A meeting of the Taught Programmes Board will be held on Wednesday 25th February 2015 at 2pm in the Colette Bowe Room, Queens’ Building, Mile End Campus.

### Agenda

#### Part 1 – Preliminary Items

<table>
<thead>
<tr>
<th></th>
<th>Paper</th>
<th>Led by</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome and Apologies</td>
<td>N/A Prof. S. Dilly</td>
</tr>
<tr>
<td>2</td>
<td>Minutes of the Previous Meeting</td>
<td>TPB2014-025 Prof. S. Dilly</td>
</tr>
<tr>
<td>3</td>
<td>Matters Arising from the Previous Meeting</td>
<td>TPB2014-026 Prof. S. Dilly</td>
</tr>
</tbody>
</table>

#### Part 2 – Programme Proposals/Amendments

<table>
<thead>
<tr>
<th>School of Electronic Engineering and Computer Science</th>
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<tbody>
<tr>
<td>4. BSc Software Engineering for Business</td>
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<tr>
<th>School of Politics and International Relations</th>
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<tr>
<td>5. MSc International Public Policy (Distance Learning)</td>
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<td>6. MSc Public Policy (Distance Learning)</td>
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<tr>
<th>School of Geography</th>
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<tr>
<td>7. MA/MRes Global Development Futures</td>
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<tr>
<th>School of Engineering and Materials Science</th>
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<tr>
<td>8. MSc Advanced Mechanical Engineering</td>
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<th>School of Economics and Finance</th>
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<tr>
<td>9. MSc Behavioural Finance</td>
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<th>School of Mathematical Sciences</th>
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<tr>
<td>11. MSc Financial Computing</td>
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<tr>
<th>School of History</th>
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<td>12.</td>
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</table>
12. BA History with Study Abroad
BA Medieval History with Study Abroad
BA History and Politics with Study Abroad
BA Modern and Contemporary History with Study Abroad
TPB2014-035 Dr Eyal Poleg

13. Programme Amendments
Module Proposals
Module Amendments
Module Withdrawals
TPB2014-036 N/A

14. Any other business
N/A Prof. S. Dilly

15. Date of next meeting
N/A

The next meeting will be held on Wednesday 18th March 2015 (2-4pm). The deadline for papers is Wednesday 25th February 2015.

Rachel Davies, ARCS
Ext. 5957
rachel.davies@qmul.ac.uk
Taught Programmes Board

Minutes of the meeting of the Taught Programmes Board held on Wednesday 4th February 2015 at 1pm in the Colette Bowe Room, Queens' Building, Mile End Campus.

UNCONFIRMED

Present:
Professor Susan Dilly (Chair)  Professor Laurie Cuthbert  Stella Ekebuisi
Dr Henri Huijberts  Carolina Matzalos  Dr Alastair Owens
Dr Lawrence Pettit  Professor Anthony Warrens  Professor Olwyn Westwood

In attendance:
Dr Katherine Bevan  Rachel Davies  Professor Andrew Leitch
William Atkins (course representative)  Simon Hayter  Dr Maralyn Druce
Daniel Bland (course representative)  Jane Pallant  Dr Tony Michael
Professor Maher Dabbah  Professor Kam Bhui  Jonathan Morgan
Kate Ruffell  Ruth Wilkinson (Secretary)

Apologies:
Dr Martin Carrier  Dr Madeleine Davis  Professor Omar Garcia-Obregon
Dr Theo Kreouzis  Professor Julia Shelton  Dr Matthew Williamson (left at 2pm)
Professor Ferranti Wong

Part 1 – Preliminary Items

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<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Welcome and Apologies</td>
<td>N/A</td>
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<tr>
<td>2.</td>
<td>Minutes of the Previous Meeting</td>
<td>TPB2014-013</td>
</tr>
<tr>
<td>2014:021</td>
<td>The Board approved the Minutes of the meeting held on 26th November 2014.</td>
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<tr>
<td>3.</td>
<td>Matters Arising</td>
<td>TPB2014-014</td>
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<tr>
<td>2014:022</td>
<td>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:</td>
<td></td>
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<td></td>
<td>i. Concern was expressed with regard to the non-completion of some actions. It was reported that actions must be completed within two calendar years. The Chair requested that a reminder be circulated to those approaching the deadline.</td>
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</table>

Action: ARCS
ii. Following discussions it was agreed that the MBBS Year 0 programme [2013:142] would not be developed until there had been further developments on the MBBS [Malta] programme.

iii. It was reported that the MSc Reconstructive Microsurgery by Distance Learning [2013:148] revised Part 2 Form had not been submitted.

iv. It was reported that the MSc Finance CFA Pathway [2014:015] had been discussed at the Educational Quality Board and that further consultation was being undertaken.

v. It was reported that the action relating to Molecular Pathology Approaches to Infectious Diseases & Cancer Module proposal [2013:154] was no longer relevant due to the development of the MSc Genomic Medicine [Modernising Careers].

vi. It was reported that there had been no updates relating to the Regulations for the BSc Biomedical Sciences with Nanchang University [2013:136].

4. Membership for 2014-15

2014:023 The Board approved the updated Membership for the 2014-15 academic year.

Part 2 – For Discussion/Approval

5. Professional Doctorates including:
   - DClinDent Paediatric Dentistry
   - DClinDent Orthodontics
   - DClinDent Periodontology
   - DClinDent Prosthodontics
   - DClinPsy Intercultural Psychoanalytic Psychotherapy

2014:024 The Board received a paper detailing the new Professional Doctorates which had previously been approved by the Research Degrees Programmes and Examination Board and the Post Doctoral College.

2014:025 The Board noted that Exit Awards would be offered to those students who were unsuccessful in completing the full programme. It was noted that the Exit Awards would require approval from Senate.

   Action: SMD

2014:026 The Board noted that the Assessment Regulations would require updating to include the Professional Doctorates.

   Action: ARCS

2014:027 The Board noted that the proposals had been developed and discussed by an internal working group. The Board requested that future groups provide reports to accompany proposals.

2014:028 The Board approved the Professional Doctorates subject to completion of the actions listed above.

Part 3 – Programme Proposals/Amendments
School of Law

6. LLM in Criminal Justice

2014:029 The Board considered the part 2 programme proposal for the LLM in Criminal Justice. The following points were noted:

i. The programme aligned with the current portfolio of specialised LLMs with the School of Law.

ii. The Board noted that the assessment provided in the new module QLLM313 would require amendment to clarify the final element of assessment.

Action: SoL

iii. The Board noted that some of the language used in the programme specification did not reflect the level of award being offered. The Board recommended that this be amended to align with the guidance provided for developing modules and programmes.

Action: SoL

2014:030 The Board approved the part 2 programme proposal for the LLM in Criminal Justice subject to completion of the actions listed above.

School of Medicine and Dentistry

7. A MBBS QMUL updated Programme Specification


7. B MBBS [Malta]

2014:032 The Board considered the part 2 programme proposal for the MBBS [Malta]. The following points were noted:

i. The Board noted that the proposal has been developed via a steering group, and would require further development. The Board noted that the proposal would require General Medical Council accreditation in addition to academic approval. It was agreed that a sub-group of the Board would be formed to approve additional developments in the proposal.

ii. The Board queried the provision for Student Selected Components (SSC). It was reported that students would be given the opportunity to undertake a SSC at QMUL London if they were able to finance it. It was also reported that SSC would be developed by the students, as was the practice at for the MBBS London.

iii. The Board queried whether students would be able to intercalate at QMUL London, and whether this would require additional resources. It was reported that expansion was expected in this area, and that students would be able to intercalate both inside and outside QMUL.

iv. It was reported that the interviews would be undertaken by QMUL staff
remotely and where necessary applicants would be asked to visit London or other locations for face-to-face interviews. It was also reported that applicants would be required to undertake the UKCAT and meet equivalent admissions criteria.

v. The Board noted that the proposal indicated additional English language support would be provided by local institutions, and requested that further clarification be given on the quality assurance processes that would be used to provide this support.

Action: SMD

vi. The Board queried whether the academic experience of students would be the same for both MBBS London and MBBS Malta students. It was reported that QMUL London staff would also teach in Malta when the programme was launched. It was also reported that the increase in numbers would only represent approximately 4% in the first two years following the launch of the programme.

vii. The Board queried whether current staff were contractually obliged to commute to Malta. It was reported that new staff would be expected to commute to Malta, but existing QMUL staff would only be used if they volunteered to take part in the programme.

viii. The Board were informed that the e-learning facilities would mirror those of the London based MBBS, including lecture capture facilities.

ix. The Board were informed that the GMC accreditation process should begin 18 months prior to the induction of the first students. The Board requested that written confirmation of the GMC time scale be provided.

Action: SMD

x. The Board expressed concern regarding the quality assurance of the clinical placements based in Malta. The Board was assured that the standards of the clinical placements would be monitored by the GMC and written into the final contract and agreements.

2014:033 The Board approved the part 2 proposal for MBBS [Malta] subject to completion of the actions listed above and closer scrutiny by the sub-group of the Board.

School of Biological and Chemical Sciences

8. BSc FT Biological Sciences (with Nanchang) TPB2014-021

2014:034 The Board considered the programme amendment to BSc FT Biological Sciences (with Nanchang). The following were noted:

i. The Board noted that the aim of the amendment was to allow the top 10% of students based in Nanchang to spend their third year at QMUL London. This would be possible as the programme delivered at QMUL is almost identical to that delivered in Nanchang.

ii. The Board requested clarification on when the students would be aware that they were able to undertake the year at QMUL. It was reported that students
at Nanchang were required to pass all modules to progress, and therefore the re-sit exam boards would have taken place prior to final confirmation of attendance at QMUL.

iii. The students chosen to study at QMUL would be in the top 10% of their cohort to ensure English proficiency and ability to cope with different teaching methods.

iv. A pre-sessional summer school would be compulsory for those intending to study at QMUL. It was reported that the students would attend the summer school prior to their acceptance, as it would take place in advance of the summer exam boards. It was noted that this should be clarified in the programme specification.

Action: SBCS

2014:035 The Board approved the programme amendment for BSc FT Biological Sciences (with Nanchang) subject to completion of the actions listed above.

9. MSc Plant and Fungal Taxonomy, Diversity and Conservation TPB2014-022

2014:036 The Board considered the part 2 programme proposal for MSc Plant and Fungal Taxonomy, Diversity and Conservation. The following were noted:

i. The programme was noted as being jointly taught by QMUL and the Royal Botanical Gardens Kew (RBGK). The majority of taught modules would be undertaken at RBGK and delivered by RBGK staff. The modules delivered at RBGK had been developed and proposed by SBCS and would be subject to QMUL quality assurance procedures.

ii. The Board noted that there was not currently an MOA in place. The Board noted that an agreement would be required.

Action: ARCS/SBCS

iii. The Board noted that the modules would use QMPlus and that RBGK staff would also be trained in QMPlus to ensure consistency with other QMUL programmes.

iv. The Board noted that the module proposals for Plant Taxonomy and Diversity; Fungal Taxonomy and Diversity; Conservation and Ecosystem Science; and Bioinformatics, Interpretation, and Data Quality Assurance in Genome Analysis; were unclear on which component provided the final assessment. The Board noted that the module proposals needed amending to clarify this.

Action: SBCS

2014:037 The Board approved the part 2 programme proposal for MSc Plant and Fungal Taxonomy, Diversity and Conservation subject to completion of the actions listed above.

William Harvey Research Institute

10. MSc in Clinical Endocrinology/PgDip in Clinical Endocrinology TPB2014-023
2014:038 The Board **considered** the part 2 programme proposal for MSc in Clinical Endocrinology/PgDip in Clinical Endocrinology. The following were **noted**:

i. A distance learning version of the programme had been running for approximately 5 years. This programme had been successful and students had stated that they would have appreciated the opportunity to apply for a face-to-face version of the programme.

ii. The existing distance learning programme meant that staff within the School were already trained in delivering the programme, and had a variety of resources available, including QMPlus.

iii. It was reported that the programme would not run concurrently with the distance learning programme, but that students would occasionally be invited to joint tutorials.

The Board **approved** the part 2 programme proposal for MSc in Clinical Endocrinology/PgDip in Clinical Endocrinology.

### Part 4 – Report of Proposals Approved by Schools/Institutes to Note

<table>
<thead>
<tr>
<th>10.</th>
<th>Programme Amendments</th>
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<tbody>
<tr>
<td></td>
<td>Module Proposals</td>
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<td></td>
<td>Module Amendments</td>
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<tr>
<td></td>
<td>Module Withdrawals</td>
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</table>

2014:019 The Board **noted** a report of decisions made by Schools/Institutes of changes to their curricula for the period 05/11/2014 to 04/02/2015.

## Part 6 – Other Business

| 11. | Date of Next Meeting |

2014:021 The next meeting of Taught Programmes Board would be held on Wednesday 25th February 2015 (2-4pm).

The deadline for papers would be Wednesday 4th February 2015.

Ruth Wilkinson, ARCS  
**r.wilkinson@qmul.ac.uk**
**Programmes**

<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>
| 2013:058 [February TPB] | 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 – however, a draft JWS has now been drafted by SBCS and is with the School of Geography for comment. | SBCS                | Dr J Grey / ARCS    |
| 2013:142 [July TPB]      | 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 IELTS test.  
ii. Revise the MBBS regulations to take account of the 6 year programme.  
iii. Seek approval of any new partners for the programme by the Educational Partnerships Board. | Not Relevant at this time                                                                                                                          | SMD            | Prof. A Rowlands    |
| 2013:148 [July TPB]      | 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 – Timescale for resolution is unclear.                                                                                                           | Blizard Institute | Dr S Myers / Dr A Ghanem |
### MSc Finance CFA Pathway

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
<th>Department</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>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.</td>
<td>Under Consultation</td>
<td>SEF</td>
<td>Prof. F Breedon</td>
</tr>
</tbody>
</table>

### Professional Doctorates:

- DClinDent Paediatric Dentistry
- DClinDent Orthodontics
- DClinDent Periodontology
- DClinDent Prosthodontics
- DClinPsy Intercultural Psychoanalytic Psychotherapy

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<tr>
<th>Action</th>
<th>Status</th>
<th>Department</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>i. Provide Exit Award proposal to Senate for approval. ii. Update Assessment Regulations to include Professional Doctorates</td>
<td>Ongoing - It is proposed that this work is incorporated into the current review of Research Degree Regulations.</td>
<td>SMD/ARCS</td>
<td>Prof. K Bhui/S Hayter</td>
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### LLM in Criminal Justice

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<tr>
<th>Action</th>
<th>Status</th>
<th>Department</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>i. Amend QLLM313 to clarify the final assessment component. ii. Review language in proposals in line with Development Guide.</td>
<td>Completed</td>
<td>Law</td>
<td>Dr S Hufnagel</td>
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### MBBS [Malta]

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<tr>
<th>Action</th>
<th>Status</th>
<th>Department</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>Provide written confirmation of the accreditation timescale from the General Medical Council.</td>
<td>Outstanding</td>
<td>SMD</td>
<td>Prof O Westwood</td>
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### BSc FT Biological Sciences (with Nanchang)

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<th>Action</th>
<th>Status</th>
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<th>Supervisor</th>
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<tr>
<td>Amend the Programme Specification to clarify that the summer School is compulsory for those attending QMUL.</td>
<td>Outstanding</td>
<td>SBCS</td>
<td>Prof. P Heathcote</td>
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### Modules

<table>
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<tr>
<th>Minute</th>
<th>Module Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School</th>
<th>Programme Organiser</th>
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<tbody>
<tr>
<td>2013:154</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>Completed SMD have now confirmed that only one MSc Genomic Medicine will be offered, with intakes in September 2015 (HEE-funded students only) and January 2016 (HEE-funded, non-HEE-funded).</td>
<td>SMD / ARCS</td>
<td>Prof. P Deloukas</td>
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### Collaborative Provision

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<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School</th>
<th>Programme Organiser</th>
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<tbody>
<tr>
<td>2013:136</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>
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</table>
<pre><code>                          |                                                                  | ii. Amend modules to confirm the final element of assessment.               | Outstanding         | SBCS               | Prof A Leitch      |
</code></pre>
### Nature of proposal(s)
- Part 2 Programme Proposal

### Owning School / Institute
- School of Electronic Engineering and Computer Science

### Title of Proposal(s) being considered
- BSc Software Engineering for Business (Full-Time) / BSc Software Engineering for Business with Industrial Experience (Full-Time)
  - Part 2 Proposal Form
  - Programme Specification
  - 1 Module Proposal:
    - Software Development and Quality (15 cr.)

### Outcome requested
- Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer.

### Potential issues identified and comments on the proposal(s) from Academic Secretariat
- The School of Electronic Engineering and Computer Science is seeking to introduce a new full time BSc in Software Engineering for Business / BSc in Software Engineering for Business with Industrial Experience.

**Background**
The programme has been developed in response to the increased demand for employable and productive software engineering/design graduates. To meet this demand and address the technical skills gap, E-skills UK has collaborated with employers and universities to design the framework for this Tech Industry Gold degree programme.

The TPB may wish to clarify when the programme will obtain by the appropriate awarding body.

**Programme Structure**
The content of the programme is divided into four main areas focusing on technology, project management, personal and interpersonal skills, and business skills. Students would complete the Industrial Placement between years 2 and 3 of the programme.

**Programme Management**
The programme will be delivered in lectures, laboratory and tutorial sessions, practical and library-based research, presentations and group work. It is noted in the proposal that the programme includes a significant component of industrial input and experience.

External Adviser Comments
External Adviser comments were not available at the time of printing.

Admissions
The programme aims to recruit both home and overseas students. UK students applying to the BSc Software Engineering with Business must have 320 UCAS points and a grade B or above in GCSE Mathematics. UK students applying to the BSc Software Engineering with Business with Industrial Experience must have 340 UCAS points and a grade B or above in GCSE Mathematics. A minimum of IELTS 6.0 or equivalent will be required for non-native English speakers.

TPB may wish to clarify if the programme will be made available to Science and Engineering Foundation Programme students.

Rachel Davies, ARCS
Ext: 5957
rachel.davies@qmul.ac.uk
## 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>Software Engineering for Business / Software Engineering for Business with Industrial Experience</th>
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<tbody>
<tr>
<td>Programme Code</td>
<td>IN10/I1N1</td>
</tr>
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<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<tbody>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>Full Time</td>
<td>3 Academic Years</td>
</tr>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>FT with Placement</td>
<td>4 Academic Years</td>
</tr>
</tbody>
</table>

- **Proposed Start Date:** September 2015
- **Programme Organiser:** Rachel Appleton

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

**Will this programme be made available to SEFP students?** No

### 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

The programme will be managed through the usual EECS and QMUL mechanisms:

1. A designated Programme Coordinator, who is responsible for ensuring the quality, currency and coherence of the programme.
2. Any academic changes will be considered by the EECS Learning and Teaching Committee.
3. Use of existing channels for student feedback: SSLCs, student representatives, module questionnaires, etc.
4. Use of existing quality assurance mechanisms, e.g. comments from external examiners, inclusion in the Annual Programme Review, etc.
5. Use of existing administrative and other resources for recruitment, admissions, timetabling, student support, etc.

In addition, the programme is in the process of going through an accreditation by e-Skills UK, which includes consideration and...
Taught Programmes Board

approval by a panel of employers.

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.

N/A

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.

The standard EECS processes relating to plagiarism detection will be applied. All substantive written assignments, especially project reports, will be passed through TurnItIn. Other automatic plagiarism detection methods are used in some modules, e.g. for program code.

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.

N/A

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

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>
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<tbody>
<tr>
<td>School of Electronic Engineering and Computer Science</td>
<td>Years 3 and 4 (UG)</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.

External Adviser Comments for Queen Mary BSc Software Engineering for Business/ Software Engineering for Business with Industrial Experience

Dr. Zena Wood

The programme specification for the BSc Software Engineering for Business/Software Engineering for Business with Industrial Experience degrees were provided for comment. The degree is based on the Software Development for Business variant that has been developed as part of e-skills suite of degree programmes. It has been designed and supported by a large group of employers with employability at its core. The structure of the degree has been clearly laid out and the academic standards in subject content and teaching and learning match the national standing of the award. The learning and teaching strategy, in addition to the assessment strategy, is clear and workable. Both strategies would allow students to achieve and demonstrate many of the aims and learning outcomes. However, there are a few points that require further consideration.

The aims of the degree list a number of buzzwords (i.e., the latest technologies). However, this could lead to the programme becoming quickly outdated. It should be made clear whether these are current examples or how the program would be redesigned to ensure that it is current.

It is difficult to assess whether the learning outcomes would be met by the modules within the degree since only the modules titles have been provided and not the individual module descriptors. However, it is stated that the degree will have four components: technology, project management, personal and interpersonal skills and business skills. The content of the degree is comparable with other software engineering and computers science course. Many of the modules covered within the first two years would be in a standard Computer Science or Software Engineering course. Where is the business component? Although Software Development for Business is a much more technical variant of the ITMB degree there is still a business component. Within the aims and learning outcomes the relevance to business is noted. However, it is unclear how these aims and learning outcomes will be covered. The students undertake one business modelling module in the first year but then could not do anymore due to the way the degree has been structured. Some suitable modules are listed as electives within the third year but these are just electives. This is the same with the project management aspects but not to a lesser degree. The technical knowledge of the students are developed during the programme. It is unclear whether the business ones are. The interpersonal skills only reference team skills. What about organisation, time management, independence etc?

Within the learning outcomes that have been listed there is no mention of the different software development methodologies that they will need to learn. A4 covers a wide remit compared to the other academic aims that have been listed. B2 makes reference to employees but is it only employees that students will need to be able to work closely and communicate with? What about clients or stakeholders etc? Would B4 only be relevant to those who are on placement? C1 notes that students will have a global perspective. This is an ambitious goal and it is unclear how this can be achieved especially given the module titles that have been listed.

Some consideration is given to placement learning if students undertake the fourth year variant. Given the nature of the degree, employability skills will be in the curriculum
especially with the resources provided by e-skills. However, this could be more explicit. Students could undertake an entrepreneurial model as an elective in their third year but it is not clear where else these skills would be covered.

It is not clear how students would be deemed to successfully complete the programme. Are any modules condonable? If so, which ones? What would a student have to complete in order to achieve the interim awards (i.e., CertHE, DipHE)?

Name & Title of External Adviser
Dr Zena Wood

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Email: wz14@gre.ac.uk

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 following comments are in response to the external adviser comments as given in section 6 above.

1) Degree description - technology buzzwords
The wording of the programme specification in the areas that the adviser refers to are accepted as potentially implying that the programme would not evolve in line with technology requirements and market changes. This has been amended, see section ‘Aims of the Programme’. The new text is:
‘With input from employers, the programme will also cover the latest technologies – hot topics like cloud computing, big data and cyber security. These topics will be updated as technology evolves and modules will be informed by the research undertaken in the school. New modules will be identified and incorporated into the degree, however, overall learning objectives will not be affected.’

2) Business, project management and interpersonal skills
Project management and interpersonal skills are developed in several modules. This is not clear in this documentation as the module descriptors are not included. The modules descriptor for ECS402U shows that students will be required to undertake learning and assessment that will develop their time management, project management, communication (written, verbal and visual) and to some lesser extent business skills in the first year. Other modules that cover these aspects in the second year include ECS505U and ECS522U.

Additional project management skills and personal skills such as independence are embedded in the ECS635U Project. Business aspects are also introduced in the ECS402U module. Differentiation from the BSc Computer Science is in the inclusion of ECS418u Business Modelling - this is not available in the BSc CS.

The concerns raised here by the review can be reduced or removed by looking closely at associated documentation, i.e. module descriptors.

3) Specific learning outcomes
Taught Programmes Board

<table>
<thead>
<tr>
<th>This concern can be addressed again by the note in point 2 above. Further detail of software methodologies is given in the module descriptors for ECS401U, ECS414U, ECS501U, ECS505U.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Employability skills</td>
</tr>
<tr>
<td>This concern can be addressed again by the note in point 2 above.</td>
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<tr>
<td>5) Entrepreneurial skills</td>
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<tr>
<td>These skills are not seen to be core to the programme, this is why they are an elective.</td>
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<tr>
<td>6) Interim awards</td>
</tr>
<tr>
<td>This has not been documented in this programme proposal as this degree follows standard QMUL academic regulations.</td>
</tr>
</tbody>
</table>

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?  
  N/A
- Has supplementary information on the management of the partnership been submitted with the Part 2?  
  N/A
- Have any special regulations been submitted with the Part 2 (where relevant)?  
  N/A

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 Specifcation

Programme Title:

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: BSc Software Engineering for Business / BSc Software Engineering for Business with Industrial Experience
Name of Interim Award(s): CertHE, DipHE, BSc
Duration of Study / Period of Registration: 3 years FT / 4 year FT with IE
QM Programme Code / UCAS Code(s): IN10/I1N1
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 6
Programme Accredited by: N/A
Date Programme Specification Approved: 3 Feb 2015
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme Outline

Software professional roles are the fastest-growing in the sector, so there is increased demand for employable and productive software engineering/design graduates. To meet this demand and address the technical skills gap, e-skills UK has collaborated with employers and universities to design the framework for this Tech Industry Gold degree programme. See http://www.softwaredevelopmentforbusiness.com/ for further details.

1. Technology
2. Project management
3. Personal and interpersonal skills
4. Business skills

Tech Industry Gold degrees are unique because:
* The undergraduate skills requirements curriculum has been designed with input from leading employers to ensure it is relevant to the needs of today’s businesses. Employers involved include Accenture, BT, Capgemini, CA Technologies, Cisco Systems, Enternships, IBM, Logica, Ministry of Justice, and the NHS.
Programme Title:

* Students receive employer support and engagement throughout their degree in the form of employer/student events, CV clinics, real project case studies, work placements and ‘guru’ lectures to enhance their employability and develop their professional skills.
* Employers can use these activities to gain early access to students and recruit the graduates who fit their business.
* Students have access to a wider online community beyond their university, enabling them to network with peers from other establishments and employers involved in the programme.
* Universities currently involved with e-skills degrees have seen an increase in student numbers, an improvement in the gender balance on the course and a significant increase in employability rates.

This programme also provides the opportunity for you to undertake a one-year industrial placement between the second and final years of study. Support for identifying and applying for placements is provided by a dedicated Industrial Placement Manager.

Aims of the Programme

This programme aims to:

Develop your technical skills: You’ll study how software is built from start to finish, including: identifying problems that software can solve; finding out what your users need; developing software to solve these issues; testing the quality of the software; and documenting how to use it. With input from employers, the programme will also cover the latest technologies – hot topics like cloud computing, big data and cyber security.

Teach you project management skills: You’ll learn how businesses manage large projects, and develop the skills you need to plan, design and deliver new software on time and within budget – key skills that employers look for.

Enhance your personal and interpersonal skills: Most software development is done in teams. The degree will prepare you for this, by boosting your interpersonal skills – how well you work with other people.

Expose you to opportunities to develop business skills: For long term success in your career, you’ll not only need good technical skills, you’ll also need to negotiate and communicate effectively with colleagues and customers; lead teams and projects; and understand how companies operate profitably. You’ll learn these skills through the programme.

What Will You Be Expected to Achieve?

Students who successfully complete the programme will be able to:

Academic Content:

| A1 | Demonstrate understanding of the entire software development lifecycle from design through to deployment and maintenance |
| A2 | Demonstrate broad knowledge of the software development sector, from both a technical and a business perspective |
| A3 | Demonstrate technical knowledge and skills in key areas identified by contributing employers, and adapt this to new situations and contexts |
| A4 | Understand and articulate business principles, structures, operations, procedures and cultures applicable to a career in a software development environment |
| A5 | Show awareness of project, people and resource management principles and techniques |

Disciplinary Skills - able to:
Programme Title:

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<tr>
<td><strong>B1</strong></td>
<td>Undertake problem-solving and modelling tasks relevant to software development</td>
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<tr>
<td><strong>B2</strong></td>
<td>Work closely and communicate with employees in non-IT related areas of an organisation</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Investigate, select, analyse, manipulate and manage information from a variety of technical and non-technical sources</td>
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<tr>
<td><strong>B4</strong></td>
<td>Apply the technical skills learned in the taught component of the programme while on placement, and, vice versa, apply the technical skills learned while on placement when back in the final year of study</td>
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<tr>
<td><strong>B5</strong></td>
<td>Appreciate the challenges associated with industry standard software development</td>
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Attributes:

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<tr>
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<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Have a global perspective and engage with the professional world</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Learn continuously and develop the skills to influence, negotiate and lead</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>Display initiative and resilience in the face of new challenges</td>
</tr>
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<td><strong>C4</strong></td>
<td>Use information for evidence-based decision-making and creative thinking</td>
</tr>
<tr>
<td><strong>C5</strong></td>
<td>Apply different forms of communication in various social, professional and cultural settings</td>
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</table>

How Will You Learn?

The teaching and learning strategies are tailored to the learning outcomes of the different modules. These will include lectures, lab and tutorial sessions, practical and library-based research, presentations and group work. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice, e.g. through examples and case studies. Lab and tutorial sessions will allow students to put these theoretical principles and methods into practice. Practical and library-based research will allow them to develop skills in review, investigative methods and critical analysis. Presentations and group work will enhance their team-working and communication skills. The overall profile of teaching and learning strategies is designed to foster the development of (i) Graduate Attributes, as captured in Queen Mary's Statement of Graduate Attributes and (ii) key skills, as captured in the e-skills UK endorsement criteria.

In addition, the programme includes a significant component of industrial input and experience. The series of "guru" lectures offers the opportunity for students to increase their awareness of the broader context of their discipline, hear a range of industrial speakers and ask questions. The industrial placement offers a real-world opportunity for them to apply the technical skills that they have learnt in the taught component of the programme. Students will receive full training in preparation for the placement, supported by the dedicated Industrial Placement Manager, who also provides support while they are out on placement.

Learning materials will be hosted on Queen Mary's tailored virtual learning environment, QMPlus. This will also provide access to announcement and discussion forums used for asynchronous support.

How Will You Be Assessed?

Taught modules are usually assessed through a combination of examination and coursework, as appropriate for the content and focus of each individual module. Laboratory-based modules are often assessed through practical coursework, while more theoretical modules may be assessed through in-class tests, exercise sheets or written assignments. Project work, both group and individual, forms a significant component of the assessment - project modules are assessed on the basis of a written report, oral presentation and demonstration of the concrete outcomes of the module, e.g. developed software. The assessment for the placement year includes an employer evaluation and the production of a reflective learning log, in addition to a report and oral presentation.
In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project modules. The School has a feedback policy, which stipulates standard requirements for acceptable types and timing of feedback. The School also uses the TurnItIn plagiarism detection system, and students will have the opportunity to submit some formative assignments to TurnItIn for feedback on the correctness and effectiveness of their referencing.

