical and mathematical tools for high quality research in Finance. Demands for such researchers and professionals is high both in a financial based system as the UK or in fast developing transitional economies as China.

As a highly vocational programme, the MSc in Finance provides students with the opportunity to acquire the skills to complete a CFA level 1 examination. As a qualification that has strong foundation of real-world investment analysis and portfolio management skills along with the practical knowledge for the investment industry, the CFA qualification is required by the major employers.

### Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the relevant QAA benchmark statement(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and understanding of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
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<td>A2</td>
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<td>A3</td>
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<tr>
<td>A4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual skills - able to:</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
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<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>
Programme Title: MSc Finance

Work to tight deadlines in the process of carrying out projects involving complex financial analysis

Practical skills - able to:

D1 Master the use of state-of-the-art econometric and statistical tools including the use of specialised econometric software
D2 Understand the pricing and payoffs of financial instruments
D3 Test financial theories and undertake quantitative investment management.
D4 Understand the accounts and financing of a corporation
D5 For those students who will opt for the CFA level 1 training: to be able to apply the body of knowledge of CFA level 1

Teaching, Learning and Assessment Strategies

The delivery of learning will take a number of forms including lectures, small group support classes, seminars, computing practical lessons, guest speakers, individual supervision of dissertations and group work. Learning will be supported by individual feedback on work, assessment exercises, research methods training. There will be use of the college QMPLUS comprising a number of essays, videoed lectures, videoed interviews with practitioners, discussion boards. Assessment takes a number of forms and is targeted to the learning outcomes. Forms of assessment include unseen examinations, in-course assessments, verbal presentations, group presentations, case studies and coursework essays. Those students who will opt for CFA level 1 training: the third semester will be organised in a brief dissertation for which they will receive three meetings with an academic member acting as supervisor and a one week of intensive lectures from a CFA accredited training followed by access to an online portal.

Programme Structure(s) and Requirements, Levels and Modules

The Programme is structured around set of core and compulsory modules and a range of optional modules. Students on the regular pathway take modules to the value of 150 credits and a dissertation with the value of 30 credits. Students who opt for CFA pathway, take modules to the value of 150 credits and CFA level 1 training (30 credits) and no dissertation. Both pathways will take Eviews and Data Analysis for research (30 credits) which will run over semester A and B with the value of 30 credits. In addition, students will have 4 compulsory 15 credit modules in their first semester and one in the second as detailed below. They are then able to choose 3 elective modules in the second semester from the below.

ECOM026 Financial Derivatives;
ECOM035 International Finance;
ECOM038 Behavioral Finance;
ECOM042 Empirical Finance ;
ECOM055 Risk Management for Banking;
ECOM057 Asset Management ;
ECOM059 Applied Risk Management;
ECOM073 Further Quant. Tech. for Finance;
ECOM064 Applied Futures and Options;
ECOM069 Banking Regulations;
ECOM070 Cases in Business Finance;
ECOM071 Topics in Applied Finance;
ECOM074 Bond Market Strategies;
ECOM076 Alternative Investments;
Programme Title: MSc Finance

ECOM077 Valuation and Private Equity;
ECOM078 Topics in Actuarial Finance and Insurance.
ECOM091 Credit Rating
ECOM095 Mergers and Acquisitions
ECOM088 Advanced Corporate Finance

<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>Investments</td>
<td>ECOM065</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>ECOM015</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Financial Statement</td>
<td>ECOM052</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Econometrics for Finance</td>
<td>ECOM072</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Advanced Asset Pricing and Modelling</td>
<td>ECOM044</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Option (see list above)</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Option (see list above)</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Option (see list above)</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Short dissertation: For students on regular pathway</td>
<td>ECOM093</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>For Students on CFA pathway: CFA training</td>
<td>ECOM092</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Eviews and Data Analysis for Research</td>
<td>ECOM094</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
<tr>
<td>Advanced Corporate Finance</td>
<td>ECOM088</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Criteria for Admission to the Programme

a 2:1 or equivalent with significant quantitative training + a 6.5 IELTS or TOEFL equivalent. Weight will be given to prior relevant work experience.
**Quality Assurance Mechanism**

Include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring.