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

The programme structure is:

YEAR 1:
- ECS401U Procedural Programming
- ECS402U Professional and Research Themes
- ECS404U Computer Systems and Networks
- ECS407U Logic and Discrete Structures
- ECS414U Object-Oriented Programming
- ECS417U Fundamentals of Web Technology
- ECS418U Business Modelling
- ECS419U Information System Analysis

YEAR 2:
- ECS501U C Programming
- ECS505U Software Engineering
- ECS506U Software Engineering Project
- ECS510U Algorithms and Data Structures in an Object-Oriented Framework
- ECS518U Operating Systems
- ECS519U Database Systems
- ECS522U Graphical User Interfaces
- ECS524U Internet Protocols and Applications

YEAR 3 (OF 4-YEAR PROGRAMME):
- ECS550U Industrial Placement Project

FINAL YEAR:
- ECS635U Project (30 credits)
- ECS646U Software Development and Quality (sem 1)
  At least one of:
  - ECS642U Embedded Systems (sem 1)
  - ECS639U Web Programming (sem 2)
  Plus options from:
  - ECS604U Entrepreneurship in Information Technology (sem 1)
  - ECS607U Data Mining (sem 1)
  - ECS609U Project Risk Management (sem 1)
  - ECS610U Computer Graphics (sem 1)
  - ECS612U Interaction Design (sem 1)
  - ECS613U Advanced Database Systems and Technology (sem 1)
  - ECS640U Big Data Processing (sem 1)
  - ECS608U Distributed Systems and Security (sem 2)
  - ECS677U Bayesian Decision and Risk Analysis (sem 2) **NEW CODE TBC AFTER MODULE TITLE CHANGE**
  - ECS622U Product Development (sem 2)
  - ECS624U C++ for Image Processing (sem 2)
  - ECS629U Artificial Intelligence (sem 2)
  - ECS637U Digital Media and Social Networks (sem 2)
### Programme Title:

### 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>
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### Academic Year of Study

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<thead>
<tr>
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<th>Semester</th>
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Programme Title:

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<th>Module Title</th>
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<td>Internet Protocols and Applications</td>
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<td>5</td>
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<th>Semester</th>
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<td>Big Data Processing</td>
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<td>Bayesian Decision and Risk Analysis</td>
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<td>Product Development</td>
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<td>15</td>
<td>6</td>
<td>Elective</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Digital Media and Social Networks</td>
<td>ECS634U</td>
<td>15</td>
<td>6</td>
<td>Elective</td>
<td>4</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

Software Engineering with Business

A/AS-levels - Tariff/Grades requirement: ABB(320 points) GCSE Maths grade B or above.  
Vocational or applied A-levels - Acceptability: Accepted and subject to the above tariff requirements for A/AS-levels. Must be in related subject, ICT/Computing.  
BTEC Extended Diploma - Pass with D*D*D in ICT/Computing with grade B GCSE Maths.  
BTEC Diploma (120 Credit): Pass with D*D in ICT/Computing with grade B in A-level Maths.  
BTEC Subsidiary Diploma (60 Credit): Pass with D*. These qualifications are acceptable ONLY if offered with two appropriate A-levels, ie Maths/ICT grade B.  
HNC - These qualifications will be considered on a case by case basis.  
HND - These qualifications will be considered on a case by case basis.  
Access - Pass with 45 credits in Access in Computing at level 3, of which 30 credits must be Distinction and 15 credits at Merit or Higher. An additional entry maths test will be required if you do not hold GCSE Mathematics grade B.  
International Baccalaureate - Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 34 points overall. Must include either HL English grade 4 or SL English grade 4 or above.

Software Engineering with Business with IE

A/AS-levels - Tariff/Grades requirement: AAB(340 points) GCSE Maths grade B or above.  
Vocational or applied A-levels - Acceptability: Accepted and subject to the above tariff requirements for A/AS-levels. Must be in related subject, ICT/Computing.  
BTEC Extended Diploma - Pass with D*D*D* in ICT/Computing with grade B GCSE Maths.  
BTEC Subsidiary Diploma (60 Credit): Pass with D*. These qualifications are acceptable ONLY if offered with two appropriate A-levels, ie Maths/ICT grade B.  
HNC - These qualifications will be considered on a case by case basis.  
HND - These qualifications will be considered on a case by case basis.  
Access - Pass with 45 credits in Access in Computing at level 3, of which 30 credits must be Distinction and 15 credits at Merit or Higher. An additional entry maths test will be required if you do not hold GCSE Mathematics grade B.
Programme Title:

Higher. An additional entry maths test will be required if you do not hold GCSE Mathematics grade B.

International Baccalaureate - Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 34 points overall. Must include either HL English grade 4 or SL English grade 4 or above.

International students - English Language entry requirements
For international students, English Language skills are required to a recognised standard. The minimum requirement is IELTS 6.0 or equivalent.

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

Personal Tutor
All students are allocated a personal tutor for each academic year. Tutors are members of academic staff who provide advice and support to students. They have two main roles: academic and pastoral. First year students will meet their tutor for a weekly tutorial.

In their academic capacity, tutors advise on, and approve, programmes of study.

If you are considering changing your programme of study, or taking a module that does not appear on your recommended programme, you must discuss this with your tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with your tutor in the first instance. Please note that, in this School, the role of tutor is separate from that of senior tutor.

In their pastoral capacity, tutors are the first point of contact in case of personal problems or concerns. Tutors recognise that personal problems can severely affect a student’s academic performance, and they will provide a sympathetic and non-judgmental ear, as well as practical help. They can also direct students to other College support services, where appropriate.

Discussions with students will always be treated in confidence. However, in cases where academic performance is affected by personal problems, the School must be officially informed, and tutors can also guide students through the correct procedures for doing this.

Tutors can be asked to provide academic references for students for job and other applications after leaving university, and this is another good reason for building and maintaining a good student/tutor relationship.

Senior Tutor
The School has two Senior Tutors. A Senior Tutor is a member of the academic staff who acts as a further point of reference for problems and decisions faced by students. Like advisors, the Senior Tutor has two main roles: academic and pastoral. Students should usually contact their own tutor first for advice, but a tutor may recommend that a student consult the Senior Tutor for either academic or pastoral reasons. If a student finds difficulty talking to their own tutor, they may consult the Senior Tutor directly. The Senior Tutor also serves as the Chair of Student-Staff Liaison Committee (SSLC).
Specific Support for Disabled Students

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

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

Links With Employers, Placement Opportunities and Transferable Skills

The framework for this degree has been developed by e-Skills UK as a collaboration between some of the UK’s leading companies and universities. It is a unique programme and it has proved over the last seven years that there is a clear demand from students and industry for a degree that combines business and technical learning objectives with business skills in order to produce graduates who are ready for the workplace.

The School of Electronic Engineering & Computer Science also has a wide range of industrial contacts secured through research projects and consultancy, our well-established Industrial Experience programmes and our Industrial Advisory Board. The Industrial Advisory Board includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, Royal Bank of Scotland, BT Labs, Oaklodge Consultancy, Intel Research, The Usability Company, Hewlett Packard Labs and Arclight Media Technology Limited

Recent graduates have found employment as IT consultants, specialist engineers, web developers, systems analysts, software designers and network engineers in a wide variety of industries and sectors. A number of students also go on to undertake PhDs in electronic engineering and computer science. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica, Credit Suisse, KPMG, Transport for London, Sky and Selex ES are among the organizations that have recently employed graduates of EECS programmes.

Transferable skills are developed through a variety of means, including embedding of QM Graduate Attributes in taught modules and the project, together with the opportunity to participate in extra-curricular activities, e.g. the School's E++ Society, the School's Annual Programming Competition and external competitions with support from the School.
### Programme Title:

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Jane Reid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Rachel Appleton</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td>3 Feb 2015</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td>3 Feb 2015</td>
</tr>
</tbody>
</table>
Module Proposal Form (UG)

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: Software Development and Quality
Module Code: ECS646U
Credit Value: 15
Level: 6
Module Type: MOD
Scheme: Undergraduate
Start Date: September 2017
Proposed JACS Code: I310 Software design

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

Responsible School / Institute: School of Electronic Engineering & Computer Science

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
N/A

Responsible School
School of Electronic Engineering and Computer Science

Subject Exam Board responsible for the module
Years 3 and 4 (UG)

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>2017/18</td>
<td>40</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>2018/19</td>
<td>50</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>2019/20</td>
<td>60</td>
<td>10</td>
<td>N/A</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 will cover the entire software development lifecycle from design through to deployment and maintenance, with an emphasis on quality, industry standards, and professional issues. It will be compulsory on the Software Engineering for Business programmes and optional on the Computer Science and Computer Science and Multimedia programmes.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>No additional resources required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>N/A</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/Institute

Jane Reid

Head(s) of supporting School/Institute

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

Module Title: Software Development and Quality
Module Code: ECS646U
Credit Value: 15
Level: 6
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: TBC

Pre-requisite modules

<table>
<thead>
<tr>
<th>ECS505U Software Engineering and Project</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS506U Software Engineering Project</td>
<td></td>
<td></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 the entire software development lifecycle from design through to deployment and maintenance, with an emphasis on quality, industry standards, and professional issues. Topics will include: software in business; software development processes and technologies; modelling, architecture and design; configuration, change, versioning and release management; implementation deployment and maintenance; legacy architectures, technologies and systems; software quality, standards and processes; project management, resourcing and control; project risk management; software documentation.

2) Module Aims

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

The aims of this module are:
- to foster an understanding of the entire software development lifecycle from design through to deployment and maintenance
- to increase awareness of the challenges of industrial software development, e.g. scalability, change management and legacy systems
- to enhance understanding of the processes associated with ensuring software quality, e.g. testing, release management and formal standards
- to increase appreciation of the importance of formal project and risk management processes and methodologies
- to expose students to real industrial perspectives on software development and quality
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 | Demonstrate understanding of the entire software development lifecycle from design through to deployment and maintenance |
| A2 | Discuss the challenges of industrial software development, e.g. scalability, change management and legacy systems |
| A3 | Appreciate the importance of the processes associated with ensuring software quality, e.g. testing, release management and formal standards |
| A4 | Understand and describe the principles and processes of formal project and risk management methodologies |

### Disciplinary Skills - able to:

| B1 | Apply the principles of effective and efficient software development to an unfamiliar problem and identify an appropriate approach to take |
| B2 | Evaluate the effectiveness of different approaches to formal project and risk management in different contexts |
| B3 | Demonstrate awareness of real industrial perspectives on software development and quality |
| B4 | Demonstrate the practical skills associated with effective software development and quality control in a small-scale setting |

### Attributes:

| C1 | Adapt their understanding to new and unfamiliar settings |
| C2 | Engage with the professional world |
| C3 | Grasp the principles and practices of their field of study |
| C4 | Produce analyses which are grounded in evidence |

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.

5) Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, 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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>24</td>
</tr>
<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>102</td>
<td>68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru Lectures Essay</td>
<td>Written assignment, inc Essay</td>
<td>Coursework</td>
<td></td>
<td>20</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td></td>
<td>30</td>
<td>No</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>Exam</td>
<td>Written Exam</td>
<td>2.5 hours</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>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Politics and International Relations</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc/PgDip/PgCert FT/PT International Public Policy (Distance Learning)</td>
</tr>
<tr>
<td>• Part 2 Proposal Form</td>
<td>• MSc Programme Specification FT</td>
</tr>
<tr>
<td>• MSc Programme Specification PT</td>
<td>• PgDip Programme Specification FT</td>
</tr>
<tr>
<td>• PgDip Programme Specification PT</td>
<td>• PgCert Programme Specification FT</td>
</tr>
<tr>
<td>• Module Proposals:</td>
<td></td>
</tr>
<tr>
<td>▪ POLM073 International Public Policy: Concepts and Practice (Distance Learning) (30 cr.)</td>
<td></td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The School of Politics and International Relations is seeking to introduce a distance learning version of the existing MSc in International Public Policy.</td>
</tr>
<tr>
<td></td>
<td>The TPB is asked to <strong>consider</strong> the following:</td>
</tr>
<tr>
<td></td>
<td><strong>Programme Structure</strong></td>
</tr>
<tr>
<td></td>
<td>The Programme Specifications state that</td>
</tr>
<tr>
<td></td>
<td>The MSc programme will be made up of three compulsory 30 credit modules, a 60 credit dissertation, and a choice of one 30 credit elective module.</td>
</tr>
<tr>
<td></td>
<td>Students can obtain a PgDip through completion of all taught elements without the dissertation component.</td>
</tr>
<tr>
<td></td>
<td>Students can obtain a PgCert through undertaking two of the compulsory modules.</td>
</tr>
<tr>
<td></td>
<td>TPB may wish for clarification on whether students will apply separately for these awards.</td>
</tr>
</tbody>
</table>
Programme Management
The Programme will be delivered using the Distance Learning virtual environment on QMPlus. There will be weekly virtual seminars where students will discuss weekly reading assignments.

Independent supervision for the dissertation element will be provided using the chat facility on QMPlus or skype.

An annual one day summer school will be provided for students. The rest of the programme will be delivered entirely online.

The Part 2 proposal form states that Teaching Assistants will be used to engage with students on the QMPlus module forums. This is a practice currently in place on the International Relations DL programme.

TPB may wish to query whether academic staff will also take part in the module forums.

Academic Support
Students will be provided with a personal tutor for the entirety of their enrolment on the programme. The supervisor will be available weekly for a designated period of time.

Additionally, a DL representative from the programme will be elected to submit comments to the SSLC.

Module Proposals
The modules that will form the programme have been previously approved as DL modules. The exception to this is the POLM073 module proposal which is included.

This module currently exists as a campus-based module. Students will be given 22 online seminar hours, rather than face-to-face teaching.

TPB may wish to query whether students on existing modules will undertake virtual seminars with students on other existing DL programmes.

TPB may wish to query whether POLM073 will be made available to students on other DL programmes.

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>International Public Policy (Distance Learning)</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 Science (MSc)</td>
<td>Distance Learning (FT)</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (FT)</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (PT)</td>
<td>2 academic years</td>
</tr>
<tr>
<td>Postgraduate Certificate (PG Cert)</td>
<td>Distance Learning (FT)</td>
<td>1 semester</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (PT)</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**Proposed Start Date:** September 2015

**Programme Organiser:** Dr David Williams

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

**Will this programme be made available to SEFP students?** No

### 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

School of Politics and International Relations
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.

Our electronic submission system via QMPLUS automatically passes work through Turnitin. Conveners must check turnitin results as a matter of course. We will use the same technical and managerial procedures for this programme.

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.

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.

Applicants will send certified copies or original documents by post. Student registry shall handle enrollments both online and by mail. Assessments will be submitted through QMPLUS following the mechanisms and practices that we have in place for our campus students. Marks and comments will be returned to the student via QMPLUS.

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. 

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Politics and International Relations</td>
<td>Politics and International Relations PG</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.

We previously have sought advice from Sian Marshall who confirms that, because this is a DL version of an existing campus-based programme and the intellectual content is the same, there is no requirement to solicit an external advisor.

| Name & Title of External Adviser          | NA |
| Current Post & Institution / Organisation | NA |
| Address for Correspondence (and email)    | NA |

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.

In terms of student support, DL students will benefit from a TA (or group of TAs) who will hold specific duties to intellectually engage with DL learners via the forums in each module's QMPLUS page. We have successfully put this provision into place this current year for our IR DL students.

From discussions with colleagues from Leicester, one of the sector leaders in DL provision, best practice dictates that a) all resources should be available in electronic format either on QMPLUS or through the library; b) lectures are not recorded as this can mitigate against the creation of an intellectual community amongst DL learners. Instead, an extra TA resource is provided (see above). These are the key differences between DL and campus modes of provision of the same module. Conveners of the campus based version of the module mark DL assignments and exercise overall intellectual control of the DL module. There is no difference in standards or expectations between campus and DL modes of provision. Students will also access a shared area for all DL students where basic information and navigation help for QMPLUS is provided.
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? N/A
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? Yes

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? N/A
- Has supplementary information on the management of the partnership been submitted with the Part 2? N/A
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

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: Adam Fagan

Digitally signed by Adam Fagan
DN: cn=Adam Fagan, o, ou, email=a.fagan@qmul.ac.uk, c=GB
Date: 2015.01.30 10:15:52 Z

Chair of Taught Programmes Board
Programme Title: International Public Policy (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: MSc International Public Policy
Name of Interim Award(s): PGDip, PGCert
Duration of Study / Period of Registration: 1 year (full time)
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Politics and International Relations
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: School of Politics and International Relations

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 programme will provide you with an intellectually stimulating and wide-ranging analysis of the concepts, actors and processes involved in international public policy. You will discuss the development, possibilities and limitations of international policy-making in the contemporary period, including such issues as the relationship between international and domestic law, the problems of cooperation, and the role of international organisations and non-state actors in policy-making. As well as three compulsory modules and the dissertation, you will be able to choose one other module.

Aims of the Programme

1) To enable students to critically engage with the problems and possibilities of policy-making at the international level
2) To enable students to apply concepts and theoretical arguments to concrete cases of international public policy
3) To provide students with the opportunity to contribute to the formulation and development if ideas leading to a substantial piece of individual research
4) to equip students with a range of specific and transferable skills
Programme Title: International Public Policy (Distance Learning)

What Will You Be Expected to Achieve?

On successful completion of the programme, students will be able to:

### Academic Content:

| A1 | Students will demonstrate the ability to critically analyze and explain processes of international public policy-making |
| A2 | Students will demonstrate the ability to apply conceptual and theoretical arguments to a range of empirical case studies |
| A3 | Students will be able to assess and explain the successes and failures of international public policy |

### Disciplinary Skills - able to:

| B1 | Deal with the complex processes of international public policy-making in a creative and systematic manner, and make informed and substantiated judgements |
| B2 | Combine conceptual, theoretical and empirical materials in the analysis of international public policy |
| B3 | Construct and carry out a research proposal in international public policy broadly defined |

### Attributes:

| C1 | Think critically about competing arguments, ideas and interpretations |
| C2 | Communicate arguments and research findings clearly and systematically in written form |
| C3 | Acquire knowledge in a systematic way |

How Will You Learn?

The programme will be delivered entirely online and students are not expected to be present at QMUL. However, an annual two-day Summer School will be offered as an option to all students.

Students will develop their knowledge and understanding of international public policy as well as their critical and analytical skills, by completing the required weekly readings and engaging with the online seminars. Office hours (2 hours per week for each module) will take place via the chat facility on QMPLUS. Students will also receive a set amount of supervision for their own directed independent research via email, phone, and/or skype.
Programme Title: International Public Policy (Distance Learning)

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Assessments will be primarily in the form of research essays, although some modules might include report writing.

How is the Programme Structured?
International Public Policy: Concepts and Practice (sem 1, year 1)
Theories of the Policy Making Process (sem 1, year 1)
Implementation and Evaluation of Public Policy (sem 2, year 1)

OPTION OF: The EU as an International Actor (sem 2, year 1)
    OR: Globalisation and the International Political Economy of Development (sem 2, year 1)
    OR: Work Placement module (sem 2, year 1)

Dissertation (sem 3, year 1)

Academic Year of Study 1

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What Are the Entry Requirements?

Upper second class honours or equivalent in a cognate degree. Appropriate professional experience in a cognate field could substitute for degree requirement. IELTS 7.0 for students requiring language qualification.

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.

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Academic Support

Students will be designated a personal tutor as well as a designated dissertation supervisor, both of whom will be available to communicate with students at a designated time on a weekly basis.

Students are also kept informed about support and help available within the School via the postgraduate administrator and the School Office.

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.

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• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

We will liaise with the DDS to ensure that these facilities, where appropriate and possible, are extended to our DL students.

Links With Employers, Placement Opportunities and Transferable Skills

The programme includes the option of completing a placement module (30 credits) that will be appropriate for students who are already working in a recognized institution, or can arrange a placement themselves. This module will require students to complete a number of assignments for their assessment based on their placement. In accordance with best practice in the field, students who conduct a placement within their existing job will be required to complete an assignment which is above and beyond their normal day-to-day work activities. This module will be designed in accordance with the guidelines for placement learning established by the Quality Assurance Agency.

Programme Specification Approval

| Person completing Programme Specification | Dr Robbie Shilliam |
| Person responsible for management of programme | Professor Adam Fagan |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | |
| Date Programme Specification approved by Taught Programmes Board | |
Programme Title: International Public Policy (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: MSc International Public Policy
Name of Interim Award(s): PGDip, PGCert
Duration of Study / Period of Registration: 2 years (part time)
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Politics and International Relations
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: School of Politics and International Relations

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**Attributes:**

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    OR: Work Placement module (sem 2, year 1)
Theories of the Policy Making Process (sem 1, year 2)
Implementation and Evaluation (sem 2, year 2)
Dissertation (sem 2&3, year 2)

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Programme Specification

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Links With Employers, Placement Opportunities and Transferable Skills

The programme includes the option of completing a placement module (30 credits) that will be appropriate for students who are already working in a recognized institution, or can arrange a placement themselves. This module will require students to complete a number of assignments for their assessment based on their placement. In accordance with best practice in the field, students who conduct a placement within their existing job will be required to complete an assignment which is above and beyond their normal day-to-day work activities. This module will be designed in accordance with the guidelines for placement learning established by the Quality Assurance Agency.

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Dr Robbie Shilliam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Professor Adam Fagan</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td></td>
</tr>
</tbody>
</table>

Queen Mary
University of London
Programme Title: International Public Policy (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: PGDip International Public Policy
Name of Interim Award(s): PGCert
Duration of Study / Period of Registration: 2 academic years (part time)
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Politics and International Relations
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: School of Politics and International Relations

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 programme will provide you with an intellectually stimulating and wide-ranging analysis of the concepts, actors and processes involved in international public policy. You will discuss the development, possibilities and limitations of international policy-making in the contemporary period, including such issues as the relationship between international and domestic law, the problems of cooperation, and the role of international organisations and non-state actors in policy-making.

Aims of the Programme

1) To enable students to critically engage with the problems and possibilities of policy-making at the international level
2) To enable students to apply concepts and theoretical arguments to concrete cases of international public policy
3) To provide students with the opportunity to contribute to the formulation and development of ideas through individual research.
4) To equip students with a range of specific and transferable skills
Programme Title: International Public Policy (Distance Learning)

**What Will You Be Expected to Achieve?**

On successful completion of the programme, students will be able to:

<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>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

**How Will You Learn?**

The programme will be delivered entirely online and students are not expected to be present at QMUL. However, an annual two-day Summer School will be offered as an option to all students.

Students will develop their knowledge and understanding of international public policy as well as their critical and analytical skills, by completing the required weekly readings and engaging with the online seminars. Office hours (2 hours per week for each module) will take place via the chat facility on QMPLUS. Students will also receive a set amount of supervision for their own directed independent research via email, phone, and/or skype.
Programme Title: International Public Policy (Distance Learning)

How Will You Be Assessed?
Assessments will be primarily in the form of research essays, although some modules might include report writing.

How is the Programme Structured?
International Public Policy: Concepts and Practice (sem 1, year 1)
OPTION OF: The EU as an International Actor (sem 2, year 1)
   OR: Globalisation and the International Political Economy of Development (sem 2, year 1)
   OR: Work Placement module (sem 2, year 1)
Theories of the Policy Making Process (sem 1, year 2)
Implementation and Evaluation (sem 2, year 2)

Academic Year of Study 1

<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>International Public Policy: Concepts and Practice</td>
<td>POLM073</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Theories of the Policy-Making Process</td>
<td>polm069</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Implementation and Evaluation</td>
<td>polm068</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>The EU as an International Actor</td>
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<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Globalisation and the International Political Economy of Development</td>
<td>polm073</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Vocational Placement</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Programme Title:  International Public Policy (Distance Learning)

What Are the Entry Requirements?
Upper second class honours or equivalent in a cognate degree. Appropriate professional experience in a cognate field could substitute for degree requirement. IELTS 7.0 for students requiring language qualification.

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Programme Specification Approval

Person completing Programme Specification: Dr Robbie Shilliam

Person responsible for management of programme: Professor Adam Fagan

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

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Programme Title: International Public Policy (Distance Learning)

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Awarding Body/Institution: Queen Mary University of London
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Name of Final Award and Programme Title: PGCert International Public Policy
Name of Interim Award(s): 
Duration of Study / Period of Registration: 1 semester (full time)
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Politics and International Relations
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
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4) to equip students with a range of specific and transferable skills
What Will You Be Expected to Achieve?

On successful completion of the programme, students will be able to:

---

### Academic Content:

**A1** Students will demonstrate the ability to critically analyze and explain processes of international public policy-making

**A2** Students will demonstrate the ability to apply conceptual and theoretical arguments to a range of empirical case studies

**A3** Students will be able to assess and explain the successes and failures of international public policy

---

### Disciplinary Skills - able to:

**B1** Deal with the complex processes of international public policy-making in a creative and systematic manner, and make informed and substantiated judgements

**B2** Combine conceptual, theoretical and empirical materials in the analysis of international public policy

**B3** Construct and carry out a research proposal in international public policy broadly defined

---

### Attributes:

**C1** Think critically about competing arguments, ideas and interpretations

**C2** Communicate arguments and research findings clearly and systematically in written form

**C3** Acquire knowledge in a systematic way

---

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Programme Title: International Public Policy (Distance Learning)

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| Person completing Programme Specification | Dr Robbie Shilliam |
| Person responsible for management of programme | Professor Adam Fagan |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | |
| Date Programme Specification approved by Taught Programmes Board | |
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4 are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (section 4).

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>International Public Policy: Concepts and Practice (Distance Learning)</th>
<th>Module Code</th>
<th>POLM073</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>30</td>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>L240    International Politics</td>
<td></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 | School of Politics

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

Subject Exam Board responsible for the module | SPIR PG

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>2014/15</td>
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<td>5</td>
<td>999</td>
</tr>
<tr>
<td>2015/16</td>
<td>15</td>
<td>5</td>
<td>999</td>
</tr>
<tr>
<td>2016/17</td>
<td>20</td>
<td>5</td>
<td>999</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.

This module will be one of the core modules for the proposed new MSc. International Public Policy. The module will provide the students on this programme with the necessary conceptual and empirical material for engaging with debates about the role, possibilities and limitations of international public policy. In so doing it will provide coherence to the proposed programme and enhance its attractiveness to prospective students. It will also be an optional course for students on MA International Relations and MSc Public Policy.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>No extra resources required based on module already running as campus-based version. DL environment is already in place via current DL programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

Section 2 - Module Specification

Module Title: International Public Policy: Concepts and Practice (Distance Learning)  
Module Code: POLM073  
Credit Value: 30  
Level: 7  
Mode of Delivery: Distance Learning  
Semester: Semester 1  
Module Organiser: Dr. David Williams

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 examine the key concepts, debates, actors and processes within international public policy in the contemporary period. Concepts explored include cooperation, international law, globalisation and governance, and regionalism. The module will explore the role of various agents, including states, international organisations, regional organisations, private authorities and NGOs in the processes of international public policy-making. The module also examines these issues through a series of case studies, including climate change negotiations, the global financial crisis, human rights regimes, European policy-making and the International Criminal Court.
2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

Through this module students will become acquainted with key concepts, agents and processes involved in international public policy. Through a series of case studies they will become familiar with the possibilities and problems of international public policy in the contemporary period. The module will provide students with the conceptual and empirical knowledge to allow them to critically assess processes of international public policy-making, and the conditions under which these processes can provide solutions to a range of global 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.

Knowledge and understanding of:

| A1 | Demonstrate knowledge of the key concepts, agents and processes involved in international public policy |
| A2 | Critically assess the successes and failures of international public policy |
| A3 | Demonstrate detailed understanding of specific cases of international public policy |

Intellectual skills - able to:

| B1 | Deal with complex issues in a creative and systematic manner, and make informed and substantiated judgements. |
| B2 | Apply concepts and and debates to a range of case studies |
| B3 | Locate and understand the significance and role of international public policy within contemporary international politics |

Transferable skills - able to:

| C1 | The ability to communicate knowledge, ideas and analysis clearly and concisely in written form. |
| C2 | Think critically and systematically about competing arguments, ideas and interpretations |
| C3 | Enable students to undertake informed, rigorous and creative research |
Practical skills - able to:

| D1 |

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.

- M. Barnett and R. Duvall (eds) *Power in Global Governance*
- P. Diehl (ed) *The Politics of Global Governance*
- S. Harman and D. Williams (eds) *Governing the World? Cases in Global Governance*
- M. Hewson and T. Sinclair (eds) *Approaches to Global Governance Theory*
- R. Wilkinson (ed) *The Global Governance Reader*

Journals:
- Global Governance
- Journal of European Public Policy

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.

<table>
<thead>
<tr>
<th>1. Student / lecturer interaction</th>
<th>22 online seminar hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Student independent learning time</th>
<th>278 independent learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. + 2. Total module notional study hours</th>
<th>22 + 278 = 300</th>
</tr>
</thead>
</table>
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>
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</thead>
<tbody>
<tr>
<td>research essay</td>
<td>Coursework</td>
<td>2500</td>
<td>40</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>research essay</td>
<td>Coursework</td>
<td>3500</td>
<td>60</td>
<td>Yes</td>
<td></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>
</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  
Head(s) of supporting School  
Head(s) of supporting School  
Chair of Programme and Module Approval Board
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must be completed if the module will be made available to associate students in Semester A, includes an examination in the May/June examination period and alternative assessment arrangements are therefore required. 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 4 - Half Module for Associate Students

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module’.
Nature of proposal(s) | Part 2 Programme Proposal  
---|---  
Owning School / Institute | School of Politics and International Relations  
Title of Proposal(s) being considered | MSc/PgDip/PgCert FT/PT Public Policy (Distance Learning)  
• Part 2 Proposal Form  
• MSc Programme Specification FT  
• MSc Programme Specification PT  
• PgDip Programme Specification FT  
• PgDip Programme Specification PT  
• PgCert Programme Specification PT  
Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.  
Potential issues identified and comments on the proposal(s) from Academic Secretariat | The School of Politics and International Relations is seeking to introduce a distance learning version of the existing MSc in Public Policy.  
The TPB is asked to consider the following:  
**Programme Structure**  
The Programme Specifications state that:  
The MSc programme will be made up of three compulsory 30 credit modules, a 60 credit dissertation, and a choice of one 30 credit elective module.  
The Programme Specifications state that:  
Students can obtain a PgDip through completion of all taught elements without the dissertation component.  
Students can obtain a PgCert through undertaking two of the compulsory modules.  
TPB may wish for clarification on whether students will apply separately for these awards.  
**Programme Management**  
The Programme will be delivered using the Distance Learning virtual environment on QMPlus. There will be weekly virtual
seminars where students will discuss weekly reading assignments.

Independent supervision for the dissertation element will be provided using the chat facility on QMPlus or skype.

An annual one day summer school will be provided for students. The rest of the programme will be delivered entirely online.

The proposal form states that Teaching Assistants will be used to engage with students on the QMPlus module forums. This is a practice currently in place on the International Relations DL programme.

TPB may wish to query whether academic staff will also take part in the module forums.

**Academic Support**
Students will be provided with a personal tutor for the entirety of their enrolment on the programme. The tutor will be available weekly for a designated period of time.

Additionally, a DL representative from the programme will be elected to submit comments to the SSLC.

**Module Proposals**
No new modules will be developed for this programme. It will use existing modules that are taught on the MSc International Relations (DL) programme, and the MSc European Public Policy (DL) programme.

TPB may wish to query whether students on existing modules will undertake virtual seminars with students on other existing DL programmes.

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>Public Policy (Distance Learning)</td>
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<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (FT)</td>
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</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (FT)</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
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</tr>
<tr>
<td>Postgraduate Certificate (PG Cert)</td>
<td>Distance Learning (PT)</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (PT)</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2015
Programme Organiser: Dr Patrick Diamond

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

Will this programme be made available to SEFP students? No

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

School of Politics and International Relations
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.

Our electronic submission system via QMPLUS automatically passes work through Turnitin. Conveners must check turnitin results as a matter of course. We will use the same technical and managerial procedures for this programme.

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.

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.

Applicants will send certified copies or original documents by post. Student registry shall handle enrollments both online and by mail. Assessments will be submitted through QMPLUS following the mechanisms and practices that we have in place for our campus students. Marks and comments will be returned to the student via QMPLUS.

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. 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 Politics and International Relations</td>
<td>Politics and International Relations PG</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.

We have sought advise from Council Secretariat who confirm that, because this is a DL version of an existing campus-based programme and the intellectual content is the same, there is no requirement to solicit an external advisor.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>NA</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td>NA</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.

In terms of student support, DL students will benefit from a TA (or group of TAs) who will hold specific duties to intellectually engage with DL learners via the forums in each module's QMPLUS page. We have successfully put this provision into place this current year for our IR DL students.

From discussions with colleagues from Leicester, one of the sector leaders in DL provision, best practice dictates that a) all resources should be available in electronic format either on QMPLUS or through the library; b) lectures are not recorded as this can mitigate against the creation of an intellectual community amongst DL learners. Instead, an extra TA resource is provided (see above). These are the key differences between DL and campus modes of provision of the same module. Conveners of the campus based version of the module mark DL assignments and exercise overall intellectual control of the DL module. There is no difference in standards or expectations between campus and DL modes of provision. Students will also access a shared area for all DL students where basic information and navigation help for QMPLUS is provided.
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? [N/A]
- Is there evidence of support from at least one external adviser? [N/A]
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? [Yes]

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? [N/A]
- Has supplementary information on the management of the partnership been submitted with the Part 2? [N/A]
- Have any special regulations been submitted with the Part 2 (where relevant)? [N/A]

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).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Fagan</td>
<td></td>
</tr>
<tr>
<td>Head(s) of supporting School</td>
<td>Head(s) of supporting School</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>
Chair of Taught Programmes Board
**Programme Title:** Public Policy (Distance Learning)

**Awarding Body/Institution**
Queen Mary University of London

**Teaching Institution**
Queen Mary University of London

**Name of Final Award and Programme Title**
MSc Public Policy

**Name of Interim Award(s)**
PGDip, PGCert

**Duration of Study / Period of Registration**
1 year (full time)

**QM Programme Code / UCAS Code(s)**

**QAA Benchmark Group**
Politics and International Relations

**FHEQ Level of Award**
Level 7

**Programme Accredited by**

**Date Programme Specification Approved**

**Responsible School / Institute**
School of Politics and International Relations

**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**

Public Policy is the study of how problems are addressed within political institutions. Through studying public policy, students will gain theoretical and practical insights into policy formation and implementation. Students will take taught courses which allow them to explore the development, implementation and evaluation of a wide range of policies. By the end of the programme, they will have a strong grasp of the theoretical tools and empirical evidence necessary for an in-depth understanding of the policy making process.

**Aims of the Programme**

1) To enable students to critically engage with the problems and possibilities of policy-making.
2) To enable students to apply concepts and theoretical arguments to concrete cases of public policy.
3) To provide students with the opportunity to contribute to the formulation and development of ideas leading to a substantial piece of individual research.
4) To equip students with a range of specific and transferable skills
Programme Title: Public Policy (Distance Learning)

What Will You Be Expected to Achieve?

On successful completion of the programme, students will be able to:

Academic Content:

A1
Students will demonstrate the ability to critically analyze and explain processes of public policy-making

A2
Students will demonstrate the ability to apply conceptual and theoretical arguments to a range of empirical case studies

A3
Students will be able to assess and explain the successes and failures of public policy

Disciplinary Skills - able to:

B1
Deal with the complex processes of public policy-making in a creative and systematic manner, and make informed and substantiated judgements

B2
Combine conceptual, theoretical and empirical materials in the analysis of public policy

B3
Construct and carry out a research proposal in public policy broadly defined

Attributes:

C1
Think critically about competing arguments, ideas and interpretations

C2
Communicate arguments and research findings clearly and systematically in written form

C3
Acquire knowledge in a systematic way

How Will You Learn?

The programme will be delivered entirely online and students are not expected to be present at QMUL. However, an annual two-day Summer School will be offered as an option to all students.

Students will develop their knowledge and understanding of public policy as well as their critical and analytical skills, by completing the required weekly readings and engaging with the online seminars. Office hours (2 hours per week for each module) will take place via the chat facility on QMPLUS. Students will also receive a set amount of supervision for their own directed independent research via email, phone, and/or skype.
Programme Title: Public Policy (Distance Learning)

How Will You Be Assessed?
Assessments will be primarily in the form of research essays, although some modules might include report writing.

How is the Programme Structured?

- Theories of the Policy Making Process (sem 1, year 1)
- Themes and Cases in US Foreign Policy (sem 1, year 1)
- Implementation and Evaluation (sem 2, year 1)

OPTION OF: Case Studies in EU policy (sem 2, year 1)
OR: Work Placement module (sem 2, year 1)

Dissertation (sem 2&3, year 1)

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
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<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Implementation and Evaluation</td>
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<td>Compulsory</td>
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<td>Semester 2</td>
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<td>7</td>
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<td>Semester 2 &amp; 3</td>
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</table>
Programme Title: Public Policy (Distance Learning)

**What Are the Entry Requirements?**

Upper second class honours or equivalent in a cognate degree. Appropriate professional experience in a cognate field could substitute for degree requirement. IELTS 7.0 for students requiring language qualification.

**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.

A special student representative for DL taught masters programme will be appointed. She/he will send comments/queries to the SSLC via email. Discussions will be minuted in the usual fashion and the DL representative will receive all documentation via email. If issues raised at SSLC need to be taken forward to LTC then the DL representative will be kept informed of these developments. It might occasionally be necessary for the DL representative and head of SSLC or LTC to discuss matters by phone/skype.

**Academic Support**

Students will be designated a personal tutor as well as a designated dissertation supervisor, both of whom will be available to communicate with students at a designated time on a weekly basis.

Students are also kept informed about support and help available within the School via the postgraduate administrator and the School Office.

**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)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

We will liaise with the DDS to ensure that these facilities, where appropriate and possible, are extended to our DL students.

Links With Employers, Placement Opportunities and Transferable Skills

The programme includes the option of completing a placement module (30 credits) that will be appropriate for students who are already working in a recognized institution, or can arrange a placement themselves. This module will require students to complete a number of assignments for their assessment based on their placement. In accordance with best practice in the field, students who conduct a placement within their existing job will be required to complete an assignment which is above and beyond their normal day-to-day work activities. This module will be designed in accordance with the guidelines for placement learning established by the Quality Assurance Agency.

Programme Specification Approval

| Person completing Programme Specification | Dr Robbie Shilliam |
| Person responsible for management of programme | Professor Adam Fagan |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | |
| Date Programme Specification approved by Taught Programmes Board | |
Programme Title: Public Policy (Distance Learning)

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>
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<td>MSc Public Policy</td>
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<td>PGDip, PGCert</td>
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<td>Duration of Study / Period of Registration</td>
<td>2 years (part time)</td>
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<td>QAA Benchmark Group</td>
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Schools which will also be involved in teaching part of the programme

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Programme Outline

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Programme Title: Public Policy (Distance Learning)

What Will You Be Expected to Achieve?
On successful completion of the programme, students will be able to:

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

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
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<table>
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</tr>
<tr>
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</tr>
<tr>
<td>C3</td>
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**OPTION OF:**

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- OR: Work Placement module (sem 2, year 2)

- Dissertation (sem 2&3, year 2)

---

**Academic Year of Study** 1

<table>
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| Person completing Programme Specification | Dr Robbie Shilliam |
| Person responsible for management of programme | Professor Adam Fagan |
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Programme Title: Public Policy (Distance Learning)

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Awarding Body/Institution: Queen Mary University of London
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Aims of the Programme

1) To enable students to critically engage with the problems and possibilities of policy-making.
2) To enable students to apply concepts and theoretical arguments to concrete cases of public policy.
3) To provide students with the opportunity to contribute to the formulation and development of ideas via informed individual research.
4) To equip students with a range of specific and transferable skills
# Programme Title: Public Policy (Distance Learning)

## What Will You Be Expected to Achieve?

On successful completion of the programme, students will be able to:

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Assessments will be primarily in the form of research essays, although some modules might include report writing.

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Themes and Cases in US Foreign Policy (sem 1, year 1)
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Programme Title: Public Policy (Distance Learning)

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| B1 | Deal with the complex processes of public policy-making in a creative and systematic manner, and make informed and substantiated judgements |
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Queen Mary
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Programme Title: Public Policy (Distance Learning)

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Academic Support

Students will be designated a personal tutor as well as a designated dissertation supervisor, both of whom will be available to communicate with students at a designated time on a weekly basis.

Students are also kept informed about support and help available within the School via the postgraduate administrator and the School Office.

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
Programme Title: Public Policy (Distance Learning)

- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

We will liaise with the DDS to ensure that these facilities, where appropriate and possible, are extended to our DL students.

Links With Employers, Placement Opportunities and Transferable Skills

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Dr Robbie Shilliam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Professor Adam Fagan</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td></td>
</tr>
</tbody>
</table>
**Nature of proposal(s)**  
Part 2 Programme Proposal

**Owning School / Institute**  
School of Geography

**Title of Proposal(s) being considered**  
MA/MRes FT/PT Global Development Futures
- Part 2 Proposal Form MA Global Development Futures
- Programme Specification MA Global Development Futures
- Part 2 Proposal Form MRes Global Development Futures
- Programme Specification MRes Global Development Futures
- External Advisor Comments
- Module Proposals:
  - GEG7128 Researching Development in Practice: Mumbai Unbound (30 cr.)
  - GEG7129 Migration and Mobilities (15 cr.)
  - GEG7130 Democracy, Citizenship and Rights (15 cr.)
  - GEG7131 Global Working Lives (15 cr.)
  - GEG7132 Re-theorizing Development Futures (30 cr.)

**Outcome requested**  
Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.

**Potential issues identified and comments on the proposal(s) from Academic Secretariat**  
The School of Geography is seeking to introduce a Masters in Global Development Futures. Two version of the programme have been proposed both MRes and MA. The aim of introducing both awards is to ensure that recruitment is open to all areas of the market.

The TPB is asked to consider the following:

*Programme Structure*

The MA programme will be formed of a 90 credit dissertation, two 30 credit compulsory modules, and the choice of either a 30 credit field trip, or 2 elective 15 credit modules.

The MRes programme will be formed of a 60 credit dissertation, and four compulsory 30 credit modules.

Students on the MA and the MRes will undertake GEG7132 GEG7120.
Students on the MRes will not participate in a field trip or elective modules, but will undertake two 30 credit research based modules.

TPB may wish to note that it is unusual for 90 credit dissertations to be offered on MA/MRes programmes, with the exception of MRes programmes within the School of Economics and Finance. Other programmes within the School of Geography require a core 60 credit dissertation for both MRes and MA.

TPB may wish to query the rationale for requiring a 90 credit dissertation for the MA programme, and a 60 credit dissertation for the MRes programme.

TPB may also wish to query why the dissertation requirement for the MA is not consistent with other MA programmes within the School.

External Advisor Comments
The comments from the External Advisor are very positive. Including the offering of both an MA and MRes. The only concern noted is that as the programmes will be open to students from any humanities or social sciences background then some may have difficulty with the theoretical aspects of the programme. The School have responded to note that the compulsory modules have been developed to ensure that students are able to comprehend the theories and use them in the programme.

Academic Support
The dissertation provision states that students will receive at least 9 face-to-face meetings with their supervisor which will be recorded. Additionally students will have access to QMPlus, and receive feedback on their work.

Module Proposals
The Module proposals put forward in general provide consistent assessment and delivery to other programmes offered within the School.

The module proposal for GEG7128 is a 30 credit module encompassing a 7 day field trip to Mumbai, followed by relevant assessment. Those students who do not choose GEG7128 will be able to select two elective 15 credit modules.

TPB may wish to consider whether the elective modules will be able to offer the same academic experience as GEG7128.
Taught Programmes Board

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>Global Development Futures</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 Arts (MA)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Arts (MA)</td>
<td>Part Time</td>
<td>2 Calendar Years</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>Dr Kavita Datta</td>
</tr>
</tbody>
</table>

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

| Will this programme be made available to SEFP students? |
| No                                                      |

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

1) PGT programmes are the direct responsibility of the School of Geography’s (SoG) Director of Masters Studies who deals with issues related to student recruitment and admissions, PGT and programme handbooks, induction day, allocation of dissertation supervisors as well as dealing with extenuating circumstances cases. The Director represents PGT matters at the SoG’s Teaching and Learning Committee and the Graduate Studies Committee. She works closely with the PG administrator, the PGT Exams Chair, the Academic Recruitment Officer and the SoG’s Marketing Officer.

2) Marketing and recruitment activities relating to this programme are being coordinated by the Director of Masters Studies, the Academic PGT Recruitment Officer, the SoG’s Marketing Officer and the PG administrator. These activities have also involved the programme team in relation to taster days organised for prospective students. Admissions for the programme are being managed by the programme convenor and the PG administrator. Induction of new students will be carried out in Welcome Week by the programme convenor as part of the SoG’s PGT Induction Day. The PG administrator will ensure effective communication with students.

3) Mechanisms for academic coherence and student progression include the approval of the SoG’s Teaching and Learning
Taught Programmes Board

Committee of the Part 1 application. Student progression will be monitored by the PGT Exam Chair and Board.

4) The assessment related to the programme has been devised in adherence to the SoG's and College's guidelines. Students will be provided formative assessment through Conference Days while summative feedback will be returned to students within 3 term time weeks.

5) PGT representatives sit on the SoG's SSLC Committee and the Graduate Studies Committee.

6) The programme administration and time tabling will be managed by the SoG’s PG Administrator.

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.

N/A

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.

All students are required to submit their coursework via QMPlus, the School of Geography’s VLE. This work is then passed through Turnitin to check for plagiarism detection by the School’s IT Officer. All work which has a similarity index above 15% is passed on the module assessor to investigate potential plagiarism. If suspected, the material is then passed on to the Head of the School who depending on the severity of the case either deals with it or passes it on to appropriate College department.

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.

N/A

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

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 Geography</td>
<td>Geography PG</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.

Please see attached report from Dr Bhaskar Vira, Reader, University of Cambridge.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Dr Bhaskar Vira</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Reader, Department of Geography, University of Cambridge</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td>Downing Place, Cambridge, CB2 3EN</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 assessor was very impressed with the proposed programme noting its unique focus and the ability of the programme team to deliver this programme. The only comment in the report relates to the fact that the programme will potentially appeal to graduates from across the social sciences and humanities and is likely to attract international students from a wide range of countries and intellectual backgrounds. Dr Vira comments that this might lead to some challenges in relation to the core content of the programme which would need to be structured carefully "in order to stretch those for whom it is familiar, while also providing sufficient grounding for those who might be encountering it for the first time".

The programme team has given this some consideration in designing the core and compulsory modules. The core module is the dissertation module. Students will be allocated a supervisor at the start of the academic year with whom they will work closely at all stages of their research. Each student will have a minimum of 9 meetings with their supervisors with the opportunity to have further meetings is the need arises. The programme has two compulsory modules: Geographical Thought and Practice is compulsory across all HG programmes and has been devised to cater for students from diverse academic backgrounds. Rethorizng Development Futures is the second compulsory module. Careful thought has been put into devising four blocks of teaching which will cover the main theoretical debates upon which the programme is based. Each block will be designed to introduce students to key debates which will then be built upon in seminar discussions and independent but guided readings. Students will have the opportunity to discuss the assessment related to this module with the programme team at various stages through the semester and will also present their ideas at a student conference day where they will receive formative feedback.
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).
Programme Title: MA Global Development Futures

Programme Specification

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: MA
Name of Interim Award(s): 
Duration of Study / Period of Registration: 12 months full time/ 24 months part time
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Geography
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: 

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

In the wake of the ‘global’ economic crisis, this innovative new Masters programme offers students the chance to explore alternative future possibilities for international development in theory and practice. Combining cutting-edge thinking on development, economic geography, political economy, labour studies and social change, this programme explores the multiple connections (and disconnections) between countries of the global North and global South. At the heart of this alternative development agenda, students are encouraged to challenge the common use of Western historical experiences and categories as the universal templates against which the rest of the world is measured and found lacking. Instead, students will reconsider the diversity of populations, economies, urban centres, and governance practices in the Global South on their own terms - and in so doing, to step outside the conventional lenses of mainstream development theory and the international policies they inform.
Programme Title: MA Global Development Futures

Aims of the Programme
The programme aims to:
• To reconsider and challenge the common use of the historical experiences and categories of the West as the universal template from which the world can be known, measured and understood
• To explore the intricate webs of connection between the development trajectories of global North and global South
• To engage with Southern populations, economies, urban centres, and governance practices beyond the separate category of ‘development theory’.
• To engage with Northern populations, economies, urban centres, and governance practices drawing on insights from historical and contemporary experiences and processes in the Global South;
• To enable students to undertake independent and group fieldwork in the Global South and the Global North.
• To train and enrol a new generation of scholars in an emergent ‘economic-development’ geography intellectual trading zone.

What Will You Be Expected to Achieve?

Academic Content:

| A1 | Detailed understanding of key theoretical concepts and approaches in studying global development futures |
| A2 | Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South. |
| A3 | Knowledge and experience of a range of qualitative and quantitative methods and ability to evaluate different approaches to data collection and analysis. |
| A4 | Opportunity to develop their research skills and experiences through independent fieldwork as part of their dissertation research and in selected module options. |
| A5 | Detailed understanding of key theoretical concepts and approaches in studying global development futures |
| A6 | Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South. |
| A7 | Knowledge and experience of a range of qualitative and quantitative methods and ability to evaluate different approaches to data collection and analysis. |
| A8 | Opportunity to develop their research skills and experiences through independent fieldwork as part of their dissertation research and in selected module options. |

Disciplinary Skills - able to:

| B1 | Be able to evaluate the importance of geographical dimensions to development in the global North and the global South, in theory and in practice. |
| B2 | Be able to design and develop a research project with original/innovative research questions that respond to an identified knowledge gap in the extant research literature. |
Programme Title: MA Global Development Futures

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<table>
<thead>
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<tbody>
<tr>
<td>B3</td>
<td>- Be able to communicate research findings effectively to the wider intellectual and policy community.</td>
</tr>
<tr>
<td>B4</td>
<td>- Be able to deploy an appropriate set of methods in the execution of a research project.</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>- Develop a global and hybrid geographical perspective around the challenges and realities of development in theory and in practice</td>
</tr>
<tr>
<td>C2</td>
<td>- Be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.</td>
</tr>
<tr>
<td>C3</td>
<td>- Be able to critically engage with debates concerning migration, democracy, citizenship, liberalization, labour and work with respect to development futures.</td>
</tr>
<tr>
<td>C4</td>
<td>- Develop communication skills to engage a range of audiences; academic, policy and popular.</td>
</tr>
<tr>
<td>C5</td>
<td>- Develop research project management skills and leadership.</td>
</tr>
</tbody>
</table>

How Will You Learn?

This interdisciplinary programme is taught by members of academic staff in the School of Geography and will be taught in accordance with the School’s Teaching and Learning Strategy. The School is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The majority of teaching and learning will take place through small group, participatory seminars with a member of academic staff who has research expertise in the module’s subject area. Sessions will normally be based around the discussion of pre-circulated readings, where students will have the opportunity to shape the direction and content of debate. Indeed, seminars will offer students an open, democratic, flexible and supportive learning environment. Seminars will be supplemented by a range of other teaching methods including site visits and student-led conference presentations. The programme will involve a substantial component of private study and reading.

Learning will be supported by:
- Coherently designed and effectively delivered modules
- Detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module and defining ‘essential reading’ and ‘further reading’.
- The provision of key materials in libraries or through electronic resources
- Individual feedback on written work
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Powerpoint, QMPlus and online reading lists
- Encouraging active participation by students in small group discussions
- Research methods training
- Appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within the College. These include: the College Library, the University of London Library at Senate House and the first rate resources of other libraries with London collections (e.g. the British Library, the Bishopsgate Institute); a range of IT resources including networked PCs (with full internet and email privileges), and electronic learning resources (e.g. electronic academic journals). In addition students have access to a dedicated masters student room in the School of Geography.

All students will be allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the programme. Supervisors will have expertise in the student’s proposed area of dissertation research and may be drawn from any of the three collaborating Schools in the programme. Each student will receive individual supervisions, lasting at least 30 minutes, one time in
Programme Title: MA Global Development Futures

Semester A, four times in Semester B and four times in the summer term and vacation. While primarily supporting the student in his or her dissertation research, the supervisor will also provide more general academic help, guidance and feedback. A ‘Supervision Record Sheet’ will be completed after each meeting and the student and supervisor will jointly fill in a ‘Progress Report’ at the end of each semester, identifying key achievements as well as any problems that need resolving.

How Will You Be Assessed?

Varied forms of assessment will be used including:
- 22 500 word dissertation, or TWO 10 000 word papers
- dissertation proposal to be presented at a student conference day
- coursework essays (varying in length between 1500 and 3500 words). In the majority of cases students will be able to determine the exact focus of their essay in discussion with module convenors so as to develop their own module-related interests.
- presentations
- field reports

Formative feedback on drafts of assessed essays will be provided in certain modules via a student conference day.

There will be no examinations.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme is made up of modules totalling 180 credits structured around a set of core, compulsory and optional modules. Students registering for MA Global Development Futures must complete a CORE 22 500 word dissertation (or TWO 10 000 word papers) (Mode A, 90 credits); TWO COMPULSORY modules: Geographical Thought and Practice (30 credits) and Re-theorizing Development Futures (30 credits). They can then chose ONE/TWO optional modules: Researching Development in Practice: Mumbai Unbound (30 credits); Migration and Mobilities (15 credits); Global Working Lives (15 credits); Democracy, Citizenship and Rights(15 credits)

Part time students will normally undertake Geographical Thought and Practice and the compulsory module Re-theorizing Development Futures and one option module in their first year of study. In their second year they will register for the dissertation module and one other optional module (although it is likely that they will commence work on their dissertation during the first year of study).

Academic Year of Study  FT - Year 1

<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>Dissertation</td>
<td>GEG7118</td>
<td>90</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
<tr>
<td>Geographical Thought and Practice</td>
<td>GEG7120</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Re-theorizing Development Futures</td>
<td>GEG7132</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Migration and Mobilities</td>
<td>GEG7129</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
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</tbody>
</table>

Queen Mary
University of London
Programme Title: MA Global Development Futures

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<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Working Lives</td>
<td>GEG7131</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Democracy, Citizenship and Rights</td>
<td>GEG7130</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Researching Development in Practice: Mumbai Unbound</td>
<td>GEG7128</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
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</table>

What Are the Entry Requirements?

Graduates from across the social sciences and humanities will be eligible to apply. The entrance requirements are as per QMUL specifications which are a UK 2.1 or higher (equivalent international degree attainment) and IELTS 7.0 or above. This programme will be offered full time (12 months) and part time (24 months). Evening scheduling (5pm -7pm) and condensed intensive teaching delivery will be offered where feasible so as to widen access and facilitate PG study alongside paid work.

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 receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in both Schools.

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.

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• 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

With reference to the QMUL Teaching and Learning strategy, this programme aims to develop both knowledge and practical attributes for students whilst continuing to push high academic standards. The programme embeds employability and professional skills in 3 key ways: 1) the nature and choice of the assessments enables students to tailor their outputs best appropriate to future career directions. For example the option to write two shorter article style contributions is intended to appeal to those seeking careers in policy/research/consultancy who want to develop a broader knowledge base. The presentation element helps develop public speaking and communication to different audiences; 2) The extended piece of fieldwork is designed to facilitate students in building professional networks and insight in development; 3) The substantive course knowledge is appropriate for students pursuing academic or policy related careers in development. It is envisaged that the research training offered by the programme would provide a suitable basis for undertaking PhD research and, therefore, as a stepping stone to an academic career.

Graduate skills and qualities

In terms of transferable knowledge and skills, an MA Global Development Futures postgraduate will:

• have an advanced understanding of global and hybrid geographical perspectives around the challenges and realities of development in theory and in practice
• be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.
• be able to critically engage with debates concerning migration, democracy, citizenship, liberalization, labour and work with respect to development futures.
• be a confident oral and written academic communicator and develop communication skills to engage a range of audiences - academic, policy and popular.
• have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills
• be a confident independent learner, thinker and worker
• be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively

Programme Specification Approval
Programme Title: MA Global Development Futures

Person completing Programme Specification: Dr Kavita Datta

Person responsible for management of programme: Dr Kavita Datta

Date Programme Specification produced/amended by School Learning and Teaching Committee: 28 Oct 2014

Date Programme Specification approved by Taught Programmes Board: 

Queen Mary University of London
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>Global Development Futures</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 Research (MRes)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Research (MRes)</td>
<td>Part Time</td>
<td>2 Calendar Years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Start Date</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2014</td>
<td>Dr Kavita Datta</td>
</tr>
</tbody>
</table>

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

Will this programme be made available to SEFP students? No

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**

1) PGT programmes are the direct responsibility of the School of Geography’s (SoG) Director of Masters Studies who deals with issues related to student recruitment and admissions, PGT and programme handbooks, induction day, allocation of dissertation supervisors as well as dealing with extenuating circumstances cases. The Director represents PGT matters at the SoG’s Teaching and Learning Committee and the Graduate Studies Committee. She works closely with the PG administrator, the PGT Exams Chair, the Academic Recruitment Officer and the SoG’s Marketing Officer.

2) Marketing and recruitment activities relating to this programme are being coordinated by the Director of Masters Studies, the Academic PGT Recruitment Officer, the SoG’s Marketing Officer and the PG administrator. These activities have also involved the programme team in relation to taster days organised for prospective students. Admissions for the programme will be managed by the programme convenor and the PG administrator. Induction of new students will be carried out in Welcome Week by the programme convenor as part of the SoG’s PGT Induction Day. The PG administrator will ensure effective communication with students.

3) Mechanisms for academic coherence and student progression include the approval of the SoG’s Teaching and Learning
Taught Programmes Board

Committee of the Part 1 application. Student progression will be monitored by the PGT Exam Chair and Board.
4) The assessment related to the programme has been devised in adherence to the SoG’s and College’s guidelines. Students will be provided formative assessment through Conference Days while summative feedback will be returned to students within 3 term time weeks.
5) PGT representatives sit on the SoG’s SSLC Committee and the Graduate Studies Committee.
6) The programme administration and time tabling will be managed by the SoG’s PG Administrator.

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.

N/A

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.

All students are required to submit their coursework via QMPlus, the School of Geography’s VLE. This work is then passed through Turnitin to check for plagiarism detection by the School’s IT Officer. All work which has a similarity index above 15% is passed on the module assessor to investigate potential plagiarism. If suspected, the material is then passed on to the Head of the School who depending on the severity of the case either deals with it or passes it on to appropriate College department.

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.

N/A

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

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 Geography</td>
<td>Geography PG</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.

Please see attached report from Dr Bhaskar Vira, Reader, University of Cambridge.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Dr Bhaskar Vira</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Reader, Department of Geography, University of Cambridge</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td>Downing Place, Cambridge, CB2 3EN</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 assessor was very impressed with the proposed programme noting its unique focus and the ability of the programme team to deliver this programme. The only comment in the report relates to the fact that the programme will potentially appeal to graduates from across the social sciences and humanities and is likely to attract international students from a wide range of countries and intellectual backgrounds. Dr Vira comments that this might lead to some challenges in relation to the core content of the programme which would need to be structured carefully "in order to stretch those for whom it is familiar, while also providing sufficient grounding for those who might be encountering it for the first time".

The programme team has given this some consideration in designing the programme. The core module is the dissertation module. Students will be allocated a supervisor at the start of the academic year with whom they will work closely at all stages of their research. Each student will have a minimum of 9 meetings with their supervisors with the opportunity to have further meetings if the need arises. The programme has four compulsory modules, three of which are already offered to PGT students: Geographical Thought and Practice, Introduction to Social Science Research Methods: Qualitative Methods and Introduction to Social Science Research Methods: Quantitative Methods (the latter two modules are offered via the QM-Goldsmiths DTC) All three of these modules are compulsory for MRes students and have been devised to cater for students from diverse academic backgrounds. Retheorizing Development Futures is the fourth programme specific compulsory module. Careful thought has been put into devising four blocks of teaching which will cover the main theoretical debates upon which the programme is based. Each block will be designed to introduce students to key debates which will then be built upon in seminar discussions and independent but guided readings. Students will have the opportunity to discuss the assessment related to this module with the programme team at various stages through the semester and will also present their ideas at a student conference day.
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

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Alison Blunt</th>
</tr>
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<tbody>
<tr>
<td>Digitally signed by Alison Blunt</td>
<td></td>
</tr>
<tr>
<td>DN: cn=Alison Blunt, ou=School of Geography, ou=QMUL, c=GB</td>
<td></td>
</tr>
<tr>
<td>Date: 2015.02.05 15:26:48 Z</td>
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</tbody>
</table>

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board
Programme Title: MRes Global Development Futures

Programme Specification

Awarding Body/Institution: Queen Mary University of London

Teaching Institution: Queen Mary University of London

Name of Final Award and Programme Title: MRes

Name of Interim Award(s): 

Duration of Study / Period of Registration: 12 months full time/ 24 months part time

QM Programme Code / UCAS Code(s): 

QAA Benchmark Group: Geography

FHEQ Level of Award: 

Level 7

Programme Accredited by: 

Date Programme Specification Approved: 

Responsible School / Institute: 

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

In the wake of the ‘global’ economic crisis, this innovative new MRes programme offers students the chance to explore alternative future possibilities for international development in theory and practice. Combining cutting-edge thinking on development, economic geography, political economy, labour studies and social change, this programme explores the multiple connections (and disconnections) between countries of the global North and global South. At the heart of this alternative development agenda, students are encouraged to challenge the common use of Western historical experiences and categories as the universal templates against which the rest of the world is measured and found lacking. Instead, students will reconsider the diversity of populations, economies, urban centres, and governance practices in the Global South on their own terms - and in so doing, to step outside the conventional lenses of mainstream development theory and the international policies they inform.

The proposed MRes in Global Development Futures provides a research pathway for those wishing to pursue a PhD after their masters degree or as part of their ESRC-recognised 1+3 research training for their PhD in geography. It will provide students with advanced training in social science research approaches and methodologies (via the Queen Mary-Goldsmiths DTC),
combined with specialist study of the processes and politics of global development futures. As such the programme will enable the School of Geography to continue to attract high quality students eligible for graduate study.

**Aims of the Programme**

The programme aims to:
- To reconsider and challenge the common use of the historical experiences and categories of the West as the universal template from which the world can be known, measured and understood
- To explore the intricate webs of connection between the development trajectories of global North and global South
- To engage with Southern populations, economies, urban centres, and governance practices beyond the separate category of ‘development theory’.
- To engage with Northern populations, economies, urban centres, and governance practices drawing on insights from historical and contemporary experiences and processes in the Global South;
- To provide students with advanced training in social science research methods designed to enable them to undertake independent and group fieldwork in the Global South and the Global North.
- To train and enrol a new generation of scholars in an emergent ‘economic-development’ geography intellectual trading zone.

**What Will You Be Expected to Achieve?**

**Academic Content:**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Detailed understanding of key theoretical concepts and approaches in studying global development futures</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South.</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>Knowledge and experience of a range of qualitative and quantitative methods and ability to evaluate different approaches to data collection and analysis.</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>Opportunity to develop their research skills and experiences through independent fieldwork as part of their dissertation research.</td>
</tr>
<tr>
<td><strong>A5</strong></td>
<td>Detailed understanding of key theoretical concepts and approaches in studying global development futures</td>
</tr>
<tr>
<td><strong>A6</strong></td>
<td>Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South.</td>
</tr>
</tbody>
</table>

**Disciplinary Skills - able to:**

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<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Be able to evaluate the importance of geographical dimensions to development in the global North and the global South, in theory and in practice.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Be able to design and develop a research project with original/innovative research questions that respond to an identified knowledge gap in the extant research literature.</td>
</tr>
</tbody>
</table>
Programme Title: MRes Global Development Futures

B3 • Be able to communicate research findings effectively to the wider intellectual and policy community.

B4 • Be able to deploy an appropriate set of methods in the execution of a research project.

Attributes:

C1 • Develop a global and hybrid geographical perspective around the challenges and realities of development in theory and in practice.

C2 • Be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.

C3 • Be able to critically engage with debates concerning migration, democracy, citizenship, liberalization, labour and work with respect to development futures.

C4 • Develop communication skills to engage a range of audiences; academic, policy and popular.

C5 • Develop research project management skills and leadership.

How Will You Learn?