<table>
<thead>
<tr>
<th>Programme Management: is the responsibility of the Programme Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme review and Management is also the responsibility of the Programme Director and is monitored by the Schools Postgraduate committee that considers any proposals or changes. These are then approved by the Head of School and subject to further scrutiny by the College Faculty Boards and College Quality Enhancement Committees.</td>
</tr>
<tr>
<td>The Student Staff Liaison Committee discusses any programme proposals or changes. Here the students have a formal means of communication and the student representative ensure that the needs of the students are met. This information is recorded and reported to the rest of the student staff and committees so they can take any appropriate action.</td>
</tr>
<tr>
<td>Academic advice is provided by the Programme director. All students meet with the director at the start of the year to approve module selection and again at the start of the second semester to make any module changes if necessary. All members of staff hold office hours. Students are allocated a dissertation supervisor.</td>
</tr>
<tr>
<td>Programme Induction takes place in week 0 for all incoming students whereby students are introduced to the programme and what is expected of them.</td>
</tr>
<tr>
<td>The intensive CFA level 1 training will be organised by Fitch learning and will be closely monitored by the programme director. Fitch learning trains 9 out of 10 of each of the largest Investment Banks, Asset Managers and Global Banks¹ (ranked by assets under management). Fitch learning has operated for more than 15 years. Fitch learning is not new to training MSc students in the UK (e.g. Lancaster and Reading University).</td>
</tr>
</tbody>
</table>

**Programme-specific Assessment Regulations (if applicable)**

In the case of programmes that deviate / do not comply with the Academic Regulations further information regarding the nature of any difference and/or deviation should be stipulated in detail.

| N/A The programme will comply with the regulations that cover all MSc’s for the School of Economics and Finance. As it stands there is no deviation from the standard regulations please refer to pages 88 - 93. There is no progression hurdle onto the dissertation. |

**Employers Links**

Please provide details of any links with employers e.g.

- Details of advisory panels that include current or potential employers;
- Organisations that regularly employ graduates from this programme and the roles that graduates undertake;
- Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

The course is intended to give postgraduate training to students wishing to pursue careers in the Financial Sector, Corporate Finance, Government, International Financial Institution or Academia. Demand for such professionals is high both in the UK, and in fast developing transitional economies such as China. This Programme aims at Integrating Careers programme offered by the Careers service with academic study.

Aim for CFA (Charted Financial Analyst) Institute and CISI (Charted Institute for Securities and Investments) accreditation in 2011.

CFA level 1 training for those who will opt for this.

---

**Programme Specification Approval**

Queen Mary University of London
<table>
<thead>
<tr>
<th><strong>Person completing Programme Specification</strong></th>
<th>Francis Breedon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person responsible for management of programme</strong></td>
<td>Francis Breedon</td>
</tr>
<tr>
<td><strong>Date Programme Specification produced/amended by School or teaching and learning committee</strong></td>
<td>12 Dec 2013</td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Programme and Module approval Board</strong></td>
<td>5 Mar 2014</td>
</tr>
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</table>
Table 1: Development of Programme Learning Outcomes in the Core Constituent Modules

This map identifies where the programme learning outcomes are assessed in the core constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. For each core module, indicate the programme learning outcomes that they are associated with a ‘tick’ in the relevant box(es). Core modules must be passed in order to meet award regulations.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Learning Outcome Reference (A1, B1, C1, D1)</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>B1</td>
<td>B2</td>
<td>B3</td>
<td>C1</td>
<td>C2</td>
<td>C3</td>
<td>D1</td>
<td>D2</td>
<td>D3</td>
<td>D4</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>Financial statements</td>
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<td>✔</td>
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<tr>
<td>Financial econometrics</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td></td>
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<tr>
<td>Advanced asset pricing and modelling</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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</tbody>
</table>

Title of Core Module | Module Code
--- | ---
Investments | ECOM065
Corporate finance | ECOM15
Financial statements | ECOM052
Financial econometrics | ECOM025
Advanced asset pricing and modelling | ECOM044
Key

A Learning Outcome which is assessed as part of the module is denoted by a 'tick' in the above table.