This interdisciplinary programme is taught by members of academic staff in the School of Geography and will be taught in accordance with the School’s Teaching and Learning Strategy. The School is committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The majority of teaching and learning will take place through small group, participatory seminars with a member of academic staff who has research expertise in the module’s subject area. Sessions will normally be based around the discussion of pre-circulated readings, where students will have the opportunity to shape the direction and content of debate. Indeed, seminars will offer students an open, democratic, flexible and supportive learning environment. Seminars will be supplemented by a range of other teaching methods including site visits and student-led conference presentations. The programme will involve a substantial component of private study and reading.

Learning will be supported by:
- Coherently designed and effectively delivered modules
- Detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module and defining ‘essential reading’ and ‘further reading’.
- The provision of key materials in libraries or through electronic resources
- Individual feedback on written work
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Powerpoint, QMPlus and online reading lists
- Encouraging active participation by students in small group discussions
- Research methods training
- Appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within the College. These include: the College Library, the University of London Library at Senate House and the first rate resources of other libraries with London collections (e.g. the British Library, the Bishopsgate Institute); a range of IT resources including networked PCs (with full internet and email privileges), and electronic learning resources (e.g. electronic academic journals). In addition students have access to a dedicated masters student room in the School of Geography.

All students will be allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the programme. Supervisors will have expertise in the student’s proposed area of dissertation research and may be drawn from any of the three collaborating Schools in the programme. Each student will receive individual supervisions, lasting at least 30 minutes, one time in
Programme Title: MRes Global Development Futures

Semester A, four times in Semester B and four times in the summer term and vacation. While primarily supporting the student in his or her dissertation research, the supervisor will also provide more general academic help, guidance and feedback. A 'Supervision Record Sheet' will be completed after each meeting and the student and supervisor will jointly fill in a 'Progress Report' at the end of each semester, identifying key achievements as well as any problems that need resolving.

How Will You Be Assessed?

Varied forms of assessment will be used including:
• 15000 word dissertation
• dissertation proposal to be presented at a student conference day
• coursework essays (varying in length between 1500 and 3500 words). In the majority of cases students will be able to determine the exact focus of their essay in discussion with module convenors so as to develop their own module-related interests.
• presentations
• field reports

Formative feedback on drafts of assessed essays will be provided in certain modules via a student conference day.

There will be no examinations.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme is made up of modules totalling 180 credits structured around the following core and compulsory modules.

Core: 'Dissertation' (60 credits, 15 000 words, already exists - GEG7107)
Compulsory: 'Geographical Thought and Practice' (30 credits, already exists - GEG7120)
Compulsory: 'Introduction to Social Science Research: Qualitative Methods' (30 credits, already exists GEG7126)
Compulsory: 'Introduction to Social Science Research: Quantitative Methods' (30 credits, already exists GEG7127)
Compulsory: Re-theorizing Development Futures (30 credits, new, KD lead) : module built from 4 blocks designed to introduce students to major cutting-edge theories and debates around globalisation and development including: Hybrid Worlds (AJ, KD), Gendered Development Futures (CM), Citizenship and Justice (PW), Transnational Financial Flows (KD, CM, AJ), Conference Day.

Teaching provision of some optional modules will include evening scheduling (5pm -7pm) and condensed intensive teaching delivery where feasible to encourage and enable increased applications from students currently in paid work.

Part time students will normally undertake Geographical Thought and Practice, Re-theorizing Development Futures and one of the advanced training modules (GEG7126 or GEG7127) option modules in their first year of study. In their second year they will register for the dissertation module and the remaining compulsory modules (although it is likely that they will commence work on their dissertation during the first year of study).

Academic Year of Study  FT - Year 1

<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>Dissertation</td>
<td>GEG7107</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
<tr>
<td>Geographical Thought and Practice</td>
<td>GEG7120</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
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</table>
Programme Title: MRes Global Development Futures

<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>Re-theorizing Development Futures</td>
<td>GEG7132</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Introduction to Social Science Research:</td>
<td>GEG7126</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Qualitative Methods</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Social Science Research:</td>
<td>GEG7127</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Quantitative Methods</td>
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What Are the Entry Requirements?

Graduates from across the social sciences and humanities will be eligible to apply. The entrance requirements are as per QMUL specifications which are a UK 2.1 or higher (equivalent international degree attainment) and IELTS 7.0 or above. This programme will be offered full time (12 months) and part time (24 months). Evening scheduling (5pm -7pm) and condensed intensive teaching delivery will be offered where feasible so as to widen access and facilitate PG study alongside paid work.

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 receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in both Schools.

Programme-specific Rules and Facts

N/A
Programme Title: MRes Global Development Futures

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

With reference to the QMUL Teaching and Learning strategy, this programme aims to develop both knowledge and practical attributes for students whilst continuing to push high academic standards. The programme embeds employability and professional skills in 3 key ways: 1) the nature and choice of the assessments enables students to tailor their outputs best appropriate to future career directions. The presentation element helps develop public speaking and communication to different audiences; 2) The extended piece of fieldwork is designed to facilitate students in building professional networks and insight in development; 3) The substantive course knowledge is appropriate for students pursuing academic or policy related careers in development. It is envisaged that the research training offered by the MRes programme would provide a suitable basis for undertaking PhD research and, therefore, as a stepping stone to an academic career.

Graduate skills and qualities

In terms of transferable knowledge and skills, an MRes Global Development Futures postgraduate will:
• have an advanced understanding of global and hybrid geographical perspectives around the challenges and realities of development in theory and in practice
• be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.
• be able to critically engage with debates concerning migration, democracy, citizenship, liberalization, labour and work with respect to development futures.
• be a confident oral and written academic communicator and develop communication skills to engage a range of audiences - academic, policy and popular.
• have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills
• be a confident independent learner, thinker and worker
• be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively

Programme Specification Approval

Person completing Programme Specification: Dr Kavita Datta
Programme Title: MRes Global Development Futures

Person responsible for management of programme: Dr Kavita Datta

Date Programme Specification produced/amended by School Learning and Teaching Committee: 4/5/2015

Date Programme Specification approved by Taught Programmes Board: 

Queen Mary
University of London
Proposal for an MA in Global Development Futures at the School of Geography, Queen Mary University of London

I am delighted to comment very positively on the proposal to create a new MA programme in Global Development Futures at the School of Geography at Queen Mary University of London. The proposed programme will be a relatively unique offering at taught post-graduate level, combining insights from the Global North and the Global South to examine the contested and fragmented nature of global development in comparative context. Such a programme builds on the research excellence of the host Department; brings together creative teaching that is currently (often) fragmented in separate sub-modules of courses; and takes further existing good practice in learning and teaching at the host Department, especially for final year undergraduates. The proposal identifies an excellent ‘niche’ for this course, and it should recruit well.

Some specific comments on the proposal are included in my detailed notes below:

**Aims, objectives and learning outcomes**

These are clearly stated in the proposal, and resonate very strongly with research directions in contemporary human geography. Increasingly, work on the global North and global South is becoming more closely integrated, using similar conceptual and theoretical lenses to explore connections and continuities in previously compartmentalised domains of knowledge. It responds positively to concerns voiced in the recent ESRC-RGS Human Geography Benchmarking Review ([http://www.esrc.ac.uk/_images/Human-Geography-Benchmarking-Review-Report_tcm8-25257.pdf](http://www.esrc.ac.uk/_images/Human-Geography-Benchmarking-Review-Report_tcm8-25257.pdf)), which suggested that the considerable potential for synergies between economic and development geography were not being adequately explored. The host department at QMUL is one of the leading clusters of research excellence across these domains, and is ideally placed to deliver a teaching programme that builds on this potential. The specific learning outcomes are clear, and they promise to develop a cohort of well-trained and analytically insightful graduates, who are well-placed for further research or employment.

**Curriculum design, content and organisation**

The structure of the programme is designed to allow flexibility, in particular between those who might wish to pursue a higher degree (PhD level), and those who might see the MA as an end in itself, with a view to a career in research/policy. The compulsory units provide a strong core for all students, while the optional modules build on staff research strengths, and provide enough variety to cater to a fairly diverse range of interests. The content is pitched at the right level for a Masters degree course, especially focusing on critical skills, research techniques, and practical application of learning. The desire to encourage independent learning and thinking, and the emphasis on significant pieces of submitted work for the dissertation, also reinforce this.
Learning, teaching and assessment strategies
An identified core staff team provides the backbone for this course, and the learning, teaching and assessment strategy that is detailed in the proposal reflects careful thinking. It provides diverse forms of delivery, including lectures, classroom discussion and seminars, practical sessions and site visits, methods teaching, as well as fieldwork. Individual supervision for the dissertation provides continuity of contact and support from senior staff, and will nurture and mentor students’ independent thinking. The assessment structure corresponds with the expectations of the host institution (180 credits), and the assessment strategy provides for a variety of forms of assessment and feedback. By providing alternative pathways for different students, the assessment structure also helps prepare students for their next stages, either into further research, or into careers.

Admission, progression and achievement
Given the focus of the programme, it should appeal to graduates from across the social sciences and humanities, and is likely to attract international students from a wide range of countries and intellectual backgrounds. This success is likely to result in some challenges, as the core material would need to be structured carefully in order to stretch those for whom it is familiar, while also providing sufficient grounding for those who might be encountering it for the first time. The course team demonstrate that they have considered these issues in the design of the programme, which suggests that there will be appropriate pathways for progression for students from different backgrounds.

Learning resources and facilities
These draw extensively on the facilities and resources of the host institution, as well as the wider resources in London, and appear to be appropriate for a programme of this nature.

Student guidance and student support
The programme benefits from the robust and sensitive support that is already in place at the School of Geography, as detailed in the proposal.

Quality management and enhancement
The proposal demonstrates a full awareness of expectations in terms of internal and external standards, and provides clear evidence that the programme will be a high quality MA that is likely to attract a very able set of applicants.

Yours sincerely,

Bhaskar Vira
5 January 2015
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>Researching Development in Practice: Mumbai Unbound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>30</td>
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<td>Level</td>
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<td>Module Type</td>
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<td>Scheme</td>
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<tr>
<td>Proposed JACS Code</td>
<td>L700  Human &amp; social geography</td>
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</table>

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

Responsible School / Institute | School of Geography

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>
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</tbody>
</table>

Responsible School | Subject Exam Board responsible for the module
School of Geography | Geography (PGT)
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 30 credit module is one of the first human geography PGT modules offered by the School of Geography involving a field-trip to Mumbai. Building upon an existing third year undergraduate module (Development Futures: Mumbai Unbound), it is envisaged that PGT students will attend all the lectures and seminars (22 hours in total) together with an additional 11 seminar hours in Semester A before embarking on a 7 day residential field trip to Mumbai. While the lectures will revolve around the key themes explored in the module (set out below), the additional seminar hours will be designed to facilitate PGT students to do more extensive reading and devise their own field trip activities in relation to their projects. PGT students will join UG students for the first day of the field trip which is an orientation day and thereafter will follow their own schedule of activities followed by a daily debrief with module convenors.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Academic staff, seminar room, QMPlus site, administrative support, provisions for examinations, administrative support for fieldtrip</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</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

Head(s) of supporting School

Head(s) of supporting School

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

Module Title: Researching Development in Practice: Mumbai Unbound
Module Code: GEG7128
Credit Value: 30
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1
Module Organiser: Dr Kavita Datta, Dr Al James

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 innovative fieldwork-based module challenges the long-standing academic division of labour between 'economic' and 'development' geographers, and instead builds an alternative hybrid approach, operationalised through an empirical focus on urban change in Mumbai, one of India's Tier I cities. PGT students will be expected to devise their own projects and site visits in Mumbai in relation to these themes. Teaching is focused around a series of core themes: (i) Mumbai's dual economy, in which low-end, low-paid local service providers such as janitors, security guards, cleaners, and laundry underpin the success of high profile, multinational corporations in the financial services, hospitality and IT sectors; (ii) work and employment in India's high profile Business Process Outsourcing - IT-Enabled Services Industry; (iii) the growth of India's new middle classes, new patterns of consumption amongst these classes and their inscriptions in the urban fabric; and (iv) poverty and hope in Mumbai's slums, focusing around informal economies of survival amongst different social and ethnic groups in Dharavi; diverse informal economies related to leather, itinerant waste collectors and pottery and NGO projects to improve well-being and quality of life within Mumbai's slums.

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

1. To explore the geographical diversity of people's lived experiences of contemporary social, economic, political and cultural transformation in twenty-first century India
2. To encourage students to challenge the traditional boundaries of development geography and economic geography, by participating in an emerging collaborative hybrid 'economic/development geography', through an empirical focus on Mumbai as a rapidly developing global city-region.
3. To expose the spatial limits of mainstream 'universal' theories in geography which: (i) presume that 'the economy' can be theorised solely from the perspective of the formal spaces of advanced capitalist economies in the Global North; and (ii) position the Global South as a collection of places in need of external (Northern) development interventions.
4. To provide students with a unique opportunity for geographical field-based learning in the Global South.

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 | A critical and reflexive sense of the nature of 'development geography' and 'economic geography' as dynamic, plural, contested (and increasingly hybridised) sub-disciplines |
| A2 | A critical awareness of the limited geographical transferability of mainstream 'universal' theories of economy to the Global South |
| A3 | An appreciation of the intellectual benefits of 'theorising back' on western-centric geographical theories from the Indian context, as part of a hybrid economic-development geography agenda |
| A4 | An understanding of the geographical diversity of people's lived experiences of contemporary social, economic, political and cultural transformation in twenty-first century India |

## Disciplinary Skills - able to:

| B1 | Plan, design and execute a piece of rigorous field-based research in the Indian urban context, including the production of a final report |
| B2 | Undertake effective fieldwork in the Indian urban context with due regard to ethical standards and for safety and risk assessment |
| B3 | Employ a variety of survey, interview and interpretative methods in the field |
| B4 | Recognise the moral and ethical issues involved in doing economic-development geography fieldwork in the Indian urban context |

## Attributes:

| C1 | Team working skills through their participation in group based seminar discussions |
| C2 | Critical reading and writing skills |
| C3 | Ability to work responsibly, and with empathy and insight in the field |
| C4 | Flexibility, adaptability and creativity |

### 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.

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.

| Lectures (22 hrs) |
| Seminar discussion (11hrs) |
| Field class (7 days x 8 hours per day = 56hrs) |

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 reading (211hrs) |

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.

| 300 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>
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<td>Field project presentation</td>
<td>Coursework</td>
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<td>Field project report</td>
<td>Coursework</td>
<td>5000</td>
<td>60</td>
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</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)

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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)'.

**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>Migration and Mobilities</th>
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<td>Module Code</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>
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<td>Start Date</td>
<td>September 2015</td>
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<tr>
<td>Proposed JACS Code</td>
<td>L700 Human &amp; social geography</td>
</tr>
</tbody>
</table>

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

**Responsible School / Institute**  School of Geography

**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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</tbody>
</table>

**Anticipated Student Registrations**

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Geography</td>
<td>Geography (PGT)</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 module will be offered as an optional module and as a taught element of the MA Global Development Futures Programme. It will explore theoretical, empirical and policy dimensions of patterns and processes of migration and mobilities in a global context and consciously across the global North/global South ‘divide’. Although the focus will be on the nature and dynamics of contemporary movement of people, the module will also incorporate an analysis of the movement of information, goods and capital as framed within the ‘new mobilities paradigm’ (Urry, 2008; Cresswell, 2010). Theoretically, the module analyses the key framings of contemporary migration in relation to transnationalism, diaspora and post-national citizenship (Portes, 2001; Faist, 2000; Soysal, 2007). In turn, it will interrogate the nature and links between transnationalism, multiculturalism and/or integration; the migration-development nexus; the politics of irregularity and ‘illegality’; the relationships between the emergence of global cities and a migrant division of labour in terms of the wider functionality to global migration regimes (Wills et al. 2010); and the nature of global gendered mobilities and power and mobility as well as the interrelations between conflict, violence and mobility (McIlwaine 2010; 2014). The module will address these issues in a range of empirical settings in the global North and global South to highlight the importance of a global, scalar and networked perspective to understand migration and mobilities.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Academic staff, seminar room, QMPlus site, administrative support, provisions for examinations.</th>
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</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

Alison Blunt
Digitally signed by Alison Blunt
DN: cn=Alison Blunt, o=QMUL, ou=School of Geography, email=ugfa198@qmul.ac.uk, c=GB
Date: 2015.02.04 12:59:27 Z

Head(s) of supporting School

Head(s) of supporting School

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

Module Title: Migration and Mobilities
Module Code: GEG7129
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: TBC
Module Organiser: Prof Cathy McIlwaine

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 explores theoretical, empirical and policy dimensions of patterns and processes of migration and mobilities in a global context and consciously across the global North/global South ‘divide’ from a scalar, relational and networked perspective. Although the focus will be on the nature and dynamics of contemporary movement of people, the module will also incorporate an analysis of the movement of information, goods and capital as framed within the ‘new mobilities paradigm’. Theoretically, the module analyses the key framings of contemporary migration in relation to transnationalism, diaspora and post-national citizenship. In turn, it will interrogate the nature and links between transnationalism, multiculturalism and/or integration; the migration-development nexus; the politics of irregularity and ‘illegality’; the relationships between the emergence of global cities and a migrant division of labour; the nature of global gendered mobilities and power and mobility as well as the interrelations between conflict, violence and mobility.

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

This module aims to address the following:

- to highlight the importance of migration and mobilities in contemporary processes of economic, social and political transformations at a range of different scales from the body of the migrant to the global level
- to provide the theoretical tools to interrogate these processes through a range of approaches such as transnationalism, diaspora, integration and multiculturalism
- to examine a range of perspectives to understand better why and how people, goods, information and capital move globally to include analyses of transnational spaces and fields, remittances, irregularity and gendered power relations
- to explore the institutional, legal and policy framings that influence migration and mobilities

The module will address these aims in a range of empirical settings in the global North and global South to highlight the importance of a global, scalar and networked perspective to understand migration and mobilities.

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 | A critical and reflexive perspective on the inter-disciplinary approaches to understanding migration and mobilities with particular emphases on a geographical and relational approach |
| A2 | An understanding of the diverse conceptualisations of mobilities and migration globally especially in relation to transnationality, diaspora, integration and multiculturalism |
| A3 | A critical appreciation of the advantages and disadvantages of migration at a range of scales and perspectives (migrants, states, employers) |
| A4 | An understanding of the importance of the intersectionality of the migrant experience in the context of widespread and increasing mobility |

Disciplinary Skills - able to:

| B1 | Identify and explain the importance of space and scale in understanding migration and mobilities across the world |
| B2 | Understand and critique the various theoretical approaches to understanding migration processes as well integration and wider patterns of mobility. |
| B3 | Develop critical skills to assess the debates on diverse experiences of a range of actors in processes of migration and mobilities in theory and practice |

Attributes:

| C1 | Develop the ability to utilise a relational and scalar perspective on the nature of migration and mobilities in theory and practice |
| C2 | An ability to critically synthesise a range of academic literatures related to migration and mobilities |
| C3 | Develop an appreciation for the importance of migration and mobilities in understanding the functioning of a changing world |

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.

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.

Lectures / seminars (11 hrs)
(6 week intensive module, 2 hours per 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.

Independent reading (139 hrs)

### 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.

150 study hours

6) Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
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<tr>
<th>Brief Description of Assessment</th>
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<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
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<tr>
<td>Coursework essay</td>
<td>Coursework</td>
<td>3500</td>
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**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)

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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)'.

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: Democracy, Citizenship and Rights
Module Code: GEG7130
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2015
Proposed JACS Code: L700  Human & social geography

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

Responsible School / Institute: School of Geography

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>
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<tr>
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<td>5</td>
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<td>15</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.

This module will be offered as an optional module, and as a taught element of the course is important for developing and extending students’ specific knowledge on democracy, citizenship and rights. The coursework will demand that students engage with specific questions and critically synthesise an appropriate body of literature within geography and cognate disciplines. This will enable them to develop the skills to evaluate different theoretical approaches to studying and researching aspects of global development futures.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Academic staff, seminar room, QMPlus site, administrative support, provisions for examinations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</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

Alison Blunt

Digitally signed by Alison Blunt
DN: cn=Alison Blunt, o=QMUL, ou=School of Geography, email=ugfa198@qmul.ac.uk, c=GB
Date: 2015.02.04 12:59:48 Z
Section 2 - Module Specification

Module Title: Democracy, Citizenship and Rights
Module Code: GEG7130
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr. Philippa Williams

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 examines the critical development geographies of democracy, citizenship and rights focusing on the realisation and articulation of different political agencies across different sites and scales in the global North and global South.

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

As a status and as a concept, citizenship remains central to experiences of the state and society as well as geographical imaginations. Yet, the meaning of citizenship is being continually rearticulated through relationships, sites and scales. By addressing the questions of contemporary citizenships and their position with regards to democracy and rights, this module will engage with discussions concerning geopolitics, boundaries and difference, multiculturalism, identity and belonging, cosmopolitanisms, biopolitics, justice, security and secularism, neoliberalism, marginalisation and the politics of resistance. It will examine the uneven geographies and experiences of democracy, citizenship and rights by drawing on a wide range of contemporary examples from the global North and global South and critically examining the contrasts and continuities across space/time. The module will engage with feminist and postcolonial frameworks and examine the potential for transformative politics.

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 Have a detailed understanding of key concepts and approaches in thinking about democracy, citizenship and rights across the global North and South

A2 Be able to critically evaluate different theoretical approaches to studying and researching democracy, citizenship and rights, in particular, feminist and postcolonial theories.

A3 Gain knowledge of a range of qualitative and quantitative methods used to interpret practices of democracy, citizenship and rights, and be able to evaluate different approaches

Disciplinary Skills - able to:

B1 Be able to evaluate the importance of geographical dimensions to democracy, citizenship and rights in theory and in practice

B2 Be able to construct and write a persuasive argument based on literature within geographical and cognate disciplines

Attributes:

C1 Develop a global and hybrid perspective around the challenges and realities of democracy, citizenship and rights in theory and in practice

C2 Be able to critically synthesise and develop a range of academic literatures related to democracy, citizenship and rights

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.

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.

| Lectures / seminars (11 hrs) | (6 week intensive module, 2 hours per 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.

| Independent reading (139 hrs) | |

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.

| 150 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>
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</tr>
</thead>
<tbody>
<tr>
<td>Coursework essay</td>
<td>Coursework</td>
<td>3500</td>
<td>100</td>
<td>Yes</td>
<td>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.</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.

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>
</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)’.
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: Global Working Lives
Module Code: GEG7131
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2015
Proposed JACS Code: L700  Human & social geography

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

Responsible School / Institute: School of Geography

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>Anticipated Student Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Registration</td>
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<tr>
<td>------------------------</td>
</tr>
<tr>
<td>2015/16</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.

This module will be offered as an optional module, and as a taught element of the MA Global Development Futures Programme is important for developing and extending students’ specific knowledge on geographies of working lives in the contemporary global economy. The module is located as part of a broader ‘labour geographies’ agenda, concerned to demonstrate how workers are capable of fashioning the geography of capitalism to suit their own needs and self-production; and to identify geographical possibilities and labour market strategies through which ‘workers may challenge, outmaneuver and perhaps even beat capital’ (Herod 2001: 17). Problematically however, there remain a series of peculiar ‘biases and blindspots’ within the labour geographies agenda, with very limited theoretical and empirical focus beyond the ‘core’ capitalist of economies of the Global North. This module introduces students to an exciting body of work that is decentering the labour geographies research agenda through new empirical, theoretical and conceptual engagements with everyday geographies of people’s struggles to make a living through diverse types of work and employment situated within, between and across the global North and global South. The core message at the heart of this module is that the continued general neglect of the global South impoverishes our understanding of the diverse contemporary economic geographies of labour, not least because what happens to workers, and what workers do in response, is ineluctably context specific. The module engages with cutting-edge debates concerned to make room for a South whose contemporary economic geographies of work and (un)employment are not entirely constituted through its relationship with the North; to grapple with the complex ‘stretched-out geographies’ of globalized service chains between North and South; and to explore how these diverse border-crossing flows of labour serve to disrupt the neat self-centrist geographies of ‘core’ and ‘periphery’, ‘self’ and ‘other’ (Lee and Mcllwaine 2003) which have come to inform the peculiar ‘geography of labour geography’. The coursework will demand that students engage with these debates by drawing on research literatures from multiple disciplines, including across economic geography, development studies, industrial relations, HRM and anthropology.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Academic staff, seminar room, QMPlus site, administrative support, provisions for examinations</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</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

Alison Blunt

[Digitally signed by Alison Blunt]

Head(s) of supporting School

Head(s) of supporting School

[Digitally signed by]:

Date: 2015 02 04 13:00:10 Z
Section 2 - Module Specification

Module Title: Global Working Lives
Module Code: GEG7131
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr Al James

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 explores the economic-development geographies of people's everyday struggles to make a living in the contemporary global economy. Drawing on research within and across the Global North and Global South, this module engages with an exciting 'labour geographies' research agenda, concerned with how workers are capable of fashioning the geography of capitalism to suit their own needs and self-production; and to identify geographical possibilities and labour market strategies through which 'workers may challenge, outmaneuver and perhaps even beat capital’ in different locations. The module seeks to expose the spatial limits of mainstream 'universal' theories in geography which presume that 'the economy' and 'labour' can be theorised solely from the perspective of the formal spaces of advanced capitalist economies in the global North.

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

1. To decenter the labour geographies research agenda through new empirical, theoretical and conceptual engagements with everyday geographies of people's struggles to make a living through diverse types of work and employment situated within, between and across the global North and global South.

2. To demonstrate how different groups workers within, between and across the global North and global South are capable of fashioning the geography of capitalism to suit their own needs and self-production.

3. To identify geographical possibilities and labour market strategies through which 'workers may challenge, outmaneuver and perhaps even beat capital’.

4. To expose the spatial limits of mainstream 'universal' theories in geography which presume that 'the economy' can be theorised solely from the perspective of the formal spaces of advanced capitalist economies in the Global North.

This module will examine geographies of working lives in the contemporary global economy. Comprised of various strands, one will focus on the unsettling paradox of contemporary labour market change in the Global South which is characterized by 'jobless growth' (GDP growth not matched by commensurate rates of job creation). This will explore the role of offshored professional services in creating new opportunities for young educated middle classes to engage in decent work in a range of international locations (India, Philippines, South Africa); and the role of different types of labour market intermediaries in shaping worker agency, skills development and enabling / constraining socially inclusive growth. A second strand will explore the emergence of low wage and low skilled economies in advanced economies and the role played by migrant workers in sustaining these economies.
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.

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<tr>
<th>Disciplinary Skills - able to:</th>
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<tr>
<td>B1</td>
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<table>
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<th>Attributes:</th>
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<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
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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.


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.

Lectures / seminars (11 hrs)
(6 week intensive module, 2 hours per 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.

Independent reading (139 hrs)

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.

150 study hours

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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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)

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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)'.
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>Re-theorizing Development Futures</th>
<th>Module Code</th>
<th>GEG7132</th>
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<tbody>
<tr>
<td>Credit Value</td>
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<td>Module Type</td>
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<td>Scheme</td>
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<td>Start Date</td>
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</table>

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

Responsible School / Institute: School of Geography

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>
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<tbody>
<tr>
<td>School of Geography</td>
<td>Geography (PGT)</td>
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</table>

Anticipated Student Registrations

<table>
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<th>Year of Registration</th>
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**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.

Re-theorizing Development Futures will be a compulsory module which all students enrolled on the MA Global Development Futures programme will be required to take. Providing a broader framework for the optional modules, the key themes explored will be a) hybrid worlds (b) gendered development futures (c) citizenship and justice and (iv) transnational financial flows. The module will be assessed via two elements of coursework which will require students to engage with specific questions and critically synthesise an appropriate body of literature within geography and cognate disciplines. This will enable them to develop the skills to evaluate different theoretical approaches to studying and researching aspects of global development futures.

**Resource Requirements**

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Academic staff, seminar room, QMPlus site, administrative support, provisions for examinations</th>
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**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: Re-theorizing Development Futures
Module Code: GEG7132

Credit Value: 30
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1

Module Organiser: Dr Kavita Datta

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 provide the theoretical framework underpinning all the modules for this programme. Teaching will be divided into 4 blocks each examining key substantive themes: (i) Hybrid worlds seminars will introduce students to key debates challenging the academic and disciplinary divides between economic and development geography. In particular these seminars will challenge the representation of the global South as a collection of people and places in need of development intervention and where geographic theory and knowledge travels to, and the economy as only operating in and through advanced economies. These seminars will encourage students to challenge these boundaries and recognise an increasingly interconnected global South and North. (ii) Gendered development futures seminars will focus on the gendered history of development highlighting the critical junctures at which the discipline has been engendered. It will introduce students to key gender and development theories and approaches and the changing nature and politics of gender scholarship. (iii) Citizenship, justice and democracy will focus on questions of contemporary citizenships and their position with regards to democracy and rights. Detailing feminist and postcolonial frameworks, it will highlight the uneven geographies and experiences of democracy, citizenship and rights. (iv) Transnational migration and mobilities will introduce students to contemporary theoretical approaches to migration and mobility focusing particularly on transnational theory. Unpacking the complex mobilities of people, commodities and money, these seminars will particularly focus on migrant remittances illustrating the increasingly contested nature of these flows in relation to the migration-development nexus and the 'financialisation of development'.

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

The key aims of this module are to introduce students to a range of key theoretical approaches deployed in development, economic and political geography; to challenge sub-disciplinary academic boundaries and knowledges; to recognise the vital and dynamic ways in which the global South and global North are interconnected.
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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<tbody>
<tr>
<td><strong>A1</strong></td>
<td>A critical and reflexive sense of the nature of development, economic and political geography as dynamic, plural, contested and increasingly hybridised sub-disciplines</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>A detailed understanding of key theoretical approaches to thinking about development, the economy, gender, migration, citizenship and rights across the global North and South</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South.</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>Knowledge and experience of a range of qualitative and quantitative methods and ability to evaluate different approaches to data collection and analysis.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Be able to evaluate the importance of geographical dimensions to development and economy in the global North and the global South, in theory and in practice.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Construct and write a persuasive argument that brings a range of research literatures from across development, economic and political geography into cross-disciplinary conversation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Develop a global and hybrid perspective around the challenges and realities of development, economy, gender, migration, citizenship and rights in theory and in practice</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Be able to critically synthesise and develop a range of academic literatures related to development futures</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>Develop a global and hybrid geographical perspective around the challenges and realities of development in theory and in practice</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.

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.

| Lectures and seminars 2 hours per week (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.

| Independent reading (278 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.

| 300 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>Coursework essay</td>
<td>Coursework</td>
<td>1500</td>
<td>30</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Coursework essay</td>
<td>Coursework</td>
<td>2500</td>
<td>70</td>
<td>Yes</td>
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</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.
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)'.

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>
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</tbody>
</table>
**Nature of proposal(s)** | Part 2 Programme Proposal  
---|---  
**Owing School / Institute** | School of Engineering and Materials Science  
**Title of Proposal(s) being considered** | MSc Advanced Mechanical Engineering (Full-Time)  
- Part 2 Proposal Form  
- External Adviser Comments  
- Programme Specification  
- 1 Module Proposal:  
  - Advanced Mechanical Engineering Research Project (60 cr.)  
**Outcome requested** | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer.  
**Potential issues identified and comments on the proposal(s) from Academic Secretariat** | The Proposal comprises a new programme for those wishing to undertake an MSc specifically focused in Advanced Mechanical Engineering.  
*Background*  
The programme is part of a suite of programmes offered in Mechanical Engineering. The programme has been developed to appeal to students who already have an in-depth knowledge of an area of Science and Engineering, and who wish to specialise further in an area of Mechanical Engineering.  
*Programme Structure*  
The programme will be made up of numerous elective modules focusing on different aspects of Mechanical Engineering including Solid Mechanics, Robotics and Automation, and Thermofluids and Combustion. There is a compulsory 15 credit Research Methods module and a 60 credit Research Project.  
The TPB may wish to clarify what support is available to students when choosing their specialisation within Mechanical Engineering. Also when do students choose their specialisation?  
Can the School guarantee that there are enough places on each specialisation and research project?
TPB may also wish to clarify when the Research Project starts as there was conflicting information in the Programme Specification and Module Proposal Form.