K & U = Knowledge & Understanding
I Skills = Intellectual Skills
T Skills = Transferable Skills
P Skills = Practical Skills
Nature of proposal(s) | Module Proposal
---|---
Owning School / Institute | Centre for Commercial Law Studies
Title of Proposal(s) being considered | Legal Principles and Concepts in Computer & Communications Law
Outcome requested | The Taught Programmes Board (TPB) is asked to approve the new module, which will be compulsory for non-law graduates. In turn the updated programme will also require approval.

Potential issues identified and comments on the proposal(s) from Academic Secretariat

The School wishes to introduce this module to ensure that those students who do not have a background in Law will become familiarised with principles which other members of the cohort are already aware.

The module will present the core principles of law whilst placing them in the context of the rest of the programme. It will be a level 6 module.

The Assessment is consistent with other modules within the programme and will involve:
- Weekly interactive tasks- 10%
- 3000 Word Essay – 35%
- 24 Hour Exam/Essay – 55%

Ruth Wilkinson
ARCS
Module Proposal Form (PG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b 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 (sections 4a & 4b).

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

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Legal Principles and Concepts in Computer &amp; Communications Law</th>
</tr>
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<tbody>
<tr>
<td>Module Code</td>
<td>CCDMXXX</td>
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<tr>
<td>Credit Value</td>
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<td>Level</td>
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<td>Module Type</td>
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<td>Scheme</td>
<td>Taught Postgraduate</td>
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<td>Start Date</td>
<td>January 2016</td>
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<tr>
<td>Proposed JACS Code</td>
<td>M200 Law by topic</td>
</tr>
</tbody>
</table>

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

**Responsible School / Institute**

Centre for Commercial Law Studies

**Schools which will also be involved in teaching part of the module**

**Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner**

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<tr>
<td>2015/16</td>
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<td>2016/17</td>
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<tr>
<td>2017/18</td>
<td>7</td>
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</table>
Module Rationale

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. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module brings non-law students who are taking the Distance Learning Computer and Communications Law programme up to speed with the core legal subjects and teaches them the principles of contract, tort, criminal law, administrative/constitutional law and property law in the context of Computer & Communications Law. So this module is not merely a basic introduction to, say contract law, but will illustrate the main legal principles of contract law by applying these to Computer & Communications Law scenarios, thus providing a solid knowledge base for the in-depth study of specific aspects of Computer & Communications Law. The non-law students will of course all be graduates of other disciplines (economics, business & management, IT) and will bring their own disciplinary academic skills to the programme which will enhance the programme (as the subject of computer & communications law by its very nature contains some cross-disciplinary elements, including IT and business and economics and are contained in the computer & communications law modules already). The students will apply these legal subjects to the Computer and Communications Law field in order to provide them with the depth of legal knowledge needed to take the other modules on this programme.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Centre for Commercial Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

Approval of New Module 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).
Section 2 - Module Specification

Module Title: Legal Principles and Concepts in Computer & Communications Law

Module Code: CCDMXXX

Credit Value: 15
Level: 6
Mode of Delivery: Distance Learning
Semester: Semesters 1-3

Module Organiser: Ms Laura Edgar

Pre-requisite modules: Pre Sessional Legal Systems, Research Skills and Writing for IT Law

Co-requisite modules:

Overlapping modules:

1) Content Description

This Module will provide non law students with the fundamental principles and concepts of the core legal subjects of tort, contract, criminal law, administrative/constitutional and property law. The Module will introduce these subjects to the students and also explain the connections and differences between different areas of law (eg private-public law) and the wider legal system (eg the national and international layers; civil law and case law). The principles and concepts will be explained by using examples and cases from the Computer and Communications Law field. The students will learn to apply and critically analyse the legal principles in these fields to the subject area of computer and communications law.

2) Module Aims

This module will enable the non lawyers to develop their understanding of the relevant legal principles sufficiently to undertake the other modules on the Computer and Communications Law programme. The broad educational aim is to equip students with the tools lawyers use for analyzing the law and to ensure that they have the relevant principles, concepts, terminology and overview over the legal system to be able to place the content taught in later modules.