Programme Management
The programme is consistent with the other QMUL Mechanical Engineering degree programmes and would be delivered by a large number of specialist academic staff in lectures, laboratory and exercise classes, project supervisions and tutorials. It is noted in the proposal that a significant amount of independent personal study is anticipated as part of the degree.

External Adviser Comments
The External Adviser commended the programme and had no reservations in recommending the programme.

The TPB may wish to note that the External Adviser felt that the programme proposal was timely as it addressed the substantial market for the provision of such mechanical engineering programmes that are growing rapidly around the UK.

Admissions
The programme aims to recruit both home and overseas students. Students will require either a high 2.2, above 55%, BEng degree or equivalent qualification in engineering, science or an equivalent academic programme and supporting references. A minimum of IELTS 6.5 or equivalent will be required for non-native English speakers.

Sector Comparison
The External Adviser noted that the proposed programme was comparable to similar programmes at other institutions with respect to academic standards and its content.

Rachel Davies, ARCS
Ext: 5957
rachel.davies@qmul.ac.uk
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>Advanced Mechanical Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Code</td>
<td>H153</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>

Proposed Start Date: September 2015

Programme Organiser: Dr Henri Huijberts

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

Will this programme be made available to SEFP students? No

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

The MSc Advanced Mechanical Engineering Programme will be managed by the Director of the Programme who will report to the Mechanical Engineering Discipline Teaching Group regarding the day-to-day running of the programme. This Group reports to the SEMS Education & Learning Committee.

The School Office who will have responsibility for admissions, coordinating induction, monitoring programme delivery and communicating with students. Marketing of all PGT programmes falls under the remit of the SEMS Admissions team.

To maintain academic coherence we will rely upon the Postgraduate External Examiners to provide independent scrutiny and feedback at the twice-yearly Subject Examination Board meetings. The primary business of the interim Examination Board in June will be to ensure student progression on the taught modules is satisfactory.

The whole assessment and feedback process is centrally coordinated by the School Office. Assessed work is normally returned via the project supervisor.
Module evaluation questionnaires are completed at the end of the teaching on each module, and this feedback will be considered by the Mechanical Engineering Discipline Teaching Group and the School’s Education and Learning Committee.

PGT representatives on the School’s Postgraduate SSLC are sought through the election process organised by QMSU. All PGT students are invited to meetings of the PG SSLC.

Programme administration and timetabling will be coordinated by the School Office, alongside other UG and PGT programmes running within SEMS.

**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.

The coursework submission for substantive pieces of written coursework will be via QMplus, which has facilities for automatic submission of assignments to Turnitin.

New students are briefed upon plagiarism and undertake a short exercise on identifying plagiarism as part of the School’s induction for MSc students, prior to them beginning their studies. Issues around plagiarism are further discussed in the compulsory Research Methods module.

**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.

N/A

**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

**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.

| School | Subject Exam Board responsible for the module |
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.

See attached.

Name & Title of External Adviser  Prof Tony Miles
Current Post & Institution / Organisation  Head of Department of Mechanical Engineering, University of Bath
Address for Correspondence (and email)  A.W.Miles@bath.ac.uk

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.

We welcome the comprehensive endorsement of the proposed programme by the External Adviser.
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).
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.
External Reviewer Comments
MSc in Advanced Mechanical Engineering

I write in strong support for the proposed MSc in Advanced Mechanical Engineering in the School of Engineering and Materials Science at Queen Mary University of London. This is an excellent, well-structured and timely proposal that addresses the substantial market for the provision of such mechanical engineering programmes that is growing rapidly around the UK.

In terms of the specific details I offer the following comments:

Aims, objectives and learning outcomes
The aims and objectives and learning outcomes are appropriate for a post graduate degree at this level and clearly set out in the programme specification. The structure is such that there are compulsory elements on Research Methods and Experimental Techniques and the students can then select modules specific to their chosen area of specialisation.

Curriculum, design, content and organisation
The appropriate modules are suggested for the three study programmes in: Solid Mechanics; Robotics and Automation; Thermo-fluids and Combustion. The allowance of some flexibility depending on the student's background and interests is a good idea. I have not seen the actual module content but I understand these are based around existing MEng modules a common practice at my own and other institutions offering MSc degrees.

Learning, teaching and assessment strategies
The assessment methods involve both coursework and examinations and follow the widely practised processes for these types of programmes.

Admission, progression and achievement
The admission requirements a high 2.2 >55% seems reasonable with appropriate IELTS 6.5 for non-native English Speakers however at my own institution we require a 2.1 or better.

Learning resources and facilities
These all seem appropriate.

Student guidance and student support
These seem to conform to accepted standards and practice at other institutions including my own.

Quality management and enhancement
These also conform to standard practice at Academic Institutions.

Overall Comments:
Overall, this is a strong and balanced MSc programme that follows the widely accepted practices at Institutions of similar standing.

Prof Tony Miles
Head of Department of Mechanical Engineering

Professor A W Miles – Head of Department
Telephone 01225 386368
Email A.W.Miles@bath.ac.uk
Programme Title: Advanced Mechanical Engineering

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: MSc in Advanced Mechanical Engineering
Name of Interim Award(s):
Duration of Study / Period of Registration: 1 calendar year
QM Programme Code / UCAS Code(s):
QAA Benchmark Group: Masters Degrees
FHEQ Level of Award: Level 7
Programme Accredited by: Institution of Mechanical Engineers (to be sought)
Date Programme Specification Approved: 4 Feb 2015
Responsible School / Institute: School of Engineering & Materials Science

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

Mechanical Engineering is the application of physical science to practical problem solving. As a Mechanical Engineer you could be working on anything from a simple component such as a switch, to more complex machines such an internal combustion engine or an entire system such as an automobile or a factory production line.

The MSc degree in Advanced Mechanical Engineering is a 1 calendar year programme that is part of a suite of programmes offered in Mechanical Engineering at Queen Mary University of London. MSc programmes are aimed at students who already have an in depth knowledge of an area of Science and Engineering, and who wish to specialise further in an area of Mechanical Engineering.

The Mechanical Engineering degree programmes at QMUL are delivered by a large number of specialist academic staff, who, in addition to their teaching, are involved in internationally recognised research in a wide range of topics, including:

- Energy generation and conversion, including alternative and sustainable sources
- Heat transfer and fluid mechanics
- Computational engineering, both solids and fluids
- Control engineering
- Robotics
Programme Title: Advanced Mechanical Engineering

- Materials science, including structural and functional materials

The programme structure is designed to appeal to students with engineering, sciences or mathematics backgrounds, and is modular in format. It gives students the choice to specialise in one of the main areas of Solid Mechanics, Robotics and Automation, and Thermofluids and Combustion. The content of the programme includes a compulsory Research Methods and Experimental Techniques module in the first semester. Besides this module, you will take modules that will align with your background, your choice of specialisation area and your project topic.

A 60 credit research project is to be undertaken using our research activities and our state of the art facilities. Several high performance computing clusters owned by the university support a full spectrum of computational research. Our well equipped laboratories include a wide range of IC engines, heat transfer facilities, wind tunnels, an anechoic chamber, a UK CueSim Flight Simulator and France-Price Induction Jet engine test bench, and materials synthesis and characterisation labs. Nanotechnology research is further supported by the facilities and expertise provided by Nanoforce, a company directly associated with the School.

Aims of the Programme

The programme aims to prepare specialists with advanced skills in computational modelling, numerical and experimental techniques in one of the following areas of Mechanical Engineering: Solid Mechanics, Robotics and Automation or Thermofluids and Combustion. Upon completing this programme you will be able to perform design and analysis of Mechanical Engineering systems in your chosen area and to develop novel computational and technology products for the Mechanical Engineering industries.

In particular the programme has the following aims.

1. Teaching advanced computational, experimental and analytical techniques applicable to general Mechanical Engineering systems in order to provide an advanced base of knowledge and skills
2. Teaching advanced computational and experimental techniques applicable to modelling and simulation of Mechanical Engineering systems.
3. Teaching modern design procedures used by the leading Mechanical Engineering research and development units.
4. Teaching advanced materials used in Mechanical Engineering systems and implementing materials into research/design projects.
5. Enabling students to participate in advanced research and industrial developments in Mechanical Engineering systems.

What Will You Be Expected to Achieve?

Students who complete this programme will be trained to work in a wide range of industries that develop, design, and maintain Mechanical Engineering systems from full systems to component design and analysis. In addition students will have been given an ideal preparation for undertaking a PhD in a related discipline.

Academic Content:

| A1 | Gain in-depth knowledge into finding practical solutions to Mechanical Engineering system problems using advanced computational, experimental and theoretical methods |
| A2 | Have in-depth understanding of the development cycle of novel technologies of Mechanical Engineering systems and be able to contribute to advanced design developments |
| A3 | Gain advanced knowledge and research capability in one of the areas of Solid Mechanics, Robotics and Automation, or Thermofluids and Combustion. |
Programme Title: Advanced Mechanical Engineering

Disciplinary Skills - able to:

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<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Undertake independent research on a topic relating to Mechanical Engineering systems</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Apply advanced engineering methods to a range of related applications of Mechanical Engineering systems</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Select analysis techniques for Mechanical Engineering systems and system performance assessment</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>Critically assess feasibility of analytical, computational and experimental techniques in use and propose practical methods for their improvement.</td>
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Attributes:

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<thead>
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<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Engage critically with knowledge.</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Be able to assess both the application and limitation of mathematical, computational and experimental techniques available to an engineer.</td>
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<tr>
<td><strong>C3</strong></td>
<td>Undertake independent research using state of the art computing, processing, characterisation and testing facilities.</td>
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<tr>
<td><strong>C4</strong></td>
<td>Research capacity and Information expertise.</td>
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</table>

How Will You Learn?

Through a wide range of different interactions including lectures, tutorials, laboratory classes, exercise classes and project supervisions. It is expected that the programme will demand between 1800 and 2000 hours in total to complete. About 10% of this time will be in scheduled lectures.

A significant amount of independent personal study is anticipated as part of this degree.

How Will You Be Assessed?

The taught modules will be assessed through both coursework and examinations. The details are as outlined in the individual module specifications. The examinations will all take place in the standard college examination period in May. The final project thesis will be assessed in September and the student will also complete a presentation as well as an oral examination.
Programme Title: Advanced Mechanical Engineering

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

60 credits of taught modules will be taught in the first semester from September until December and a further 60 credits of taught modules will be taught in the second semester from January until April. All taught module examinations will be in the standard examination period during May.

A 60 credit Advanced Mechanical Engineering research project will be completed after the examination period in semester 3 (from June - September). Preparation for this research project will begin in the module on Research Methods taken in the first semester.

The modules making up the programme are presented in the table below. The indicative study programme in each of the streams is as follows, but there is some flexibility depending on the student’s background and interests.

Solid Mechanics
Semester 1: DENM014, DENM004, DENM008 and one from MTRM011, DENM033
Semester 2: DENM026, MTRM730, MTRM025 and one from DENM032, DENM010, DENM011
Semester 1-3: DENM703

Robotics and Automation
Semester 1: DENM014, DENM008 and two from DENM004, MTRM011, DENM328
Semester 2: DENM011, DENM026, MTRM713 and one from DENM032, DENM010
Semester 1-3: DENM703

Thermofluids and Combustion
Semester 1: DENM014, DENM008, DENM208 and one from DENM004, DENM035, MTRM011
Semester 2: DENM021, DENM022, DENM010, DENM405
Semester 1-3: DENM703

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>FT - Year 1</th>
</tr>
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<tbody>
<tr>
<td>Module Title</td>
<td>Module Code</td>
</tr>
<tr>
<td>Research Methods and Experimental Techniques in Engineering</td>
<td>DENM014</td>
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<tr>
<td>Computational Engineering</td>
<td>DENM004</td>
</tr>
<tr>
<td>Mechanics of Continua</td>
<td>DENM008</td>
</tr>
<tr>
<td>Materials Selection in Design</td>
<td>MTRM011</td>
</tr>
<tr>
<td>Crashworthiness</td>
<td>DENM033</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>DENM328</td>
</tr>
<tr>
<td>Module Title</td>
<td>Module Code</td>
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<tr>
<td>Advanced Heat Transfer and Fluid Mechanics</td>
<td>DENM208</td>
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<tr>
<td>Renewable Energy Sources</td>
<td>DENM035</td>
</tr>
<tr>
<td>Numerical Optimisation in Engineering Design</td>
<td>DENM026</td>
</tr>
<tr>
<td>Composites</td>
<td>MTRM730</td>
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<tr>
<td>Failure of Solids</td>
<td>MTRM025</td>
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<tr>
<td>Aeroelasticity</td>
<td>DENM032</td>
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<tr>
<td>Computational Fluid Dynamics</td>
<td>DENM010</td>
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<tr>
<td>Robotics</td>
<td>DENM011</td>
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<tr>
<td>Manufacturing Processes</td>
<td>MTRM713</td>
</tr>
<tr>
<td>Advanced Combustion in Automotive Engines</td>
<td>DENM021</td>
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<tr>
<td>Advanced Gas Turbines</td>
<td>DENM022</td>
</tr>
<tr>
<td>Advanced High Speed Aerodynamics</td>
<td>DENM405</td>
</tr>
<tr>
<td>Advanced Mechanical Engineering Research Project</td>
<td>DENM703</td>
</tr>
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</table>

**What Are the Entry Requirements?**

The entry requirement is that the student to have secured at least a high 2ii (>55%) BEng degree or equivalent qualification in engineering, science or an equivalent academic programme and supporting references. A minimum of IELTS 6.5 or equivalent is required for non-native English speakers.

**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
Programme Title: Advanced Mechanical Engineering

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.

The School operates an Education and Learning Committee, which advises the School 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 consideration of student surveys and input from Staff-Student Liaison Committees.

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

During induction the students will be welcomed to the college by the programme leader. Early on in the programme the students will select a project supervisor based upon a wide choice of different project areas. This academic will then also act as a personal tutor. Many of the modules are taught to small classes and so a high level of personal support will also be available from the module organisers in the majority of the taught modules.

### Programme-specific Rules and Facts

The programme follows the standard QMUL guidelines for MSc delivery.

### Specific Support for Disabled Students

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

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

### Links With Employers, Placement Opportunities and Transferable Skills

The school has an active Industrial Liaison forum (ILF). This forum has a direct impact on our programmes by encouraging...
Programme Title: Advanced Mechanical Engineering

The ILF meets twice a year. The event in October runs in parallel with the SEMS prize day where prospective employers attend the event, meet MSc and final year undergraduate students discussing opportunities and tips for applications. The new MSc students are encouraged to attend the October event to discuss their projects with industry to forge further ties, where our industrial liaison partners are regularly involved in some of the projects that are of applied research nature. The second industrial forum day takes place in March, where the MSc students are encouraged to meet industrial representatives to discuss potential future employment.

Programme Specification Approval

| Person completing Programme Specification | Dr Henri Huijberts |
| Person responsible for management of programme | Dr Henri Huijberts |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 30 Jan 2015 |
| Date Programme Specification approved by Taught Programmes Board | 4 Feb 2015 |
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: Advanced Mechanical Engineering Research Project
Module Code: DENM703
Credit Value: 60
Level: 7
Module Type: DPM
Scheme: Taught Postgraduate
Start Date: September 2015
Proposed JACS Code: H300  Mechanical engineering

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

Responsible School / Institute: School of Engineering & Materials Science

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 Engineering and Materials Science

Subject Exam Board responsible for the module

Engineering and Materials Science (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>10</td>
<td>30</td>
</tr>
<tr>
<td>2016/17</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>2017/18</td>
<td>20</td>
<td>10</td>
<td>30</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 module will be taught to Advanced Mechanical Engineering MSc students and will comprise the research element of the MSc. The module will allow students to demonstrate their ability to resolve outstanding research problems through the use of originally devised theoretical, computational and experimental methods. Each student will work with an individual supervisor who will normally also be their personal tutor.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Standard laboratory and computational facilities</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
Henri Huijberts

Head(s) of supporting School

Head(s) of supporting School

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

Module Title: Advanced Mechanical Engineering Research Project
Module Code: DENM703
Credit Value: 60
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1-3
Module Organiser: Dr Steve Dunn

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 is an intensive research module that spans all three MSc semesters. It is designed to develop the research skills of the student and enable them to develop key skills in research in one of the areas of Solid Mechanics, Robotics and Automation, or Thermofluids and Combustion.

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

Define appropriate and achievable goals and relevant structured tasks in order to achieve the desired outcome of the project. Demonstrate knowledge of the current state of the art in Solid Mechanics, Robotics and Automation or Thermofluids and Combustion research while demonstrating appropriate analytical abilities for furthering research developments. Plan a structured programme to achieve the research goals using state of the art concepts. Manage the programme of research, discuss the results and communicate the findings to a target audience via a written thesis, oral presentation and under question and answer environments.

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 | Formulate research problems and relevant methods for their solution and analysis |
|    | Design mathematical/experimental/statistical models and appropriate validation tests |

Disciplinary Skills - able to:

| B1 | Demonstrate advanced theoretical knowledge in the area of research |
|    | Develop skills in retrieval and analysis of suitable and appropriate supporting literature and information |

Attributes:

| C1 | Communicate knowledge and ideas on all aspects of the project |
|    | Recognise, analyse and solve problems individually |

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.

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.

The student will be expected to be full time in the experimental or computational laboratory (or associated research environment) during SEM C with a significant input from reading and generating background know-how in SEM A and SEM B. This will be complemented by regular meetings with the supervisor throughout the period. 20 hours interaction.
2. Student independent learning time

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>580 hours</td>
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</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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>600 hours</td>
</tr>
</tbody>
</table>

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>Project</td>
<td>Dissertation</td>
<td>15,000-20,000 words (guidance)</td>
<td>100%</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>
<tbody>
<tr>
<td></td>
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</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>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Economics and Finance</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc, PGDip, PGCert Behavioural Finance</td>
</tr>
</tbody>
</table>
| | - Part 2 Proposal Form  
| | - Programme Specification  
| | - Two Module Proposals:  
| |   - ECOM102 Advanced Behavioural Finance (15 cr.)  
| |   - ECOM101 Behavioural Economics (15 cr.)  |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The School of Economics and Finance is seeking to introduce a new full time one year MSc in Behavioural Finance.  
The TPB is asked to consider the following:  

**Programme Structure**  
The programme specification indicates that the programme will consist of five core/compulsory modules in semester A and two core/compulsory modules and three elective modules in semester B. It is unclear from the specification whether ‘core’ or ‘compulsory’ is intended, and the TPB may wish to ask the School to clarify this.  
The TPB may wish to seek clarification of whether students can apply directly to the PGDip and PGCert.  

**Learning Outcomes**  
The learning outcomes do not list any attributes for graduates of the programme. The TPB may wish to request that the School includes desired attributes in the learning outcomes.  

**Programme Management**  
The proposal states that the programme would be run and managed alongside existing MSc programmes within the School.  
Seven external academic staff are listed as being involved in
teaching the programme. The TPB may wish to seek further information regarding these arrangements.

**Content description – Advanced Behavioural Finance**
The content description for the new Advanced Behavioural Finance module is identical to the Programme Outline for the entire programme. The TPB may wish to consider requesting more differentiation between the content of the module and the programme as a whole.

**External Advisor Comments**
The comments were positive, and mention the potential of expanding the elective modules available, and recruit from different disciplines. The External Advisor expressed some concern that the two specialist modules would not differentiate the programme enough. The School response stated that it would consider introducing additional modules, but that the two new modules would be appropriate at offering specialism in the subject.

**Pre-sessional support**
As with all MSc programmes in the School of Economics and Finance, students with less mathematical backgrounds will be given the option of attending a two-week pre-sessional programme in mathematics and statistics.

**Chartered Financial Analyst (CFA) Pathway**
The proposal includes the option of a CFA pathway for students on the programme. This will follow the model set up for the existing MSc Finance programme. Ideally, the programme team would like students to have the option of replacing the dissertation module (ECOM093) with the CFA Training module (ECOM092). However, this is subject to College approval.

Should the proposal be unsuccessful, an alternative model is proposed, in which the CFA Training module (ECOM092) replaces the 30 credit module Eview and Data Analysis (ECOM094).
Taught Programmes Board

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>MSc Behavioural Finance</td>
<td></td>
</tr>
</tbody>
</table>

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

Proposed Start Date

September 2015

Programme Organiser

Asen Ivanov

Does this programme contain a foundation year or any pre-sessional activity?

Yes

Will this programme be made available to SEFP students?

No

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

The programme will be managed by a Programme Director. Programme Administration and timetabling will be handled by the Finance MSc Programme Manager.

The modules in the programme are subject to the College's teaching evaluation scheme. Student progression and awards will be scrutinized by the postgraduate exam board.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the student representatives from the programme and staff within the school. 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.

The School operates a Learning and Teaching Committee which advises the School 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
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.

The School operates an Annual Programme Review (APR) of 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’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 module evaluations.

The School has a dedicated marketing Manager and an Admissions Officer responsible for the programme.

Induction and communication with students will be organized and delivered by a team of both administrators, including a SSM, and academics.

Students on the programme will have a dedicated teaching assistant adviser to help with their studies.

The Programme will be compliant with the Academic Regulations.

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.

n/a

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 will be used for the 5,000 word dissertation

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.

Boyle, P: Financial Derivatives
Faria, G: Asset Management
Baltas, N: Advanced Asset Pricing and Modelling
Spungin, G: Applied Risk Management & Topics in Applied Finance
Perez, G: Applied Futures and Options
Koulafeti, P: Credit Ratings
McDougall, J: Mergers and Acquisition
Taught Programmes Board

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

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 Economics and Finance</td>
<td>Economics and Finance (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.

a) It sounds a good idea as there seems to be a market for it and no direct competitors in central London.
b) In addition to the type of students mentioned it may be appealing to students with not very specialised quantitative background (e.g., some of our BSc in Business Management students).
c) It is mentioned that this could be “flagship program” that “advances the reputation of the school” Are there sufficient resources? In other words is there a sufficient number of staff pursuing leading research in the area?
d) It seems that the difference between a traditional programme and the proposed programme is the two modules in Behavioural Economics and Behavioural Finance. I think that the programme would look even more credible as a “different” programme if there was some additional optional module related to behavioural economics/finance. I am not an expert in the area but I am wondering, for example, if the research tools/methods used in the area are sufficiently distinct from the traditional approach to warrant a specialised methods module.

Name & Title of External Adviser: Georgios Chortareas
Current Post & Institution / Organisation: Professor, King’s College London
Address for Correspondence (and email): G88a, Franklin-Wilkins Building, Waterloo, SE1 9NH, georgios.chortareas@kcl.ac.uk
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.

Response to comment b):
Some quantitative background will be required because (i) the core modules in Behavioural Economics and Advanced Behavioural Finance will require an ability to think mathematically, (ii) there are core modules in econometrics, and (iii) the other core modules and many of the optional modules require some math background. Having said that, good students from management, who have taken some math/statistics, would be eligible and would be a valuable addition to the programme.

Response to comment c):
The academic director of the new MSc, Dr. Asen Ivanov, will be teaching the modules in Behavioural Economics and Advanced Behavioural Finance. His research specialty is in Behavioural Economics. He is also well versed in Behavioural Finance (which is one of the main subfields of Behavioural Economics) and is currently teaching a Behavioural Finance module at the MSc level for the third year in a row.

Response to comment d):
There is no need for an additional module on tools/methods. Students will become sufficiently exposed to the tools/methods in the core modules Behavioural Economics and Advanced Behavioural Finance. For now, providing another, optional module related to Behavioural Economics/Finance is not essential. Having said that, it is something to be considered for the future. Once the core modules Behavioural Economics and Advanced Behavioural Finance have been fully developed and the new MSc is up and running, it will be clearer whether there is a need for a new optional module and exactly what this new module might be.

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? N/A
- Has supplementary information on the management of the partnership been submitted with the Part 2? N/A
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A
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: MSc Behavioural 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 Behavioural Finance
Name of Interim Award(s): Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
Duration of Study / Period of Registration: 1 year
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: N/A
FHEQ Level of Award: Level 7
Programme Accredited by: N/A
Date Programme Specification Approved: 
Responsible School / Institute: School of Economics

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

There is mounting evidence that people violate many of the "rationality" assumptions of mainstream economics. Behavioural Economics is a relatively new field that studies such violations and proposes theories to explain them. Behavioural Finance is a part of Behavioural Economics that studies important "irrationalities" on financial markets. Key topics include common mistakes people make when deciding how much to save and how to invest, excess volume of trade, equity premium puzzle, bubbles, and predictability of financial markets.

The backbone of the programme consists of a first-semester module in Behavioural Economics and a second-semester module in Advanced Behavioural Finance. Apart from these two modules, students can take modules covering more traditional topics in finance.

Aims of the Programme

The programme aims to provide students with a thorough knowledge of Behavioural Economics and Behavioural Finance. Such knowledge provides students with a deeper and more realistic understanding of financial markets than is offered by mainstream
Programme Title: MSc Behavioural Finance

finance alone. Such knowledge also makes students less susceptible to common mistakes in their own lives and careers. A successful completion of the programme would provide students with valuable skills for a wide range of careers in areas such as investment, banking, public service, or academia.

The programme aims to attract quality students with a first or upper second class honours degree.

What Will You Be Expected to Achieve?

Students are expected to develop knowledge and skills as indicated below.

### Academic Content:

| A1       | To know the “rationality” assumptions that are at the heart of mainstream economics. |
| A2       | To be familiar with important violations of these assumptions as well as other puzzling phenomena on financial markets. |
| A3       | To know theories in Behavioural Economics and Behavioural Finance that aim to explain these violations and puzzles. |
| A4       | To know how government policies could be used to help people make better decisions, say, about how much to save and how to invest. |

### Disciplinary Skills - able to:

| B1       | To reason analytically using formal models. |
| B2       | To critically assess empirical evidence and understand its importance in the process of evaluating theories and creating new theories. |
| B3       | |

### Attributes:

| C1       | |
| C2       | |
| C3       | |

How Will You Learn?

The learning outcomes for the programme are delivered by a range of modules across the programme. Teaching and learning is mainly via lectures and seminars. Teaching and learning strategies vary from module to module. Core material is introduced in the core semester A and semester B modules. Assessment is by a variety of methods including formal examinations, in-class tests, coursework of various forms, presentations, independent dissertation. Most modules will have two methods of assessment.
Programme Title: MSc Behavioural Finance

How Will You Be Assessed?

The grade for each module is assessed through a combination of assessed group and individual coursework, which counts for 20 per cent of the final marks, and unseen written examinations in May, which counts for 80 per cent of the final marks.

The research project - a 5,000 word dissertation that counts for two modules -- starts early in January and is completed during the summer. The assessment is conducted initially by the supervisor, before its final stage by the team of all supervisors, and then by the External Examiner and the full Examination Board.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme consists of five core modules in semester A as well as two core modules and three electives in semester B. During the summer period students will also have to complete a 30-credit 5000-word dissertation under the supervision of an academic member of staff. Students without a strong quantitative background can also take a two-week pre-sessional course in mathematics and statistics.

Students will also have the option to take the CFA pathway. The CFA pathway has the exact same structure except that students will complete the CFA Training ECOM092 post-semester-B module instead of the dissertation (subject to senate approval). In case senate approval is not granted, students can complete the CFA Training ECOM092 post-semester-B module instead of ECOM094 Eviews and ECOM094 Data Analysis.

Academic Year of Study FT - Year 1

<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>Behavioural Economics</td>
<td>tbc</td>
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<td>7</td>
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<td>1</td>
<td>Semester 1</td>
</tr>
<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>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Programme Title:  MSc Behavioural 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>Econometrics for Finance</td>
<td>ECOM072</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Eviews and Data Analysis for Research</td>
<td>ECOM094</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semesters 1 &amp; 2</td>
</tr>
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<td>Advanced Behavioural Finance</td>
<td>tbc</td>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CFA Training</td>
<td>ECOM092</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Financial Derivatives</td>
<td>ECOM026</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>International Finance</td>
<td>ECOM035</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Empirical Finance</td>
<td>ECOM042</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Advanced Asset Pricing and Modeling</td>
<td>ECOM044</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Risk Management for Banking</td>
<td>ECOM055</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Asset Management</td>
<td>ECOM057</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Applied Risk Management</td>
<td>ECOM059</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Applied Futures and Options</td>
<td>ECOM064</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Banking Regulations</td>
<td>ECOM069</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Cases in Business Finance</td>
<td>ECOM070</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Topics in Applied Finance</td>
<td>ECOM071</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Topics in Financial Econometrics</td>
<td>ECOM073</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Bond Market Strategies</td>
<td>ECOM074</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Alternative Investments</td>
<td>ECOM076</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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</table>
Programme Title: MSc Behavioural 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>Topics in Actuarial Finance and Insurance</td>
<td>ECOM078</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Mergers and Acquisitions</td>
<td>ECOM095</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Credit Ratings</td>
<td>ECOM091</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Valuation and Private Equity</td>
<td>ECOM077</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Dissertation</td>
<td>ECOM093</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

At least an upper second class honours degree (2.1), or equivalent. This does not have to be in Economics or Finance, though it is preferable and some background in quantitative subjects is necessary.

Applicants whose first language is not English AND who do not hold a degree from an English-speaking university will need to take an English language test - normally IELTS. The required scores are IELTS 6.5 with no less than 6 in each component.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the student representatives from the programme and staff within the school. 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.

The School operates a Learning and Teaching Committee which advises the School 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.

The School operates an Annual Programme Review (APR) of 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’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 module evaluations.

Academic Support

Students will be assigned personal academic adviser, a Programme Director and a co-ordinator of MSc programmes. Students are able to see these members of staff during advertised office hours and through organised meetings at key times of the academic year, such as induction.
Programme Title: MSc Behavioural Finance

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

The School takes student placement very seriously. We have a dedicated Careers Consultant for the School of Economics and Finance. We have recently increased our team to include a full time, dedicated Internships Co-ordinator.

Our MSc courses are full academic programmes. In addition, students have the option of complementing their studies with our additional ungraded modules, for example the Financial Trading Programme. These modules tend to be delivered by highly experienced industry practitioners.

An internship is not integrated into the MSc programme. However, the School will support students - for example, by letting them know of opportunities that arise, helping with applications, interviews etc. We also bring in support from finance industry recruiters for this.

In October of the MSc year, students will have the chance to attend a wide range of events run and attended by finance organisations on campus as part of our 'Focus on Finance' Careers Programme. Further events and opportunities happen throughout the year.

For international students, the terms of their visas will need to be taken into account when contemplating an internship. In many cases, international students are only eligible for a full time internship once they have completed their studies and dissertation. Work experience before that is limited to, say, 20 hours per week.

Programme Specification Approval
**Programme Title:**  MSc Behavioural Finance

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Dr. Asen Ivanov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Dr. Asen Ivanov</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td></td>
</tr>
</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: Advanced Behavioural Finance  
Module Code: ECOM102
Credit Value: 15  
Level: 7  
Module Type: MOD  
Scheme: Taught Postgraduate
Start Date: January 2016
Proposed JACS Code: N300  Finance

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

Responsible School / Institute: School of Economics and Finance

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 Economics and Finance | Economics and Finance (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>12</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>2016/17</td>
<td>20</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>2017/18</td>
<td>25</td>
<td>12</td>
<td>50</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 School of Economics and Finance is introducing a new MSc Behavioural Finance. The proposed module in Advanced Behavioural Finance will be one of the two new modules that need to be introduced for the purposes of the new MSc. (The other module is Behavioural Economics.) These two new modules will form the backbone of the new MSc.

The module in Advanced Behavioural Finance will be a core module for all students in the MSc in Behavioural Finance. It will be an elective module for students in MRes Economics, MRes Finance, MSc Finance and Econometrics, MSc Finance, and MSc Mathematical Finance.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Teaching resources; QMplus; Library resources</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

Barbara Petrongolo

Digitally signed by Barbara Petrongolo
DN: cn=Barbara Petrongolo, o=Queen Mary University, ou=Economics and Finance,
mail=b.petrongolo@qmul.ac.uk, c=GB
Date: 2015.02.04 09:16:54 Z

Head(s) of supporting School

Date: 2015.02.04 09:16:54 Z

Head(s) of supporting School

Date: 2015.02.04 09:16:54 Z

Head(s) of supporting School

Date: 2015.02.04 09:16:54 Z
Module Title: Advanced Behavioural Finance
Module Code: ECOM102
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr. Asen Ivanov

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).

There is mounting evidence that people violate many of the "rationality" assumptions of mainstream economics. Behavioural Economics is a relatively new field that studies such violations and proposes theories to explain them. Behavioural Finance is a part of Behavioural Economics that studies important "irrationalities" on financial markets. Key topics include common mistakes people make when deciding how much to save and how to invest, excess volume of trade, equity premium puzzle, bubbles, and predictability of financial markets.

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

A thorough knowledge of Behavioural Finance provides students with a deeper and more realistic understanding of financial markets than is offered by mainstream finance alone. Such knowledge also makes students less susceptible to common mistakes in their personal and professional financial decisions.

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 To be familiar with common "irrationalities" in financial decisions and important puzzling phenomena on financial markets.

A2 To know theories in Behavioural Finance that aim to explain these "irrationalities" and puzzles.

A3 To know how government policies could be used to help people make better decisions, say about how much to save and how to invest.

Disciplinary Skills - able to:

B1 To reason analytically using formal models.

B2 To critically assess empirical evidence and understand its importance in the process of evaluating theories and creating new theories.

B3

Attributes:

C1

C2

C3

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.

The main module materials will consist of the instructor’s detailed handouts.

"Irrational Exuberance" by Robert Shiller (Broadway Business, 2006, second edition--revised and updated) will be optional reading.

Additional reading in the form of journal articles or excerpts from books will be assigned as needed.

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>Three-hour weekly lectures</td>
<td>30</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>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should undertake</td>
<td>120</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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 notional hours</td>
<td></td>
</tr>
</tbody>
</table>

---

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>Test(s) and homework</td>
<td>Coursework</td>
<td></td>
<td>20%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>Examination</td>
<td>2 hour</td>
<td>80%</td>
<td>Yes</td>
<td></td>
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</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
- [x] Synoptic Reassessment

<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>Final exam</td>
<td>Examination</td>
<td>2 hours</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)'.

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>Behavioural Economics</th>
<th>Module Code</th>
<th>ECOM101</th>
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</thead>
<tbody>
<tr>
<td>Credit Value</td>
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<td>Level</td>
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<tr>
<td>Module Type</td>
<td>MOD</td>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>L111 Financial economics</td>
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</tbody>
</table>

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

Responsible School / Institute | School of Economics and Finance

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 Economics and Finance</td>
<td>Economics and Finance (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>
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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 School of Economics and Finance is introducing a new MSc Behavioural Finance. The proposed module in Behavioural Economics will be one of the two new modules that need to be introduced for the purposes of the new MSc. (The other module is Advanced Behavioural Finance.) These two new modules will form the backbone of the new MSc.

The module in Behavioural Economics will be a core module for all students in the MSc in Behavioural Finance. It will be an elective module for students in MSc Economics, MSc Finance and Econometrics, MSc Finance, and LLM Law and Economics.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Teaching resources; QMplus; Library resources</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).

Barbara Petrongolo

Head(s) of supporting School

Head(s) of supporting School

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

Module Title: Behavioural Economics
Module Code: ECOM101

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1

Module Organiser: Dr. Asen Ivanov

Pre-requisite modules: None
Co-requisite modules: None
Overlapping modules: None

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).

There is mounting evidence that people violate many of the "rationality" assumptions of mainstream economics. Behavioural Economics is a relatively new field that studies such violations and proposes theories to explain them. Key topics include the susceptibility of behaviour to "irrelevant" factors, biases in judgment under uncertainty, overconfidence, dynamic inconsistency, other-regarding preferences, fairness, and departures from the standard game-theoretic notion of Nash equilibrium.

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

A thorough knowledge of Behavioural Economics provides students with a deeper and more realistic understanding of human decision-making than is offered by the mainstream approach alone. Such knowledge also makes students less susceptible to common mistakes in their own lives and careers.

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 To know the "rationality" assumptions that are at the heart of mainstream economics.

A2 To be familiar with important violations of these assumptions.

A3 To know theories in Behavioural Economics that aim to explain these violations.

A4 To know how government policies could be used to help people make better decisions.

Disciplinary Skills - able to:

B1 To reason analytically using formal models.

B2 To critically assess empirical evidence and understand its importance in the process of evaluating theories and creating new theories.

Attributes:

C1

C2

C3

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.

The main module materials will consist of the instructor’s detailed handouts. Additional reading in the form of journal articles or excerpts from books will be assigned as needed.

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.

| Three-hour weekly lecture | 30 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.

| Students should undertake ten hours of independent study per week | 120 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.

| 150 notional 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>Test(s) and homework</td>
<td>Coursework</td>
<td></td>
<td>20%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>Examination</td>
<td>2 hour</td>
<td>80%</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>Final exam</td>
<td>Examination</td>
<td>2 hours</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>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Mathematical Sciences</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | MSci Financial Mathematics (Full Time)  
  • Part 2 Proposal Form  
  • Programme Specification  
  • 5 Module Proposals:  
    ▪ Financial Derivatives Pricing and Risk Management (15 cr.)  
    ▪ Financial Models (15 cr.)  
    ▪ Numerical Computing with C and C++ (15 cr.)  
    ▪ Partial Differential Equations (15 cr.)  
    ▪ MSci Financial Mathematics Dissertation (30 cr.) |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The Proposal comprises a new programme for those wishing to undertake an MSci specifically focused in Financial Mathematics.  

Background  
The programme has been developed to appeal to students with strong mathematical abilities, who wish to pursue a quantitative career in banking and finance, or who wish to undertake academic research in financial mathematics.  

Programme Structure  
The programme will be made up of thirty-two modules including a 30 credit research project and dissertation.  

In the first two years, students will gain a solid foundation in the important areas of pure and applied mathematics, attending many of the same modules as students on the School’s traditional mathematics degree programmes. In the third and final years, students will take a series of specialist modules including financial mathematics, computer programming and numerical methods.  

The Proposal states that students will attend example classes and
tutorials where they can receive one-to-one support in learning how to solve mathematical problems.

TPB may wish to consider whether further clarification on this support should be given.

TPB may also wish to clarify with the School what will happen if a student decides halfway through the programme that they want to do a BSc instead, or cannot progress to MSci.

**External Adviser Comments**
The External Adviser felt that the selection of modules constituting the programme produced a good balance between studies in pure and applied Mathematics, and modules in Statistics and computer programming. The emphasis of the programme was clearly on enhancing students’ chances of being employed in the highly competitive financial industry.

It was noted that the programme specifications document should include information as to the duration of the project and dissertation and whether the dissertation would include original results. The School explained that information about the project and dissertation, including notional number of hours, was included in the corresponding Module Proposal form. Additionally, original research results were not expected.
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>MSci in Financial Mathematics</td>
<td>GN1H</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master in Science (MSci)</td>
<td>Full Time</td>
<td>4 Academic Years</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2015

Programme Organiser: Prof Thomas Prellberg

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

Will this programme be made available to SEFP students? No

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

1. Committee discharged with managing operation of the programme: The School of Mathematical Sciences Teaching and Learning Committee has overall responsibility for developing and reviewing all matters related to teaching. A Programme Director will be appointed with specific responsibility for this programme.

2. Arrangements and responsibilities for marketing, admissions, induction, communication with students: This programme will be treated along with our existing undergraduate programmes.

3. Mechanisms for ensuring academic coherence and student progression: The Teaching and Learning Committee will review the programme content at least annually, taking advice from the Programme Director.

4. Programme specific arrangements relating to assessment, feedback and examinations: No programme-specific rules apply.

5. SSLC and student representation: One student will be elected to represent the student body on the existing SSLC.
6. Programme administration and timetabling: The professional services team in SMS will administer this programme along with our existing portfolio of undergraduate degree programmes.

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.

Following the policy of the School of Mathematical Sciences, any element of assessment (coursework) constituting 20% or more of the total module mark will be submitted via the on-line learning environment ‘QMplus’, which can be configured - where appropriate - to use turnitin to detect instances of plagiarism.

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.

We expect that the programme will be delivered by Queen Mary staff only, and that no external staff will be involved.

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.

Not applicable.

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 Mathematical Sciences</td>
<td>Mathematical Sciences (UG)</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.

The proposed new MSci in Financial Mathematics is a well-designed curriculum with clear learning outcomes. It is a modern taught programme in Mathematics preparing students for further studies in mathematical sciences or a professional carrier. The emphasis is clearly put on enhancing the students’ chances of being employed in the highly competitive financial industry. The selection of modules constituting this new programme produces a good balance between studies in pure and applied Mathematics, and modules in Statistics and computer programming. These are all skills, which are sought after in the industry and a ‘must have’ in the financial sector.

This MSci in Financial Mathematics is comparable with similar programmes run or in development at other higher-education institutions with respect to academic standards and its specialist content, and it is a good preparation towards carrying out research in academia and innovating firms.

While going through the list of modules constituting the MSci programme, I noticed that the compulsory module MTH6139 Time Series has as an essential pre-requisite MTH5120 Statistical Modelling I, which is an elective module in Year 2, Semester 1, on the proposed MSci programme. This seems to be a slight inconsistency.

I wonder whether the programme specifications document should include information as to what the duration of the project and dissertation is and whether the dissertation will be expect to include original results. Another point, which might be worth considering briefly, is whether it would beneficial to include the module MTH716U Measure Theory and Probability in Year 3, Semester 2, perhaps as an elective module that could be chosen instead of MTH6152 Financial Models (in this case also an elective). Such optionality might be attractive to students who are inclined towards more mathematical studies.

Name & Title of External Adviser
Dr Andrea Macrina

Current Post & Institution / Organisation
Senior Lecturer in Mathematics, University College London

Address for Correspondence (and email)
Department of Mathematics, University College London, Gower Street, London WC1E 6BT.
Email: a.macrina@ucl.ac.uk

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.

* MTH5120 is now to be a compulsory 2nd year module, and this change has been incorporated in the final version of the Programme Specification form.

* Information about the project and dissertation, including notional number of hours, is included in the corresponding Module Proposal form. (We would not expect original research results for a 30 credit project at this level.)

* We appreciate the suggestion for including MTH716U as an elective module in the third year, although we consider that this may prove too challenging for many students. We will however give this matter further consideration in due course.
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? [Yes]

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).
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: MSci in Financial Mathematics

Programme Specification

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: Master in Science (MSci) in Financial Mathematics
Name of Interim Award(s): N/A
Duration of Study / Period of Registration: 4 years
QM Programme Code / UCAS Code(s): GN1H
QAA Benchmark Group: (MSci or MMath not currently covered)
FHEQ Level of Award: Level 7
Programme Accredited by: N/A
Date Programme Specification Approved:
Responsible School / Institute: School of Mathematical Sciences

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
None

Programme Outline

The MSci in Financial Mathematics is a 4-year taught programme which combines all the elements of a generalist undergraduate mathematics degree with a number of specialist modules in mathematical finance and related areas. Modules taken in the 4th year are all at Master’s level, and most are shared with our MSc’s in Mathematics and Mathematical Finance.

On completion of the programme, students will have gained a solid understanding of all the key areas of pure and applied mathematics, together with more specialist knowledge of financial mathematics, numerical methods and computing, and will be well-positioned to apply for quantitative roles in the financial services sector and elsewhere.

In the first two years, students will gain a solid foundation in all the important areas of pure and applied mathematics, attending many of the same modules as students on our traditional mathematics degree programmes. However, in the third and final years, students will also take a series of specialist modules. These comprise not only modules on financial mathematics, but also courses on computer programming and numerical methods -- skills that are in particularly high demand in the finance sector. Additionally, in the final year, students will undertake a research project in financial mathematics, introducing them to some of the latest, cutting-edge research in the field.
Aims of the Programme

This programme aims to give students the knowledge and skills that they will need to pursue successful careers in the finance sector (investment and commercial banking, financial markets, fund management, insurance, hedge funds, etc.).

However, it has sufficient general content in mathematics to prepare students for any career where a good mathematics degree is required, as well as for future academic research in mathematics or mathematical finance.

It is particularly targeted at students with strong analytical skills, who want to develop these further, and learn how to apply them in practice in mathematical finance. The programme contains a range of both general and specialist modules, covering not just mathematics and mathematical finance, but also numerical methods and computing. These applied skills are in particular demand from employers.

What Will You Be Expected to Achieve?

Academic Content:

A1 A solid foundation in all the key areas of pure and applied mathematics, with special emphasis on mathematical finance.
A2 The techniques and tools of financial modelling.
A3 Numerical methods and computer programming.

Disciplinary Skills - able to:

B1 Solve mathematical problems using a range of analytical tools.
B2 Understand how theoretical techniques can be used to solve problems in applied finance.
B3 Write computer programs to find numerical solutions to applied problems.

Attributes:

C1 Integrate knowledge from many different fields.
C2 Choose the appropriate mathematical tools for solving particular problems.
C3 Develop independent research skills by undertaking a substantial project dissertation.

How Will You Learn?

Throughout the four year programme, you will attend lectures in a range of subject areas. Many lecturers make their lecture notes & other resources available to students via our online learning environment, QMplus.
Programme Title:  MSci in Financial Mathematics

You will also attend examples classes and tutorials, where you can receive one-to-one support in learning how to solve mathematical problems. For the computing modules, you will undertake practical assignments in the computer laboratories, again with plenty of personal support.

In addition, you will be expected to spend a considerable amount of your own time in independent study, reviewing the material covered in the lectures, and working through various coursework assignments to help you fully understand how to apply your new knowledge.

In your final year, you will undertake a project culminating in the preparation of a written dissertation, giving you experience of undertaking independent research in a field of interest to you. During this period, you will meet regularly with your project supervisor to discuss your progress and future research plans.

How Will You Be Assessed?

The majority of our modules are assessed by written examination, although some also involve an element of assessed coursework, or practical work using computers. Your final-year project will be assessed by a dissertation, and by a short presentation.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme is full-time over four years, and all modules are compulsory.

Academic Year of Study

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>FT - Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Module Code</td>
</tr>
<tr>
<td>Calculus I</td>
<td>MTH4100</td>
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</table>
### Programme Title: MSci in Financial Mathematics

<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>Introduction to Probability</td>
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<td>Semester 1</td>
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<tr>
<td>Mathematical Structures</td>
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<td>Semester 1</td>
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<tr>
<td>Introduction to Mathematical</td>
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<tr>
<td>Computing</td>
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<td>Calculus II</td>
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<tr>
<td>Geometry I</td>
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<tr>
<td>Introduction to Algebra</td>
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<td>Semester 2</td>
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<tr>
<td>Introduction to Statistics</td>
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<td>4</td>
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<td>Essential Mathematical Skills</td>
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### Academic Year of Study: FT - Year 2

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<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>Continuity and Convergence</td>
<td>MTH5104</td>
<td>15</td>
<td>5</td>
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<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Linear Algebra I</td>
<td>MTH5112</td>
<td>15</td>
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<td>Semester 1</td>
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<tr>
<td>Probability Models</td>
<td>MTH5121</td>
<td>15</td>
<td>5</td>
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<td>Semester 1</td>
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<tr>
<td>Statistical Methods</td>
<td>MTH5122</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Complex Variables</td>
<td>MTH5103</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
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<tr>
<td>Differential and Integral Analysis</td>
<td>MTH5105</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>Differential Equations</td>
<td>MTH5123</td>
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<td>Semester 2</td>
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Programme Title: MSci in Financial Mathematics

<table>
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<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Statistical Modelling I</td>
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<td>15</td>
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Academic Year of Study   FT - Year 3

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<tr>
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<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Time Series</td>
<td>MTH6139</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Metric Spaces and Topology</td>
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<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Introduction to Mathematical Finance</td>
<td>MTH6121</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Numerical Computing with C and C++</td>
<td>MTH6150</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
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<tr>
<td>Random Processes</td>
<td>MTH6141</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>Further Topics in Mathematical Finance</td>
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<td>Semester 2</td>
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<tr>
<td>Partial Differential Equations</td>
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<td>Semester 2</td>
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<tr>
<td>Financial Models</td>
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Academic Year of Study   FT - Year 4

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<thead>
<tr>
<th>Module Title</th>
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<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>Probability and Stochastic Processes</td>
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<td>7</td>
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<tr>
<td>Computational Methods in Finance</td>
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<td>15</td>
<td>7</td>
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<tr>
<td>Financial Derivatives Pricing and Risk Management</td>
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<td>15</td>
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</table>
Programme Title: MSci in Financial Mathematics

<table>
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<tr>
<th>Module Title</th>
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<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Stochastic Calculus and Black-Scholes Theory</td>
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<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<tr>
<td>Advanced Computing in Finance</td>
<td>MTH773P</td>
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<td>7</td>
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<td>Semester 2</td>
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<td>Advanced Portfolio Theory and Risk Management</td>
<td>MTH774P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Project and Dissertation</td>
<td>MTH777P</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>4</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

For UK applicants, we require 360 points, including Mathematics at Grade A. Grade C GCSE in English Language is also required.

Non-UK applicants: Equivalent qualifications may be accepted. IELTS: 6.0 (with a minimum of 5.5 in all sections) is required.

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

All students are allocated a personal advisor, with whom any academic issue can be raised. In addition, the Senior Tutor and the Student Support Officer (both in SMS) can provide additional support.
Programme Title: MSci in Financial Mathematics

Programme-specific Rules and Facts

The programme will follow the Academic Regulations.

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

The MSci programme has been specifically designed with the aim of maximising the employability of our graduates. As well as acquiring general problem-solving skills, the practical skills in computer programming will find wide applicability, since these are always in very high demand from employers.

Furthermore, students on the MSci in Financial Mathematics can attend our practitioner seminars, where experts from the banking and finance sectors visit us, to give talks about the work they do. Queen Mary’s unique location (almost mid-way between the City of London, and Canary Wharf) means that we can attract a wide range of speakers. Students are actively encouraged to network with our guests, potentially leading to internship and employment opportunities.

In the final year, we also offer our Professional Skills Workshops, where students can acquire a range of additional skills (for example, programming in Excel, preparing presentations, writing reports, etc.) that will enhance their employability.

Programme Specification Approval

| Person completing Programme Specification | Dr M Phillips |
| Person responsible for management of programme | Prof Thomas Prellberg |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | currently chair’s action, for approval to TLC Feb 18 |
Programme Title: MSci in Financial Mathematics

Date Programme Specification approved by Taught Programmes Board
Module Proposal Form (UG)

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: Financial Derivatives Pricing and Risk Management
Module Code: MTH776P
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Postgraduate (MSci/MEng)
Start Date: September 2018
Proposed JACS Code: L111 Financial economics

Responsible School / Institute: School of Mathematical Sciences

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:
None

Responsible School:
School of Mathematical Sciences

Subject Exam Board responsible for the module:
Mathematical Sciences (UG)

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>10</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2016/17</td>
<td>10</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2017/18</td>
<td>10</td>
<td>0</td>
<td>100</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 is designed for the MSci in Financial Mathematics, and is a compulsory module. It will complement the more mathematical modules in the programme, by introducing students to the real-life fields in which their theoretical knowledge can be applied. Such practical knowledge is essential to the employability of our graduates in the investment banking and financial markets sectors.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>1 standard lecturer load</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 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

Head(s) of supporting School/Institute

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

Module Title: Financial Derivatives Pricing and Risk Management
Module Code: MTH776P
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1
Module Organiser: Prof Thomas Prellberg

Pre-requisite modules: MTH6121: Introduction to Mathematical Finance; MTH6120: Further Topics in Mathematical Finance; MTH6152 Financial Models
Co-requisite modules: None
Overlapping modules: None

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 course will give you an introduction to financial derivatives, including both theoretical aspects and practical issues. We consider a number of types of derivatives, such as forwards, futures and options, on a range of underlying assets (such as shares, indices, foreign currencies, commodities and interest rates), and for each type, we introduce various mathematical models that can be used to price them, and to manage risks. This is essential knowledge for anyone planning a career in investment banking or financial markets.

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

The module is aimed to give students the skills that they need to solve practical problems in mathematical finance, together with more general information about how financial markets work, and how derivative securities are structured. Graduates will therefore be well-equipped to pursue careers in financial markets and investment banking.
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:

<table>
<thead>
<tr>
<th>A1</th>
<th>The structure of various derivative securities (on underlying assets such as FX, commodities, equities and IR), and why they are used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Models (binomial tree and Black-Scholes) to determine the price of derivatives, and how to hedge them.</td>
</tr>
<tr>
<td>A3</td>
<td>Discussion of the limitations of theoretical models, and how market practitioners apply them in practice.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Explain why the market for derivatives exists, and how various financial products are structured.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Find the price of simple options using the binomial tree method.</td>
</tr>
<tr>
<td>B3</td>
<td>Apply continuous-time models such as Black-Scholes in practice, and understand its limitations.</td>
</tr>
</tbody>
</table>

### Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Apply analytical skills to investigate unfamiliar problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Acquire substantial bodies of knowledge.</td>
</tr>
<tr>
<td>C3</td>
<td>Connect information and ideas within their field of study.</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.

J. Hull, Options, Future and Other Derivatives, Pearson, 2011.
5) Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, 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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>22</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>117</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>Placement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>117</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>Written Exam</td>
<td>Written</td>
<td>3 hours</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.
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)'.

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<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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</tbody>
</table>
Module Proposal Form (UG)

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: Financial Models  
Module Code: MTH6152
Credit Value: 15  
Level: 6  
Module Type: MOD
Scheme: Undergraduate
Start Date: September 2017
Proposed JACS Code: G150 Mathematical modelling

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

Responsible School / Institute: School of Mathematical Sciences

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
N/A

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>10</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2016/17</td>
<td>10</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2017/18</td>
<td>10</td>
<td>0</td>
<td>100</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 module introduces students to a number of advanced areas in mathematical finance that are not covered by existing modules MTH6121 Introduction to Mathematical Finance, or MTH6120 Further Topics in Mathematical Finance. In particular, the module covers various topics that are part of subject CT8 (Financial Economics Core Technical) of the Institute and Faculty of Actuaries examinations, and may lead to exemption from this examination. The module is elective for BSc Mathematics and BSc Mathematics with Actuarial Science, but will be compulsory for MSci Financial Mathematics.

Note: Some material from MTH6120 should be moved into this module, and some material provisionally in this module should be moved into a revamped MTH6120.

Resource Requirements

| By school responsible for module | 1 standard lecturer load |
| By any other Queen Mary school or collaborative institution | None |

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/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       | Financial Models
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>MTH6152</td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
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<tr>
<td>Level</td>
<td>6</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>Prof Thomas Prellberg</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>MTH6121: Introduction to Mathematical Finance</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).

This module covers a number of advanced areas of mathematical finance, including topics such as measures of investment risk, portfolio theory, factor models of asset returns, stochastic models of security prices, stochastic calculus, discrete-time and continuous-time options pricing models, stochastic interest rate models and credit risk modelling.

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

The aim is to prepare students for quantitative careers in investment banking and financial markets, by introducing them to some of the more advanced mathematical modelling techniques used in these fields. Topics covered are also of interest to actuaries.

Subject to agreement, students successfully passing this module (and MTH6120) may gain an exemption from examination CT8 (Financial Economics Core Technical) of the Institute and Faculty of Actuaries.
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>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</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.

This list has been taken from the CT8 section of http://www.actuaries.org.uk/research-and-resources/pages/ct-exams-reading:
Introduction to mathematical portfolio theory. Joshi, Mark S.; Paterson, Jane M., Cambridge, 2013,
5) Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, 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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>33</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>44</td>
<td>29</td>
</tr>
<tr>
<td>Placement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>106</td>
<td>71</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>Written Exam</td>
<td>Written</td>
<td>2h</td>
<td>100</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.
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)'.

---

### 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>
<td></td>
<td></td>
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<tr>
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</tbody>
</table>

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Standard Reassessment  Synoptic Reassessment
Module Proposal Form (UG)

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: Numerical Computing with C and C++
Module Code: MTH6150
Credit Value: 15
Level: 6
Module Type: MOD
Scheme: Undergraduate
Start Date: September 2017
Proposed JACS Code: I320 Programming

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

Responsible School / Institute: School of Mathematical Sciences

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:
None

Responsible School
Subject Exam Board responsible for the module
School of Mathematical Sciences
Mathematical Sciences (UG)

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>2016/17</td>
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</tr>
<tr>
<td>2017/18</td>
<td>10</td>
<td>0</td>
<td>100</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 compulsory module introduces students to programming in C and C++ (the C language can be considered a subset of C++). C++ is the programming language of choice in many industries (especially in investment banking and financial markets), and giving students the opportunity to learn the language is expected significantly to increase their employability, as well as better prepare them for postgraduate research in applied mathematics, financial mathematics and the physical sciences.

Resource Requirements

By school responsible for module 1 standard lecturer load, plus computer lab facilities.

By any other Queen Mary school or collaborative institution None

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/Institute

Head(s) of supporting School/Institute

Digitally signed by Thomas Prellberg
DN: cn=Thomas Prellberg, o=Queen Mary, University of London, ou=School of Mathematical Sciences, email=t.prellberg@qmul.ac.uk, c=GB
Date: 2015.02.04 11:14:31 Z

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

Module Title: Numerical Computing with C and C++  
Module Code: MTH6150

Credit Value: 15  
Level: 6  
Mode of Delivery: On Campus  
Semester: Semester 1

Module Organiser: Prof Thomas Prellberg

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH4105: Introduction to Mathematical Computing</td>
<td>None</td>
<td>None</td>
</tr>
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</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).

This module provides an introduction to programming using C and C++, with examples designed to show how computers can be used to solve practical problems in a wide range of different fields. In particular, we cover the procedural features of these languages, such as variables, arrays, loops, branching statements and functions, before moving on to consider object-oriented programming techniques (classes, objects, encapsulation and inheritance). Examples come from mathematics, the physical sciences, finance, and other fields.

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

The analytical methods of mathematics often cannot be used directly to solve real-world problems, and so one must turn to numerical solutions by computer. This module gives students the skills to write computer programs to solve a range of problems in a number of different fields. Such skills are of huge importance in industry and academia.
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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<tbody>
<tr>
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<th>Disciplinary Skills - able to:</th>
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<td>B1</td>
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<td>B2</td>
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<td>B3</td>
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<th>Attributes:</th>
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<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</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.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, 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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td>22</td>
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<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>95</td>
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<td><strong>Total</strong></td>
<td><strong>Independent</strong></td>
<td><strong>150</strong></td>
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</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
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<tr>
<td>Scheduled learning and teaching</td>
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<td>Placement</td>
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<td>0</td>
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<tr>
<td>Independent Study</td>
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<td>63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
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</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-based examination</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>2 hours</td>
<td>100</td>
<td>Yes</td>
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</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>
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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)'.

Module Proposal Form (UG)

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>Module Code</th>
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<tbody>
<tr>
<td>Partial Differential Equations</td>
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</table>

<table>
<thead>
<tr>
<th>Credit Value</th>
<th>Level</th>
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<th>Scheme</th>
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<td>September 2017</td>
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Further details on JACS codes can be found at http://tiny.cc/g5a6c

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<thead>
<tr>
<th>Responsible School / Institute</th>
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<tbody>
<tr>
<td>School of Mathematical Sciences</td>
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</table>

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

<table>
<thead>
<tr>
<th>Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner</th>
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<tr>
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<tr>
<th>Year of Registration</th>
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<td>10</td>
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<td>100</td>
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<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
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<tbody>
<tr>
<td>School of Mathematical Sciences</td>
<td>Mathematical Sciences (UG)</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 motivation for introducing this module is to increase the number of applied mathematics elective modules available to students on standard degree programmes. Partial differential equations are of huge importance in the physical sciences and elsewhere, as well as being of interest from a purely mathematical point of view.

The module will also be a compulsory module for the MSci in Financial Mathematics, where a solid understanding of partial differential equations is required for solving the Black-Scholes equation (amongst others), including both analytic and numerical solution methods.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>1 standard lecturer load</th>
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<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
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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: Partial Differential Equations
Module Code: MTH6151
Credit Value: 15
Level: 6
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Prof Thomas Prellberg

Pre-requisite modules
Co-requisite modules
Overlapping modules
MTH5123: Differential Equations
None
None

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).

Partial differential equations (PDEs) play a key role in many areas of the physical sciences, including physics, chemistry, engineering and finance. They can be used to describe many phenomena, such as wave motion, diffusion of gases, electromagnetism, and the evolution of the prices of financial assets, to name just a few. In this module, we will investigate the most important classes of PDE, and look at the various techniques (both analytical and numerical) that can be used to solve them. Whilst we consider some of the underlying theory, the main emphasis of this module will be on applying this theory to realistic, applied problems.

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

This module introduces students to a highly important area of applied mathematics, that is widely used in the physical sciences and in engineering. By focusing on applications, the module enables students to understand how to use mathematics to model a physical problem. To solve the mathematical problem, one must then use judgment to select the most suitable mathematical method.
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.

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<tbody>
<tr>
<td>A1</td>
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<th>Disciplinary Skills - able to:</th>
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<td>C1</td>
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<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
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</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.

5) Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, 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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

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<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
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<td>Tutorial</td>
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<td>Guided independent study</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
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<tr>
<td>Independent Study</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
</tr>
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</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
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</thead>
<tbody>
<tr>
<td>Examination</td>
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<td>Written</td>
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<td>Yes</td>
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</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>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
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<td>Brief Description of Assessment</td>
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</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)'.

Module Proposal Form (UG)

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 hovered 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>MSci Financial Mathematics Dissertation</th>
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<td>Module Type</td>
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<td>Scheme</td>
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<td>Proposed JACS Code</td>
<td>G150 Mathematical modelling</td>
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Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute School of Mathematical Sciences

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

N/A

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
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<tbody>
<tr>
<td>School of Mathematical Sciences</td>
<td>Mathematical Sciences (UG)</td>
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Anticipated Student Registrations

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<td>10</td>
<td>0</td>
<td>100</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 will be a compulsory module in the MSci in Financial Mathematics. It enables students to undertake a substantial body of independent research, under the supervision of a member of staff, giving them experience either of the kind of work undertaken in the research teams in investment banks, or of leading-edge academic research in financial mathematics.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Staff time to supervise MSci projects; computational resources to support numerical projects.</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/Institute

Head(s) of supporting School/Institute

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

Module Title: MSci Financial Mathematics Dissertation
Module Code: MTH777P
Credit Value: 30
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1-2
Module Organiser: Prof Thomas Prellberg

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).

Each MSci Financial Mathematics student is required to complete a 30 credit project dissertation. Projects and supervisors will be allocated by the Programme Director at the start of the academic year, taking into account each student's particular interests, as far as is possible. A typical MSci project dissertation consists of 20 to 30 word-processed pages, securely bound, covering a specific research-level topic in financial mathematics, usually requiring the student to understand, explain and elaborate on results from one or more journal articles. Students will also be expected to give a short presentation of their work to other students on the programme.

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

The aim of this module is to give students experience of undertaking a substantial project independently, and to learn about an area of financial mathematics that is of interest to them. It will also allow them to develop skills in producing a written dissertation, and preparing and delivering a short presentation. This will significantly enhance the employability of students, by exposing them to the kind of work undertaken in research teams in investment banks.
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>
</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>
<tr>
<td>C3</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.

This will depend on the particular project.

5) Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, 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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found
on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Supervision</td>
<td>Scheduled</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Placement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>288</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) **Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project dissertation</td>
<td>Dissertation</td>
<td>Coursework</td>
<td>N/A</td>
<td>100</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>
</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>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Mathematical Sciences</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Financial Computing / MSc Financial Computing with Industrial Placement (Full-Time / Part-Time)</td>
</tr>
<tr>
<td></td>
<td>• Part 2 Proposal Form</td>
</tr>
<tr>
<td></td>
<td>• Programme Specification</td>
</tr>
<tr>
<td></td>
<td>• Service Level Agreement</td>
</tr>
<tr>
<td></td>
<td>• 4 Module Proposals:</td>
</tr>
<tr>
<td></td>
<td>▪ Advanced Object-Oriented Programming (15 cr.)</td>
</tr>
<tr>
<td></td>
<td>▪ Financial Programming (15 cr.)</td>
</tr>
<tr>
<td></td>
<td>▪ High Performance Computing (15 cr.)</td>
</tr>
<tr>
<td></td>
<td>▪ MSc Financial Computing Dissertation (60 cr.)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The Proposal comprises a new programme for those wishing to undertake an MSc specifically focused in Financial Computing.</td>
</tr>
</tbody>
</table>

**Background**

The programme has been developed in response to the new wave of technology within the financial industry and a corresponding increase in the demand for technologically savvy, numerate personnel.

**Programme Structure**

Delivered jointly with the School of Electronic Engineering and Computer Science, the content of the programme is a combination of technology and financial mathematics. The programme will be made up of four compulsory 15 credit modules, a 60 credit dissertation and a choice of four 15 credit elective modules. Programme content will be delivered in lectures, practical sessions and problem solving coursework.

There is an opportunity for students to complete a one year Industrial Placement while on the programme. The module is assessed as a pass or fail through a combination of a report, viva,
learning journal and structured employer evaluations.

TPB may wish to clarify how students will be supported by the School during the placement.

The staff involved in the MSc Financial Computing have strong links and research collaboration with industrial partners. Several industrial partners will be involved in the teaching activities, providing guest lectures, as well as business use cases for applying Financial Computing techniques. Additionally, several of the MSc projects offered to the students will be performed in collaboration with an industry partner, including summer placement opportunities.

The TPB may wish to query how these activities will be quality assured.

External Adviser Comments
The External Adviser felt that the programme’s learning outcomes were clear, adequate and were comparable to similar programmes in the UK. Additionally, the teaching of Advances Computing in Finance and Big Data Processing modules was very timely.

Admissions
The programme aims to recruit both home and overseas students. Entrants must have the equivalent of a British first or good second class degree in a subject with a substantial mathematical component such as computer science, economics, engineering, mathematics, statistics or physics. Students should also have some experience in computer programming.Entrants for whom English is a second language must meet the minimum IELTS requirement of 6.5 or equivalent.

The TPB should note that Part 1 of the Programme Proposal for the MSc Financial Computing will be considered at the 26th February 2015 meeting of MRAG due to its proposed non-standard fees.

Rachel Davies, ARCS
Ext: 5957
rachel.davies@qmul.ac.uk
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>Financial Computing / with Industrial Experience</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 Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Part Time</td>
<td>2 Calendar Years</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>2 Calendar Years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Start Date</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2015</td>
<td>Sebastian Del Bano Rollin</td>
</tr>
</tbody>
</table>

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.

A Joint Working Statement is provided.

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.

Existing plagiarism detection processes in SMS and EECS will be used for coursework where appropriate. Dissertations will be passed through 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.

N/A

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

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. 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 Mathematical Sciences</td>
<td>Mathematical Sciences (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.

Dear Sebastian:

I have reviewed the documentation you sent me regarding a proposed new MSc Financial Computing programme. My overall impression is that the program is well articulated and responds to a clear industry demand for a critical combination of skills. Standard and quality of this proposed programme are also appropriate.

My comments are as follows:
1. The program has a clear aim: to provide students with the know-how for the intersection of mathematics, computer science and finance that is used in the financial industry. The selection of modules seems appropriate to fulfill this aim. Teaching of modules such as Big Data Processing and Advances Computing in Finance is very timely and it is a good idea to offer them to students in this MSc.
2. The program learning outcomes are clear, adequate and are comparable to similar top quality programmes in the UK.
3. The program design is aligned with current demands of the job market as well as with novel research of high performance computing applied to finance.
4. Tutorial sessions are particularly appreciated and will be beneficial to students.
5. Proposed assessment follow the standard approach similar to other UK programmes.
6. The level and content of the modules described seem adequate. The idea of having a variant "with industrial experience" is an excellent addition as there seems to be demand for this type of extended learning experience.

Yours sincerely,

Prof Tiziana Di Matteo

Name & Title of External Adviser
Professor Tiziana Di Matteo

Current Post & Institution / Organisation
Professor of Econophysics, Department of Mathematics, King's College London

Address for Correspondence (and email)
Department of Mathematics
King's College London
Strand, London WC2R 2LS
United Kingdom
Room 524, Strand Building
Ph 44 (0)20 78482223 (direct line)
Ph 44 (0)20 78482828 (general office)
Fax 44 (0)20 78482017
tiziana.di_matteo@kcl.ac.uk
http://www.mth.kcl.ac.uk/~tiziana/

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.

No issues were raised.
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? [N/A]
- Has supplementary information on the management of the partnership been submitted with the Part 2? [N/A]
- Have any special regulations been submitted with the Part 2 (where relevant)? [N/A]

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 Specification

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: Financial Computing MSc
Name of Interim Award(s): PG Cert and PG Dip
Duration of Study / Period of Registration: 1 year full time, 2 years with industrial experience, 2 years part time
QM Programme Code / UCAS Code(s): N/A
QAA Benchmark Group: N/A
FHEQ Level of Award: Level 7
Programme Accredited by: N/A
Date Programme Specification Approved: 25 Feb 2015
Responsible School / Institute: School of Mathematical Sciences

Schools which will also be involved in teaching part of the programme:
- School of Electronic Engineering & Computer Science

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

Programme Outline

Innovation and revenue generation in the financial industry critically depend on the productive blend of mathematics, technology and finance. The last five years the industry has witnessed a new wave of technology and a corresponding increase in the demand for technologically savvy numerate personnel. Some examples of new developments in financial institutions that drive this personnel demand are:

1. Automation of the trading business: electronic trading, algorithmic trading, customer quote/risk management compute performance competitiveness, processing of ‘social’ trading data (e.g. customer requests, Reuters news items, . . . ), etc

2. New compute-intensive regulatory obligations: CVA/DVA measurements (Credit/Debit Value Adjustments), model risk measurement as requested by OCC in 2011, etc

3. The need to consolidate quantitative technology that has grown organically in RAD (Rapid Application Development) fashion for the last 15 years.

The function related to these tasks is described in industry as Quant Developer, Quant Technologist or more generally Front Office Technology and it is more technology inclined than the more mathematical Quant function.
Programme Title: MSc Financial Computing

To address this business need we have designed a cutting edge MSc programme that combines key modules in mathematical finance and technology. Students from practitioners and academics about the models used in finance, the relevant numerical methods, and importantly on how this is implemented in modern parallel architectures such as GPUs massively used by investment banks and hedge funds.

The Quant type business model, consisting in the creative synergies resulting in placing numerate and technologically savvy individuals at the core of business decisions, is now expanding into other industries (e.g. business analytics). We envisage our students accessing this expanding and exciting market segment.

The programme capitalizes on existing modules in offered by SMS and EECS to create a cutting edge industry oriented programme that offers substantial development potential in a competitive job market.

Aims of the Programme

The aim of this programme is to provide numerate students with the necessary background to gain access to the intellectually stimulating, lucrative and expanding segment of the executive job market in the confluence of mathematics, finance and technology. Additionally the programme will provide students with the intellectual stimulus to enter related research fields (e.g. high performance computing). The job sector aimed at includes investment banks, hedge funds, brokerage providers, as well as financial software companies, and consultancy firms.

What Will You Be Expected to Achieve?

Knowledge and understanding of the following items:

<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>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>
Programme Title: MSc Financial Computing

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Engage critically with knowledge in the domain of Computational Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Develop a global perspective on the computational demands of the financial industry</td>
</tr>
<tr>
<td>C3</td>
<td>Develop information expertise in the field.</td>
</tr>
</tbody>
</table>

How Will You Learn?

Each non-project-based course unit involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience.

Tutorial sessions actively engage students on applying the techniques and tools presented in the lectures to solve practical problems. These sessions take the form of exercise classes and programming laboratories under the guidance of the teaching staff. In addition to the final year project, other modules introduce project working skills.

How Will You Be Assessed?

The assessment of the taught course units takes place through a written examination and coursework.

The final project is examined on the basis of a written report, a formal oral presentation, and a demonstration of the piece of software developed or the insights from analysis carried by the student. The projects will have two examiners each, with a third if there is disagreement.

The industrial placement module is assessed as a pass / fail through a combination of report, viva, learning journal and structured employer evaluations.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme is organised in three semesters. The first semester is composed by three compulsory modules plus one optional module that will cover the foundational techniques and tools employed in Computational Finance.

The second semester has one compulsory module (Financial Programming) and three modules that are chosen among a set of options. The module selection allows students to focus on domain-specific research or industry applications for Financial Computing.

Students carry out a large project full time in the third semester, after agreeing to a topic and supervisor in the first semester, and completing the preparation phase over the second semester.

For the “with industrial placement variant”, in addition, the Masters Industrial Placement module will be assessed simply as a pass/fail module. Students who pass the Masters Industrial Placement Project will therefore obtain the “with Industrial Experience” title, while those who fail the Masters Industrial Placement Project will transfer off the “with Industrial Experience” variant and obtain the relevant programme title without industrial experience.
## Programme Title: MSc Financial Computing

### Academic Year of Study  FT - Year 1

<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>Advanced Program Design</td>
<td>ECS711P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Financial Programming</td>
<td>NEW</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Foundations of Mathematical Modeling in Finance</td>
<td>MTH771P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Topics in Scientific Computing</td>
<td>MTH739P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Functional Programming</td>
<td>ECS713P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Big Data Processing</td>
<td>ECS739P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Machine Learning</td>
<td>ECS708P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>High Performance Computing</td>
<td>NEW</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Advanced Objected-Oriented Programming</td>
<td>NEW</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Stochastic Calculus and Black Scholes Theory</td>
<td>MTH772P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Advanced Portfolio Theory and Risk Management</td>
<td>MTH774P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Advanced Computing in Finance</td>
<td>MTH773P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Financial Computing Dissertation</td>
<td>NEW</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>

### Academic Year of Study  FT - Year 2

<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>Masters Industrial Placement</td>
<td>ECS768P</td>
<td>0</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>
**Programme Title:** MSc Financial Computing

**What Are the Entry Requirements?**

Entrants must have the equivalent of a British first or good second class degree in a subject with a substantial mathematical component (mathematics, statistics, physics, engineering, economics, or computer science) students should have some experience in computer programming. The Admissions Tutor assesses applicant suitability for the programme individually, the admissions tutor will liaise with the EECS MSc admissions tutor to ensure consistency of intake.

Entrants for whom English is a second language must meet the minimum IELTS requirement of 6.5 (or equivalent).

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

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

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

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

**Academic Support**

All students will be assigned a tutor, with whom they will have bi-weekly meetings. In addition the students will have all the standard induction, advice and supervisory arrangements normally offered to students within SEMS and EECS.

The school handbook will be provided (and made accessible at all times) to students, where all the channels of support will be outlined. These include the support channels within the school and also those available at College level.

**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.
Programme Title: MSc Financial Computing

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

Links With Employers, Placement Opportunities and Transferable Skills

The staff involved in the MSc Financial Computing have strong links and research collaboration with industrial partners including Citigroup, Nomura, Bank of England, Morgan Stanley, UBS, RBS, Lloyds, Moodys, IBM, HP, BBC, and Tech City IT startups. Several of these companies will be involved in the teaching activities, providing guest lectures, as well as business use cases for applying Financial Computing techniques.

Additionally, several of the MSc projects offered to the students will be performed in collaboration with an industry partner, including summer placement opportunities.

Programme Specification Approval

| Person completing Programme Specification | Dr Sebastian del Bano Rollin |
| Person responsible for management of programme | Dr Sebastian del Bano Rollin |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | approved by chair’s action, to be submitted to TLC on Feb 18 |
| Date Programme Specification approved by Taught Programmes Board | 25 Feb 2015 |

Queen Mary
University of London
Service Level Agreement
between the School of Mathematical Sciences
and the School of Electronic Engineering and Computer Science
for the MSc Financial Computing programme

MSc Financial Computing

This Service Level Agreement is designed to identify the key administrative responsibilities with the School of Mathematical Sciences (SMS) and the School of Electronic Engineering and Computer Science (EECS) to jointly deliver the MSc Financial Computing. The programme will run from the academic year 2015–16 onwards.

Part II programme approval will be obtained at the Taught Programmes Board on 25th February 2015.

The initial Programme Director will be Dr Sebastian del Bano Rollin, Senior Lecturer in Financial Mathematics (SMS).

The initial Admissions Tutor will be Dr Sebastian del Bano Rollin, Senior Lecturer in Financial Mathematics (SMS).

The academic contact for EECS will be Dr Jane Reid, Director of Taught Programmes & Senior Lecturer.

Professional Services contacts in both Schools are listed below in Sections 3 and 4.

1 PROGRAMME CODES

- TBC MSc Financial Computing (1 year full-time)
- TBC MSc Financial Computing with Industrial Experience (2 years full-time)
- TBC MSc Financial Computing (2 years part-time)
- Postgraduate Certificate/Diploma in Mathematical Sciences can also be given as an exit award, but is not a direct entry route.

2 PROGRAMME STRUCTURE AS OF 3rd FEBRUARY 2015

In the table, module codes beginning MTH are SMS owned-modules and codes beginning ECS are EECS-owned modules.

<table>
<thead>
<tr>
<th>Semester A: September to December</th>
<th>Semester B: January to March</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS711P Advanced Program Design (15-credit, compulsory)</td>
<td>Financial Programming (code tbc) (15-credit, compulsory)</td>
</tr>
<tr>
<td>MTH739P Topics in Scientific Computing (15-credit, compulsory)</td>
<td></td>
</tr>
<tr>
<td>MTH771P Foundations of Mathematical Modeling in Finance (15-credit, compulsory)</td>
<td>60 credits of the following listed electives:</td>
</tr>
<tr>
<td>15 credits of the following listed electives:</td>
<td></td>
</tr>
<tr>
<td>ECS713P Functional Programming (15-credit)</td>
<td>MTH773P Advanced Computing in Finance (15-credit)</td>
</tr>
<tr>
<td>ECS739P Big Data Processing (15-credit)</td>
<td>High Performance Computing (code tbc) (15-credit)</td>
</tr>
<tr>
<td>ECS708P Machine Learning (15-credit)</td>
<td>MTH774P Portfolio Theory and Risk Management (15-credit)</td>
</tr>
<tr>
<td></td>
<td>MTH772P Stochastic Calculus and Black Scholes Theory (15-credit)</td>
</tr>
</tbody>
</table>
Service Level Agreement  
between the School of Mathematical Sciences  
and the School of Electronic Engineering and Computer Science  
for the MSc Financial Computing programme

<table>
<thead>
<tr>
<th>Post Semester B: April to September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Computing Dissertation (60-credit, core)</td>
</tr>
<tr>
<td>Formally this is an SMS module but project supervision will be shared between SMS and EECS, with students able to choose project topics across a range offered by both Schools.</td>
</tr>
</tbody>
</table>

3 SMS PROFESSIONAL SERVICES CONTACTS

See: [http://www.maths.qmul.ac.uk/about-us/people/professional-services](http://www.maths.qmul.ac.uk/about-us/people/professional-services)

**Postgraduate Taught Programmes Officer** - Sarah Coleman ([s.coleman@qmul.ac.uk](mailto:s.coleman@qmul.ac.uk))
- Oversees admissions administration and provides support for marketing and recruitment activity
- Responsible for creation of the teaching timetable (FT/PT) in liaison with Education Manager and EECS
- Involvement with administration of programme structure and modules
- Communicates with students regarding the organisation and delivery of SMS modules
- Coordinates Welcome Week schedule for new students in liaison with Student Support Officer and EECS
- Secretary to the Postgraduate Joint Programme Board and Subject Examination Board
- Produces the MSc Financial Computing Student Handbook
- Responsible for administration of MSc Financial Computing bursaries and scholarships.

**Education Manager** - Norman McBreen ([n.mcbreen@qmul.ac.uk](mailto:n.mcbreen@qmul.ac.uk))
- Additional Professional Services contact for SMS MSc programmes.

**Student Support Officer** - Zak Liddell ([z.liddel@qmul.ac.uk](mailto:z.liddel@qmul.ac.uk))
- Provision of pastoral care to students on the MSc Financial Computing programme
- Secretary to the postgraduate Student-Staff Liaison Committee in SMS.

4 EECS PROFESSIONAL SERVICES CONTACTS

See: [http://www.eecs.qmul.ac.uk/people/admin](http://www.eecs.qmul.ac.uk/people/admin)

**Virginia Elgar** – Postgraduate Administrator
- Main administrative contact for the MSc Financial Computing in EECS
- Secretary to the postgraduate Subject Examination Board in EECS.

5 TIMETABLES

Each School will need to organise and timetable its own modules however it is essential that a meeting about the timetabling delivery and avoidance of any timetabling clashes is organised well in advance of any School or College deadlines. The SMS Postgraduate Taught Programmes Officer will schedule such a meeting during Semester B in preparation for the next academic year.

Following the production of an agreed timetable, EECS to liaise with the SMS Postgraduate Taught Programmes Officer regarding any amendments or additional information relating to EECS timetabled modules.
6 PUBLICITY

The School of Mathematical Sciences will primarily be responsible for producing marketing materials using information provided by both Schools. Programme marketing materials will be available in both schools and on their respective websites. Marketing materials will be refreshed and updated each year as required, by the appropriate staff in each school. Details of the programme will be included in any general PG or taught programme materials produced by either School and in both sections of the QMUL PG prospectus.

Reasonable marketing costs will be covered by SMS, with EECS contributing where appropriate to large items of expenditure.

7 ADMISSIONS, RECRUITMENT AND TARGET INTAKE NUMBERS

Target headcount intake numbers submitted by SMS for the programme are as follows.

<table>
<thead>
<tr>
<th>Year of entry</th>
<th>Home/EU full-time</th>
<th>Home/EU part-time</th>
<th>Overseas (full-time)</th>
<th>Total SMS FTE</th>
<th>Total EECS FTE</th>
<th>Total headcount of new intake each year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2016–17</td>
<td>15</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2017–18</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

In order to achieve these targets, we will appoint appropriate academic selectors.

Key points:
- Our aim is to turn around every application within 15 working days.
- EECS are happy for SMS to select and approve applications. The SMS Admissions Tutor will consult with the EECS PGT Admissions Tutor on any borderline or unusual cases.
- SMS are happy to consider rejected applications from oversubscribed EECS MSc programmes.
- Certain applications rejected for this programme might also be considered for MSc Mathematics.

8 COMMUNICATION AND INFORMATION BEFORE ENROLMENT

The SMS Postgraduate Taught Programmes Officer will coordinate the production of a preliminary reading list which will be advertised online by August each year and circulated to the new intake of students.

Students will be given a programme specific Student Handbook which covers the information they will need regarding study/support/facilities in SMS and EECS.

SMS will communicate with new students before arrival via an introductory email from the MSc Financial Computing Programme Director.

Programme and module information will be uploaded to each of the School’s websites, QM Plus and to SIS.

9 WELCOME WEEK AND CAREERS PROGRAMME

Representatives from each School will work together to deliver adequate Welcome Week activities and good communication with ARCS via the Academic Registrar for Student Induction and Enhancement. Welcome Week activities will include: meeting with students as one group outlining the programme structure, assessment and module overview (sign ups and content) and a social event.
Student support representatives will also meet together during the Spring to ensure that a programme of employability-related events is made available to students on the programme and that events are included in School information produced by Queen Mary Careers, such as the SMS Careers leaflet. Students will be able to attend any events for postgraduate taught students in either School.

10 TIMING OF ASSESSMENT AND FEEDBACK

Assessment deadline dates will need to be set and agreed in advance so as to avoid multiple submissions for both Schools. This is particularly critical for large items of coursework. The MSc Programme Director and SMS Postgraduate Taught Programmes Officer will take a lead in ensuring this.

11 EXAMINATION BOARD PROCESS

Examination papers will need to be reviewed and approved by the relevant External Examiners with each School being responsible for their own modules. The governance of the assessment will lie with the School of Mathematical Sciences Postgraduate Subject Examination Board which will be administered by SMS. Marks for EECS modules will be approved by the Postgraduate Subject Examination Board for EECS and then returned to the School of Mathematical Sciences Postgraduate Subject Examination Board. Representatives from EECS will be invited to attend the School of Mathematical Sciences Postgraduate Subject Examination Board meeting, notably those who taught compulsory modules for the programme. The School of Mathematical Sciences Postgraduate Subject Examination Board will approve the SMS marks and make award recommendations to the Postgraduate DEB in Science and Engineering.

(This is as recommended by the Assistant Academic Registrar for Assessment Governance.)
12 MODULE DELIVERY AND EVALUATION

Modules will be delivered according to the normal standards of good practice within each School, and evaluated accordingly. For example, within SMS, module questionnaires are circulated in lectures to all students in Week 6, so that the results can be discussed at the PG Student-Staff Liaison Committee and any required actions taken before the end of the teaching semester by the MSc Programme Director, Director of Taught Programmes or the Education Manager.

The MSc Programme Director will closely monitor module delivery and ensure that syllabi are followed consistently, that the notation used in the various modules is consistent, and that the programme generally runs smoothly.

13 DISSERTATION ARRANGEMENTS

We will put together a set of standard projects aimed at a typical student. Students will contact project supervisors on a regular basis throughout the project. Students start writing dissertations in early Spring and aim to finish by September. The project supervision will be split 50% SMS and 50% EECS, to be revised yearly.

The MSc Programme Director will ask students to submit details of their supervisor and a working project title by no later than the end of Semester A. If students fail to submit these details in time they will be assigned to a topic and supervisor and they will be given a warning that they will only able to graduate with a Diploma award if they fail to engage with the project work.

14 STUDENT-STAFF LIAISON COMMITTEE MEETINGS

The MSc Financial Computing student rep/s will attend both SMS and EECS existing SSLC Committees. Attendance will be required from one student rep (per programme) and any other relevant member of academic staff within the appropriate School. In SMS this will normally be the Programme Director. The SMS postgraduate SSLC Committee is serviced by the SMS Student Support Officer and meets once per semester. Any matters affecting SMS/EECS modules can be discussed by the relevant School SSLC Committee, with actions referred to other School committees (e.g. SMS Teaching and Learning Committee) or officers as appropriate. Student representation on the SMS Health and Safety committee will also be encouraged.

15 FACILITIES FOR STUDENTS

Rooms 302 and 303 in the School of Mathematical Sciences provide excellent office facilities for students on MSc programmes within SMS. Students will get access to the Maths and ITL buildings.
16 FEES, SCHOLARSHIPS AND BURSARIES

Computational Finance Full Time 1 Year programme fees will be charged at a non-standard rate of £16,000.00 for home/EU students and £18,550.00 for overseas students. Computational Finance with Industrial Placement route Full Time 2 Year programme fees will be charged at a non-standard rate of £19,000.00 (£16,000.00 year 1, £3,000.00 year 2) for home/EU students and £21,550.00 (£18,550.00 year 1, £3,000.00 year 2) for overseas students for 2015–16 entry. The non-standard fee rates are in line with the SMS programme MSc Mathematical Finance. Income received for year two of the Computational Finance with Industrial Placement programme will be allocated to EECS. The fee rates are supported by QM Marketing and International, who will be providing support for marketing this programme both with direct financial support and in kind.

It is important to ensure that we provide applicants with good information on how they might finance their studies, for example via bank loans for home students. The SMS Postgraduate Taught Programmes Officer and Student Support Officer will liaise with Advice and Counselling and other teams to ensure comprehensive advice is available. Queen Mary graduates will be eligible as usual for the bursaries offered centrally.

We will consider offering scholarships of £5,000.00. Procedures for the allocation of these scholarships will be in line with the current SMS MSc Mathematical Finance Academic Excellence Scholarships.

17 FINANCE AND INVESTMENT

This is a joint programme, and income will be split by student load after top slicing for administration:

MSc Computational Finance- Full Time 1 Year programme fee split:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of fee income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme administration, space costs, printing, overheads (SMS)</td>
<td>20%</td>
</tr>
<tr>
<td>SMS Teaching and student support costs</td>
<td>40%</td>
</tr>
<tr>
<td>EECS Teaching and student support costs</td>
<td>40%</td>
</tr>
</tbody>
</table>

MSc Computational Finance with Industrial Placement- Full Time 2 Year programme, Year 1 fee split:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of fee income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme administration, space costs, printing, overheads (SMS)</td>
<td>20%</td>
</tr>
<tr>
<td>SMS Teaching and student support costs</td>
<td>40%</td>
</tr>
<tr>
<td>EECS Teaching and student support costs</td>
<td>40%</td>
</tr>
</tbody>
</table>

MSc Computational Finance with Industrial Placement- Full Time 2 Year programme, Year 2 fee split:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of fee income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme administration, space costs, printing, overheads (SMS)</td>
<td>0%</td>
</tr>
<tr>
<td>SMS Teaching and student support costs</td>
<td>0%</td>
</tr>
<tr>
<td>EECS Teaching and student support costs</td>
<td>100%</td>
</tr>
</tbody>
</table>
Service Level Agreement between the School of Mathematical Sciences and the School of Electronic Engineering and Computer Science for the MSc Mathematics of Networks programme

<table>
<thead>
<tr>
<th>Policy Title:</th>
<th>Service Level Agreement between SMS and EECS – Distribution of Administrative Duties and Responsibilities MSc Financial Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved:</td>
<td></td>
</tr>
<tr>
<td>Approving Committee (SMS)</td>
<td>SMS Head of School Advisory Group</td>
</tr>
<tr>
<td>Approving Committee (EECS)</td>
<td>EECS Teaching and Learning Committee</td>
</tr>
<tr>
<td>Version:</td>
<td>1.1</td>
</tr>
<tr>
<td>Next Review Date:</td>
<td>February 2016</td>
</tr>
<tr>
<td>Related Documents, Guidance and/or Codes of Practice:</td>
<td>Part II Programme Proposal Form Programme Specification</td>
</tr>
<tr>
<td>Policy Owner:</td>
<td>SMS Head of School</td>
</tr>
<tr>
<td>Lead Contact:</td>
<td>SMS School Manager</td>
</tr>
</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: Advanced Object-Oriented Programming
Module Code: ECS769P
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: January 2016
Proposed JACS Code: I322 Object-oriented programming

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

Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Responsible School
School of Electronic Engineering and Computer Science

Subject Exam Board responsible for the module
EECS (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>N/A</td>
</tr>
<tr>
<td>2016/17</td>
<td>30</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2017/18</td>
<td>40</td>
<td>5</td>
<td>N/A</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 will introduce concepts associated with advanced object-oriented programming concepts, such as inheritance and polymorphism, creating templates, advanced working with exception handling, stream input/output management, associative containers, algorithms, stacks, queues and binary trees, different search and sort methods, namespaces, advanced string class methods, and working with libraries, e.g. boost and STL.

It will be an optional module on the following programmes:
MSc Financial Computing
MSc Software Engineering
MSc Computer Science

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Access to labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>N/A</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

Head(s) of supporting School

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

Module Title: Advanced Object-Oriented Programming  
Module Code: ECS769P

Credit Value: 15  
Level: 7  
Mode of Delivery: On Campus

Module Organiser: TBC

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 introduce concepts associated with advanced object-oriented programming concepts, such as inheritance and polymorphism, creating templates, advanced working with exception handling, stream input/output management, associative containers, algorithms, stacks, queues and binary trees, different search and sort methods, namespaces, advanced string class methods, and working with libraries, e.g. boost and STL. It also explores some of the contexts in which these techniques are useful.

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

The aims of the module are:
To introduce advanced object-oriented programming concepts.  
To explore some of the contexts in which advanced object-oriented programming is useful.  
To give the students an opportunity to develop practical skills in advanced object-oriented programming.

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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To understand concepts of advanced object-oriented programming</td>
</tr>
<tr>
<td>A2</td>
<td>To become familiar with how these concepts are implemented in a specific programming language, e.g. C++</td>
</tr>
<tr>
<td>A3</td>
<td>To explore some of the contexts in which these advanced concepts are used</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Explain the contribution of advanced object-oriented programming to the context of modern computing technology</td>
</tr>
<tr>
<td>B2</td>
<td>Demonstrate practical skills associated with advanced object-oriented programming</td>
</tr>
<tr>
<td>B3</td>
<td>Compare and contrast different object-oriented programming languages, analysing how these advanced concepts are represented in each</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Engage with the professional world</td>
</tr>
<tr>
<td>C2</td>
<td>Grasp the principles and practices of their field of study</td>
</tr>
<tr>
<td>C3</td>
<td>Work individually and in collaboration with others</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.

The C++ Programming Language, Bjarne Stroustrup (2013)

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></th>
<th>Lectures = 12 x 2 hours = 24 hours</th>
<th>Labs = 12 x 2 hours = 24 hours</th>
</tr>
</thead>
</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.

102 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.

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>Coursework</td>
<td>Coursework</td>
<td></td>
<td>30</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Exam</td>
<td>Examination</td>
<td></td>
<td>70</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

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

<table>
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<tbody>
<tr>
<td>Exam</td>
<td>Examination</td>
<td>2.5 hours</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)'.

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: Financial Programming

Credit Value: 15

Level: 7

Module Type: MOD

Scheme: Taught Postgraduate

Start Date: September 2015

Proposed JACS Code: G170 Computational mathematics

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

Responsible School / Institute: School of Mathematical Sciences

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:

N/A

Responsible School:

School of Mathematical Sciences

Subject Exam Board responsible for the module:

Mathematical Sciences (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>10</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2016/17</td>
<td>20</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>2017/18</td>
<td>30</td>
<td>8</td>
<td>50</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 module is offered to provide students with the essentials of high level and EUC financial computing as used in the finance industry.

It provides a bridge between the theoretical knowledge and elements of current industry practice. One outcome is to provide students with the necessary tools to be able to contribute to a business from day one.

A similar module has been taught by the module organiser at UCL as part of their MScs in Financial Mathematics and Financial Risk Management and has been very well received.

We envisage this module being used by the Mathematical Finance MSci as well as by other MSc programs in our future offering.

Resource Requirements

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

Head(s) of supporting School

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

Module Title  | Financial Programming
Credit Value  | 15
Level        | 7
Mode of Delivery | On Campus
Semester     | Semester 2
Module Organiser | Dr Sebastian del Bano Rollin

Pre-requisite modules  | Co-requisite modules  | Overlapping modules
nil  | nil  | nil

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).

A preliminary outline of the course contents is as follows:

**Part I: Programming skills**
- Lesson 1 (2h) Introduction. Trading and risk management system requirements. Typical layout of technology components. Low level/high level coding.
- Lesson 3 (2h) Source Code repositories. What is a source code repository and why do we need it? How to use TortoiseSVN. Implications for controls and regulatory processes. The Excel XML format.
- Lesson 4 (2h) Industry strength Excel. Named cells, data validation, maintainability considerations in a production environment, error codes.
- Lesson 5 (2h) VBA (Visual Basic for Applications) Functions. Recording macros. Data types and data scope. ByRef/ByVal. Setting breakpoints and using the debug window.
- Lesson 6 (2h) VBA Subroutines Controls to trigger and manage code execution. Excel as a pure front end for a financial system. Handling error conditions.
- Lesson 7 (2h) VBA Object Oriented Code. Introduction to OOP, the Excel object model, types, classes, property get and set, data validation.
- Lesson 8 (2h) Practical session Building a risk management sheet using Excel/VBA.
- Lesson 9 (2h) Basics of C/C++. Introductory to the basic language features, emphasizing plain C functions, data types etc. Building a basic console EXE application
- Lesson 10 (2h) Basics of C/C++ DLLs. Connecting Excel/VBA to a C/C++ calculator DLL (Dynamically Linked Library).
- Lesson 11 (2h) Practical Session Building a derivatives pricing tool based on an Excel thin front end, VBA middleware and a core calculator in a DLL developed in C/C++.