3) 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.
Academic Content:

A1 Analysis of the legal principles relevant to the topics outlined.
A2 Evaluation of the principles which will guide regulators in this field.
A3 Deal with complex legal issues and provide clear and comprehensive analysis of these issues.
A4 Knowledge of the main legal concepts, principles and terminology

Disciplinary Skills - able to:

B1 Produce a critical evaluation of the legal provisions
B2 Apply new interpretations to the existing rules or provisions
B3 Being able to contextualize the specific legal issues raised by Computer & Communications Law, by understanding where they sit within the legal system

Attributes:

C1 Analysing material, forming a judgment and ability to adopt and formulate an opinion which is based on good legal foundations.
C2 Writing clearly and concisely and arguing a legal position with relevant evidence to support the points made.
C3 Being able to handle legal sources confidently
C4 Showing an understanding of the wider legal context

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Lunney M, Tort law: Text and Materials
Beatson J, Anson’s Law of Contract
Barnett H, Constitutional and Administrative Law
Reed C, Internet Law
Reed C, Computer Law

5) Teaching and Learning Profile
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

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| Chat sessions, bulletin board discussions, interactive tasks and feedback | 3 hours |

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| Provision of online materials for students to read and discuss | 7 hours |

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 15 weeks at 10 hours = 150 hours |

6) Assessment Profile

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 of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Coursework</td>
<td>3000 words</td>
<td>35%</td>
<td>No</td>
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<tr>
<td>Tasks</td>
<td>Coursework</td>
<td>approx 500 words</td>
<td>10%</td>
<td>No</td>
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<tr>
<td>Final Assessment Exercise</td>
<td>Coursework</td>
<td>3 hour paper in 24 hour period</td>
<td>55%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

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 in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

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 in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

### Programme Amendment

<table>
<thead>
<tr>
<th>Type</th>
<th>Code</th>
<th>Proposal/Module Title</th>
<th>Implementation Date</th>
<th>Brief Description / Comments</th>
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<tbody>
<tr>
<td>Business and Management</td>
<td>N1Q8</td>
<td>MSc International Business</td>
<td>September 2014</td>
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<td></td>
<td>N1Q9</td>
<td>MSc Accounting and Management</td>
<td>September 2014</td>
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<td>N1S3</td>
<td>MSc International Human Resource Management and Employment Relations</td>
<td>September 2014</td>
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<td></td>
<td>N1Q6</td>
<td>MSc International Financial Management</td>
<td>September 2014</td>
<td>Change of programme diet.</td>
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<tr>
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<td>N1Q2</td>
<td>MSc Marketing</td>
<td>September 2014</td>
<td>Change of programme diet.</td>
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<td>N1Q1</td>
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<td>September 2014</td>
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<tr>
<td>Economics and Finance</td>
<td>L1T5</td>
<td>MSc Finance, MSc Finance QFA pathway</td>
<td>September 2014</td>
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<td>Diet change - paperwork to follow amendment made in August 2014.</td>
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<td>September 2014</td>
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<td>MSc Banking</td>
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<tr>
<td></td>
<td>L1S3, L1S4</td>
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<td>L1TS</td>
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<td>September 2014</td>
<td>Clarify programme specification</td>
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<tr>
<td></td>
<td>L1T1, L1S5</td>
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<td>Clarify programme specification</td>
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<tr>
<td></td>
<td>L1T2, L1S9</td>
<td>MSc Investment &amp; Finance (including CSLL Specialist Pathway in Wealth Management)</td>
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<td>L3S4</td>
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<td>Electronic Engineering &amp; Computer Science</td>
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<td>T62</td>
<td>Shakespeare: Global Tragedy</td>
<td>January 2015</td>
<td>New Global Shakespeare associate module</td>
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<tr>
<td>Languages, Linguistics and Film</td>
<td>EAL,</td>
<td>Critical Thinking &amp; Writing for Public Administration</td>
<td>September 2014</td>
<td>Non credit bearing study skills module for BBM.</td>
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<tr>
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<td>MTH40U</td>
<td>Research Methods in Mathematical Sciences</td>
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<tr>
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<td>MTH40P</td>
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<td></td>
<td>MTH539</td>
<td>Empirical Microeconomics</td>
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<td>MTH403</td>
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<td>MTH407</td>
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</table>

### Module Proposal

<table>
<thead>
<tr>
<th>Type</th>
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</tbody>
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### Module Amendment

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<th>Implementation Date</th>
<th>Brief Description / Comments</th>
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### Module Withdrawal

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