**Part II: The development framework**
- Lesson 12 (2h) Low level items Compiled code, C/C++/Assembly language. Binary representation of data. Using Windows kernel C/C++ DLLs.
- Lesson 14 (2h) High performance programming. FPGAs, GPUs, grid computing, multithreading, low level optimizations
- Lesson 15 (2h) Overview of other technologies: Java, COM, Python, .NET, C#, F#

(note that there are some overlaps with other modules, e.g. C++, designed to offer additional support with some more difficult key topics)

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

This module aims to provide students with the essentials of high level and EUC financial computing as used in the finance industry.
It provides a bridge between the theoretical knowledge and elements of current industry practice. One outcome is to provide students with the necessary tools to be able to contribute to a business from day one.

### 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>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</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.

Slides and learning materials (demonstration code) developed by the lecturer will be used.

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 hours of weekly lectures followed by 2 hours of lab work

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

102

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.

150

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>In-class practical examination</td>
<td>Examination</td>
<td>2h</td>
<td>50%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Exam</td>
<td>Examination</td>
<td>2h</td>
<td>50%</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

<table>
<thead>
<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Assessment</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
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<tr>
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</table>

Section 3 - Alternative Assessment Arrangements for Associate Students
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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)'.

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: High Performance Computing
Module Code: ECS772P
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: January 2016
Proposed JACS Code: I114 High end computing

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

Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Responsible School | Subject Exam Board responsible for the module
-------------------|--------------------------------------------------
School of Electronic Engineering and Computer Science | EECS (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>N/A</td>
</tr>
<tr>
<td>2016/17</td>
<td>30</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2017/18</td>
<td>40</td>
<td>5</td>
<td>N/A</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 will introduce concepts associated with high performance computing, such as parallel processing, hardware acceleration, GPU (Graphics Processing Unit) programming and FPGA (Field Programmable Gate Array) programming.

It will be an optional module on the following programmes:
MSc Financial Computing
MSc Software Engineering
MSc Computer Science

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Access to labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>N/A</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
Jane Reid

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Digitally signed by Jane Reid
DN: cn=Jane Reid, o=Queen Mary, University of London, ou=School of Electronic Engineering and Computer Science, mail=jane@eecs.qmul.ac.uk, c=GB
Date: 2015.02.04 00:31:03 Z
Module Title: High Performance Computing
Module Code: ECS772P
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: TBC

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).

High performance computing refers to the practice of aggregating computing power in order to deliver higher performance than would be obtained from a normal desktop machine. This module introduces concepts associated with high performance computing, such as parallel processing, hardware acceleration, GPU (Graphics Processing Unit) programming and FPGA (Field Programmable Gate Array) programming. It also explores some of the contexts in which high performance computing is often used, e.g. in scientific research and in business.

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

The aims of the module are:
To introduce the concepts associated with high performance computing, e.g. parallel processing and hardware acceleration.
To introduce specific methods of high performance computing, e.g. GPU programming and FPGA programming.
To explore some of the contexts in which high performance computing is often used, e.g. in scientific research and in business.
To give the students an opportunity to develop practical skills in high performance computing.

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:

<table>
<thead>
<tr>
<th>A1</th>
<th>To understand basic concepts of high performance computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>To become familiar with specific methods of high performance computing</td>
</tr>
<tr>
<td>A3</td>
<td>To explore some of the contexts in which high performance computing is often used</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Explain the contribution of high performance computing to the context of modern computing technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Demonstrate practical skills associated with high performance computing</td>
</tr>
<tr>
<td>B3</td>
<td>Compare and contrast different approaches to high performance computing, analysing advantages and disadvantages of each</td>
</tr>
</tbody>
</table>

### Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Engage with the professional world</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Grasp the principles and practices of their field of study</td>
</tr>
<tr>
<td>C3</td>
<td>Work individually and in collaboration with others</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.


### 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.

| Lectures = 12 x 2 hours = 24 hours |
| Labs = 12 x 2 hours = 24 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.

| 102 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.

| 150 hours |

---

6) **Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<td>N/A</td>
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<td>Examination</td>
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**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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Section 3 - Alternative Assessment Arrangements for Associate Students

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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)'.

Module Proposal Form (PG)

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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>MSc Financial Computing Dissertation</th>
<th>Module Code</th>
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</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>60</td>
<td>Level 7</td>
</tr>
<tr>
<td>Module Type</td>
<td>DPM</td>
<td>Scheme</td>
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<tr>
<td>Start Date</td>
<td>September 2015</td>
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</tr>
<tr>
<td>Proposed JACS Code</td>
<td>G170  Computational mathematics</td>
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</tr>
</tbody>
</table>

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

Responsible School / Institute: School of Mathematical Sciences

Schools which will also be involved in teaching part of the module:
School of Electronic Engineering & Computer Science

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
50% SMS, 50% EECS

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Mathematical Sciences</td>
<td>Mathematics PG</td>
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</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>2014/15</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2015/16</td>
<td>20</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2016/17</td>
<td>30</td>
<td>5</td>
<td>50</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 of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This will be a core module in MSc Financial Computing and is being designed for this purpose. It is designed to provide students with the skills and expertise to perform independent research in collaboration with a supervisor.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Staff time to supervise MSc projects for approximately 50% of students on the programme; computational resources to support modelling projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Staff time to supervise MSc projects for approximately 50% of students on the programme</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).

Digitally signed by Thomas Prellberg
dN: cn=Thomas Prellberg, o=Queen Mary, University of London,
ou=School of Mathematical Sciences,
email=t.prellberg@qmul.ac.uk, c=GB
Date: 2014.02.06 16:36:57 Z
Section 2 - Module Specification

Module Title: MSc Financial Computing Dissertation

Credit Value: 60
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1-3

Module Organiser

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</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).

Each MSc Financial Computing student is required to complete a 60 credit project dissertation. A student must find a potential supervisor and fill out an MSc Financial Computing Project Approval Form by the end of Semester B. The supervisor and project must be approved by the MSc Financial Computing Programme Director, and the process for this, which may involve an interview with the student, takes place as approval forms are submitted. A typical MSc project dissertation consists of about 30 word-processed pages, securely bound, covering a specific research-level topic in financial computing, usually requiring the student to understand, explain and elaborate on results from one or more journal articles and/or performing computations or simulations. An MSc project may also involve collaboration with a collaborator based in industry. An MSc project should help prepare a good student for PhD research and even allow an excellent student the possibility of doing some research. An oral presentation of the results of the dissertation might also be requested.

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

MSc programmes need a dissertation module and this is the module for the MSc in Financial Computing.

Possible areas of the MSc dissertation projects offered by the School of Mathematical Sciences include a large variety of different scientific topics. In addition to this the School of Electronic Engineering and Computer Sciences will offer a large range of topics in specific areas of computing.
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 the topic of the dissertation and its background</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 synthesise knowledge of several areas of a topic into a coherent dissertation</td>
</tr>
<tr>
<td>B2 evaluate the work of the dissertation and its relationship to current research in the area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 work independently as well as with a project supervisor</td>
</tr>
<tr>
<td>C2 ability to write a coherent report and deliver a convincing presentation</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.

Will depend on the topic of project.
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>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>10 hours of contact with project supervisor</td>
<td>10 hours of contact with project supervisor</td>
<td>590 hours of self study and report production</td>
<td>600 notional study hours</td>
<td></td>
<td></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.

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.

600 notional study hours

6) Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<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>Dissertation</td>
<td>Dissertation</td>
<td>100</td>
<td>Yes</td>
<td>N/A</td>
<td>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.</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>
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</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)'. 
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of History</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>BA FT History/Medieval History/History and Politics/Modern and Contemporary History with Study Abroad Year</td>
</tr>
<tr>
<td></td>
<td>- Proposal Forms for:</td>
</tr>
<tr>
<td></td>
<td>- BA History</td>
</tr>
<tr>
<td></td>
<td>- BA Medieval History</td>
</tr>
<tr>
<td></td>
<td>- BA History and Politics</td>
</tr>
<tr>
<td></td>
<td>- BA Modern and Contemporary History</td>
</tr>
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<td></td>
<td>- Programme Specifications for:</td>
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<td></td>
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<tr>
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<tr>
<td></td>
<td>- BA History and Politics</td>
</tr>
<tr>
<td></td>
<td>- BA Modern and Contemporary History</td>
</tr>
<tr>
<td></td>
<td>- Supplementary Information</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The School of History is seeking to introduce a Study Abroad element to some of its undergraduate programmes. The TPB is asked to <strong>consider</strong> the following:</td>
</tr>
<tr>
<td></td>
<td>TPB may wish for clarification on why the study abroad year will not be offered to all undergraduate history programmes.</td>
</tr>
<tr>
<td></td>
<td><strong>Programme Structure</strong></td>
</tr>
<tr>
<td></td>
<td>Students would undertake three years of study at QMUL but would have the choice to undertake a year at an overseas institution between years 2 and 3. The year abroad would contribute to the overall award, and the weightings would follow those of similar programmes offered within the School of Languages Linguistics and Film 1:3:1:6.</td>
</tr>
<tr>
<td></td>
<td><strong>Study Abroad Element</strong></td>
</tr>
<tr>
<td></td>
<td>The proposal and programme specification whilst noting that partner institutions would be carefully chosen, does not provide</td>
</tr>
</tbody>
</table>
specific agreements or chosen institutions.

TPB may wish to query the process of choosing partner institutions for the study abroad year, and the quality assurance processes in place to ensure academic standards are met.

The modules taken whilst studying abroad would be approved by the International Office, and the School of History. Following completion of the year abroad, the marks for the modules undertaken at the overseas institutes would be converted by the Study Abroad Office, and manually inputted into the student records.

TPB may wish for clarification on whether an increase in student numbers would pose problems for the recording and converting of grades.

Admissions
Students would apply during their second year at QMUL to take part in the year abroad. Deadlines for submissions of applications would mirror those set by the International Office.

TPB may wish for clarification regarding the admissions criteria, and process for applications.

Academic Support
Students will maintain their academic advisor throughout their enrolment on the programme, including during the study abroad year. In addition to this there will be a designated International Exchange Officer responsible for the coordination of the Study Abroad year. Students will also be assigned a personal tutor at the overseas institution.

TPB may wish to query whether students will be provided with additional support when first returning from the year abroad.

External Advisor Comments
The External Advisor commends the proposal. It is noted that the inclusion of the study abroad year in the overall award is beneficial as it encourages students to academically engage with all years of the programme.

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>
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<td>BA FT History (4 year with year abroad)</td>
<td>UBAF-QMH</td>
</tr>
</tbody>
</table>

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<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>FT with Study Abroad/Placement</td>
<td>4 Academic Years</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2015

Programme Organiser: Dr Eyal Poleg (History)

Does this programme contain a foundation year or any pre-sessional activity? Yes

Will this programme be made available to SEFP students? Yes

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

The programme will be managed by the School of History, with the active support of the International Office. During the three years at QMUL, students will be part of the School, and its intensive quality assurance mechanisms and wide student representation. The year abroad will be coordinated by a designated International Exchange Officer, who will take responsibility for initiating and consolidating links with partners universities, as well as for the students' application process. During the year abroad students will retain their academic advisors (and will also be assigned an additional advisor/primary contact at the host university), who will remain the first port-of-call in case of need. Their feedback will be actively sought during the year, and in a formal feedback form at its end.

Quality assurance would be managed on several levels:
- Partner universities would be chosen carefully, and each one approved by the School's UGTC
- Students' courses and marks would be subjected to scrutiny by the SEB

The programme will be advertise to first-year students during their induction week, and in advisory meetings throughout the first and early-second year. Email notifications and posters will remind students of the competition. Applications will be processed by the School of History (supervised by the International Exchange Officer). Deadlines for applications will follow the
Taught Programmes Board

ones set by the International Office (for International Exchanges) and in the early spring (for Erasmus Exchanges). Students will be notified of results shortly thereafter. Submission of grades for their year abroad will follow standard procedures of the host university, and processed by the International Office.

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.

n/a

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.

This will follow the standard procedures of the School of History and of host universities

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.

Academic staff at various host universities.
No additional staff is required.

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

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 of History</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
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<td>History (UG)</td>
<td></td>
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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 proposal for a four year degree structure, incorporating a year abroad as part of the Erasmus scheme and International Exchange, is an entirely sensible proposal, and should make study-abroad attractive and sustainable for both prospective students and the department. The structure of the degree is academically sound and in line with current national benchmarks. I would comment in particular the proposal to place the year abroad in year 3 of study rather than year 2: students are much more likely to be able to gain from further subject-specific knowledge in their year abroad once they have taken not only introductory level 4 modules but the more demanding level 5 modules in year 2. There is the possibility of students then drawing productively upon their year abroad for development of their final year work, including their dissertation. The range of teaching and assessment is appropriate, and again reflects national benchmarking standards. The proposed assessment weighting for each year is an excellent idea: rather than zero weighting the year abroad as pass/fail, the proposal weights the year abroad at the same level as the first year of study. This provides motivation to students to apply themselves to their studies overseas, whilst not penalizing them unduly should they find a different pedagogic system more challenging than expected. Overall, I can affirm that the proposed degree is managerially robust and pedagogically sensible.

Name & Title of External Adviser
Professor John Arnold

Current Post & Institution / Organisation
Professor of Medieval History, Birkbeck, University of London

Address for Correspondence (and email)
Department of History, Classics and Archaeology
Birkbeck, University of London
Room 1.10
27 Russell Square
London
WC1B 5DQ
Email: j.arnold@bbk.ac.uk

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 adviser's comments are most encouraging, and underline the value of the programme. Directing students to take the year abroad between after their second year, and coming back to their final year at QMUL is most useful, and would be embraced by the School.
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?  
  N/A

- 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?  
  N/A

- Has supplementary information on the management of the partnership been submitted with the Part 2?  
  N/A

- Have any special regulations been submitted with the Part 2 (where relevant)?  
  N/A

**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.
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.

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</table>

**Proposed Start Date**  September 2015

**Programme Organiser**  Dr Eyal Poleg (History)

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

Will this programme be made available to SEFP students?  **No**

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.

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Taught Programmes Board

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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.

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Name & Title of External Adviser
Professor John Arnold

Current Post & Institution / Organisation
Professor of Medieval History, Birkbeck, University of London

Address for Correspondence (and email)
Department of History, Classics and Archaeology
Birkbeck, University of London
Room 1.10
27 Russell Square
London
WC1B 5DQ
Email: j.arnold@bbk.ac.uk

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- 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? [N/A]
- 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]

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Approval of Part 2 Programme Proposal

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Taught Programmes Board

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>
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</tr>
</thead>
<tbody>
<tr>
<td>BA FT History and Politics (4 year with year abroad)</td>
<td>UBAF-QMH</td>
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<td>4 Academic Years</td>
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</tbody>
</table>

Proposed Start Date: September 2015

Programme Organiser: Dr Eyal Poleg (History)

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

Will this programme be made available to SEFP students? No

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

The programme will be managed by the School of History, with the active support of the International Office and in consultation with SPIR. During the three years at QMUL, students will be part of the School, and its intensive quality assurance mechanisms and wide student representation. The year abroad will be coordinated by a designated International Exchange Officer, who will take responsibility for initiating and consolidating links with partners universities, as well as for the students' application process. During the year abroad students will retain their academic advisors (and will also be assigned an additional advisor/primary contact at the host university), who will remain the first port-of-call in case of need. Their feedback will be actively sought during the year, and in a formal feedback form at its end.

Quality assurance would be managed on several levels:
- Partner universities would be chosen carefully, and each one approved by History UGTC
- Students' courses and marks would be subjected to scrutiny by History SEB

The programme will advertise to first-year students during their induction week, and in advisory meetings throughout the first and early-second year. Email notifications and posters will remind students of the competition. Applications will be processed by the School of History (supervised by the International Exchange Officer). Deadlines for applications will follow the
Taught Programmes Board

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ones set by the International Office (for International Exchanges) and in the early spring (for Erasmus Exchanges). Students will be notified of results shortly thereafter. Submission of grades for their year abroad will follow standard procedures of the host university, and processed by the International Office.

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.

The Programme will be managed by the School of History (in consultation with SPIR, with SPIR advisors retaining their advisees while abroad).

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.

This will follow the standard procedures of the School of History and host universities.

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.

Academic staff at various host universities. No additional staff is required.

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

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.
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 proposal for a four year degree structure, incorporating a year abroad as part of the Erasmus scheme and International Exchange, is an entirely sensible proposal, and should make study-abroad attractive and sustainable for both prospective students and both departments. The structure of the degree is academically sound and in line with current national benchmarks, providing a sensible balance between the two disciplines, whilst incorporating an element of choice. I would comment in particular the proposal to place the year abroad in year 3 of study rather than year 2: students are much more likely to be able to gain from further subject-specific knowledge in their year abroad once they have taken not only introductory level 4 modules but the more demanding level 5 modules in year 2. There is the possibility of students then drawing productively upon their year abroad for development of their final year work, including their dissertation. The range of teaching and assessment is appropriate, and again reflects national benchmarking standards. The proposed assessment weighting for each year is an excellent idea: rather than zero weighting the year abroad as pass/fail, the proposal weights the year abroad at the same level as the first year of study. This provides motivation to students to apply themselves to their studies overseas, whilst not penalizing them unduly should they find a different pedagogic system more challenging than expected. Overall, I can affirm that the proposed degree is managerially robust and pedagogically sensible.

**Name & Title of External Adviser**
Professor John Arnold

**Current Post & Institution / Organisation**
Professor of Medieval History, Birkbeck, University of London

**Address for Correspondence (and email)**
Department of History, Classics and Archaeology
Birkbeck, University of London
Room 1.10
27 Russell Square
London
WC1B 5DQ
Email: j.arnold@bbk.ac.uk

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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?

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Taught Programmes Board

Queen Mary
University of London

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September 2015

**Programme Organiser**

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Programme Title: BA (Hons) History with Study Abroad Programme

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: BA (Hons) History with Study Abroad Programme
Name of Interim Award(s):
Duration of Study / Period of Registration: Four years
QM Programme Code / UCAS Code(s): V101
QAA Benchmark Group:
FHEQ Level of Award: Level 6
Programme Accredited by:
Date Programme Specification Approved:
Responsible School / Institute: School of History

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

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

Programme Outline

This broad programme degree is for students who want to experience an extensive range of historical subjects and have the maximum flexibility of choice. In the first year students will gain a broad understanding of the shape of the history of Britain and Europe from 1100AD to the present day. Students will then have the opportunity to explore the medieval, early modern and modern periods, perhaps covering subjects as diverse as Anglo-Saxon England and the Kennedy presidency. The modular system allows students great freedom to shape their own studies, either specialising or retaining a broad focus. Students will be able to choose from political, cultural, religious, social and economic themes drawn from the School’s strength in British, European, Middle-Eastern, African and American history. The year abroad would serve to introduce students to a new culture, and to enhance and consolidate their skills and knowledge-base.

Aims of the Programme

The programme will be built on the V101 Programme in History as delivered by the School of History at Queen Mary, University of London. It aims:

provide students with a thorough grounding in key aspects of at least two of three broad historical periods: Medieval, Early Modern and Modern/Contemporary;
introduce students to, and encourage them to employ, a range of methodological approaches;
to expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School’s strengths in British, European, North American, and Islamic history;
to encourage and support students to design their own coherent pathways of study drawing from units offered both within the School of History and by other Schools within the University;
to equip students with the generic and transferable skills as defined in the History Benchmarks including self direction, independence of mind, ability to gather, organise and deploy evidence, data and information, structure, coherence, clarity and fluency of both oral and written expression, intellectual integrity.

What Will You Be Expected to Achieve?

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
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<th>Disciplinary Skills - able to:</th>
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<td>B1</td>
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<tr>
<td>C1</td>
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</tbody>
</table>
Programme Title: BA (Hons) History with Study Abroad Programme

| C2 | To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change. |
| C3 | To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research. |
| C4 | To develop a mature writing style and a clear and effective style of oral presentation. |
| C5 | To present written work clearly and effectively, drawing on information technology as appropriate. |
| C6 | To develop confidence in presenting arguments and ideas. |
| C7 | To have gained the confidence to evaluate ICT sources of information and been effective in using ICT for presentation purposes. |

How Will You Learn?

The programme is taught in accordance with the School’s Teaching, Learning and Assessment Strategy. The broad aims of this strategy are:

- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history;
- to promote the relationship between staff research, teaching and student learning;
- to provide a flexible curriculum, supported by the intercollegiate system of the University of London which maximizes students' choice;
- to expose students to a diverse set of approaches to the study of history and to a number of specialisms including interdisciplinary collaboration;
- to encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- to inspire intellectual independence in students;
- to employ a variety of assessment methods and emphasize progression;
- to prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills;

Teaching takes a number of forms:

- Lectures
- Seminars
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations

Learning is supported by:

- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in libraries, in specified books or module packs
- Appropriate assessment exercises with each module
- Encouraging active participation by students in seminar discussions
- Encouraging students to reflect on historical methods through dedicated modules
- Review of individual student progress in conjunction with advisers

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and historiography, through the provision of modules in a carefully selected elite partner university.

How Will You Be Assessed?

Assessment is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.
Programme Title: BA (Hons) History with Study Abroad Programme

Forms of assessment include:

- Essays (from 2,000 to 5,000 words as appropriate)
- Unseen examinations
- Dissertations (10,000 words)
- Gobbet work
- Project work
- Translation and editing exercises
- Book reviews
- Literature reviews
- Log books

Copies of the full Teaching and Learning Strategy including specific practices relating to teaching, learning and assessment can be obtained from the School of History.

How is the Programme Structured?

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4, including a compulsory skills and reflection module 'History in Practice' (15 credits), with the guidance of their personal advisor in the School.

Compulsory module:
HST4602 History in Practice (15 cr)

Elective modules will come from the following list:
HST4308 Unravelling Britain: 1800 to present (30 cr)
HST4309 Europe in a Global Context: 1800 to the present (30 cr)
HST4310 Building the American Nation (15 cr)
HST4107 Europe 1000-1500: The Middle Ages and their legacy (15 cr)
HST4202 From Reformation to Revolution: Europe 1500-1800 (15 cr)
HST4603 Foundations of Modern Thought: introduction to intellectual history (15 cr)
HST4604 Global Encounters: Conquest and culture in world history (15 cr)
HST4102 The Medieval World; Structures and Mentalities (15 cr)

Students must take AT LEAST ONE of HST4308 Unravelling Britain: 1800 to present (30 cr) and HST4309 Europe in a Global Context: 1800 to the present (30 cr).
Students must take AT LEAST ONE of HST4107 Europe 1000-1500: The Middle Ages and their legacy (15 cr) and HST4202 From Reformation to Revolution: Europe 1500-1800 (15 cr).

In certain circumstances students may take up to 30 credits from another School.

In order to progress from year one to year two, students must take modules to the value of 120 credits and pass modules to the value of 90 credits.

Year 2
Students take modules with a cumulative value of 120 credits, with a minimum of 90 credits at level 5 in History, with the guidance of their personal adviser in the School. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other History Departments within the University (Group 1 or Group 2 modules as defined by the University of London School of History). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests. By the end of their second year, students will have been encouraged to have undertaken the historiographically reflective module smodule 'History Workshop' (HST5607) in preparation for their final year Special Subject.

Year 3
Programme Title: BA (Hons) History with Study Abroad Programme

Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (120 QM credits). Students would be encouraged to study the local language, but their studies would not depend on it, as a comprehensive range of relevant modules would be delivered in English. The students will choose their modules in consultation with their QM advisors and the international exchange officer, assuring the modules would maximize their academic trajectory.

Year 4

Students take modules to the value of 120 credits with a minimum of 90 credits at level 6 in History. 60 credits must come from a Special Subject (either offered by the School or by another college within the University). The Special Subject requires extensive use of primary sources. Final year students are not permitted to take level 4 modules. All module choices are made with the guidance of the student’s personal adviser in the School.

Academic Year of Study  1

<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>
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<tr>
<td>History in Practice</td>
<td>HST4602</td>
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<td>4</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Unravelling Britain: 1800 to present</td>
<td>HST4308</td>
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<td>4</td>
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<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Europe in a Global Context: 1800 to the present</td>
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</table>

What Are the Entry Requirements?

There is no UCAS application for this degree, but only an in-degree transfer. This programme would be open to in-degree applications only. The requirements would be achieving a minimum of 2:1 in the first year and compiling an application form.
How Do We Listen and Act on Your Feedback?

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

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

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

Academic Support

All students beginning to study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student’s academic progress and personal welfare is monitored by an adviser in each School with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance. During the year abroad, QM advisors will communicate with students on regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic advisor / research contact.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Experience Manager in the School who works with academic staff to assist students in need of support.

Both the Student Experience Manager and all advisers are able to refer students, where appropriate to the relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Learning Manager supports students in their use of online learning environments used on all modules.

The School of History collaborates with the College’s Thinking Writing team and Language Learning unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the College as Royal Literary Fund Fellows.

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)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

History has a reputation as a serious and respected discipline, which develops an understanding of the modern world and valuable research, analytical and communication skills, making history graduates very attractive to employers. Queen Mary History graduates often find employment in areas such as business, education, finance, government and the media. Others continue their studies at postgraduate level, or pursue more directly related careers as academic historians, librarians, archivists or history teachers. Graduates have found work for organisations as diverse as BP, BBC, Mansion House Consulting and Investec.

Graduates of the programme can expect to have developed:

- communication skills, as students are challenged to express themselves in both speech and writing;
- presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;
- reading skills, using a range of approaches to tackle different kinds of texts;
- analytical abilities, as students respond to a assess their underlying agendas and meanings;
- writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays);
- research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);
- time management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments;
- team-working skills, as students participate with peers in seminars and group research presentations;
- communication skills, as students are challenged to express themselves both in speech and writing;
- presentations skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification: Dr Eyal Poleg
Programme Title: BA (Hons) History with Study Abroad Programme

| Person responsible for management of programme | Dr Eyal Poleg |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 4 Dec 2014 |
| Date Programme Specification approved by Taught Programmes Board | |
**Programme Title:** BA (Hons) Medieval History with Study Abroad Programme

### 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>BA (Hons) Medieval History with Study Abroad Programme</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td></td>
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<tr>
<td>Duration of Study / Period of Registration</td>
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</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td>V130</td>
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<tr>
<td>QAA Benchmark Group</td>
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<td>FHEQ Level of Award</td>
<td>Level 6</td>
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<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>School of History</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School of History</th>
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</table>

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

<p>| |</p>
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</table>

### Programme Outline

The history of the Middle Ages is not only a history of kings and battles, but also of religion and culture, of daily life activities such as cooking and timekeeping, as well of creatures of the medieval imagination. This unique programme examines the history and culture of Britain, Europe and Islam during the Middle Ages, although students will also have the opportunity to study some modules focusing on the early modern and modern eras. It offers a broad perspective on the medieval world of Europe and the Middle East, with students perhaps focussing on medieval religious cultures, the place of women and minorities in medieval society or the history of the Crusades. The first year will introduce students to the diversity of the Middle Ages and to the wide variety of sources used by historians. They will then have great freedom to shape their own studies from a wide range of medieval and early modern options. The year abroad would serve to introduce students to a new culture, and to enhance and consolidate their skills and knowledge-base; specific partners universities will provide substantial training in medieval history, manuscript studies and analysis.

### Aims of the Programme

The programme will built on the V130 Medieval History Programme in History as delivered by the School of History at Queen Mary, University of London. It aims:

- to provide students with the opportunity to investigate, in a focused and methodological way, a society profoundly different
Programme Title: BA (Hons) Medieval History with Study Abroad Programme

from our own, but in which the foundations of modernity can be discerned;
to enable students to explore the 'middle ages' for their chronological and geographical boundaries, their common features and their diversities; the programme is chronologically broad and thematically varied;
to introduce students to, and encourage them to employ, a range of methodological approaches;
to expose students to political, cultural, religious, social and economic themes in Medieval History;
to encourage and support students to design their own coherent pathways of study drawing from units offered both within the School of History and by other Schools within the University;
to equip students with the generic and transferable skills as defined in the History Benchmarks including self direction; independence of mind; ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency of both oral and written expression; intellectual integrity.

What Will You Be Expected to Achieve?

Students who successfully complete the programme will be able...

Academic Content:

A1 To demonstrate understanding of major political, cultural, religious, social and economic systems of the medieval period.
A2 To develop an awareness of continuity and change over an extended time-span.
A3 To show awareness of historiographic argument.
A4 To demonstrate understanding of the legacy of the medieval period.
A5 To provide students with a comparative perspective on culture, society and academia.

Disciplinary Skills - able to:

B1 To demonstrate familiarity with bibliographic skills relevant to historical studies, including accurate citation of sources and consistent use of scholarly conventions.
B2 To demonstrate research skills including the gathering together of relevant research materials.
B3 To show evidence of effective communication skills, both orally and in written assignments, participate in group discussions.
B4 To understand the significance of different historiographical approaches.
B5 To demonstrate the ability to work independently and to manage time effectively.
B6 To communicate with international peers and faculty.
Programme Title: BA (Hons) Medieval History with Study Abroad Programme

Attributes:

**C1** To acquire a robust and detailed knowledge of the medieval historical period and its primary sources.

**C2** To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.

**C3** To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research.

**C4** To develop a mature writing style and a clear and effective style of oral presentation.

**C5** To present written work clearly and effectively, drawing on information technology as appropriate.

**C6** To develop confidence in presenting arguments and ideas.

**C7** To have gained the confidence to evaluate ICT sources of information and been effective in using ICT for presentation purposes.

**How Will You Learn?**

The programme is taught in accordance with the School’s Teaching, Learning and Assessment Strategy. The broad aims of this strategy are:

- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history;
- to promote the relationship between staff research, teaching and student learning;
- to provide a flexible curriculum, supported by the intercollegiate system of the University of London which maximizes students' choice;
- to expose students to a diverse set of approaches to the study of history and to a number of specialisms including interdisciplinary collaboration;
- to encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- to inspire intellectual independence in students;
- to employ a variety of assessment methods and emphasize progression;
- to prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills;

Teaching takes a number of forms:

- Lectures
- Seminars
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations

Learning is supported by:

- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in libraries, in specified books or module packs
- Appropriate assessment exercises with each module
- Encouraging active participation by students in seminar discussions
- Encouraging students to reflect on historical methods through dedicated modules
- Review of individual student progress in conjunction with advisers

**How Will You Be Assessed?**

Assessment is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.
Programme Title: BA (Hons) Medieval History with Study Abroad Programme

Forms of assessment include:

- Essays (from 2,000 to 5,000 words as appropriate)
- Unseen examinations
- Dissertations (10,000 words)
- Gobbet work
- Project work
- Translation and editing exercises
- Book reviews
- Literature reviews
- Log books

Copies of the full Teaching and Learning Strategy including specific practices relating to teaching, learning and assessment can be obtained from the School of History.

How is the Programme Structured?

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4, including a compulsory skills and reflection module 'History in Practice' (15 credits), and other compulsory modules in pre-modern history, with the guidance of their personal advisor in the School.

Compulsory module (75 credits):

HST4602 History in Practice (15 cr)
HST4102 The Medieval World; Structures and Mentalities (15 cr)
HST4107 Europe 1000-1500: The Middle Ages and their legacy (15 cr)
HST4202 From Reformation to Revolution: Europe 1500-1800 (15 cr)
HST4604 Global Encounters: conquest and culture in world history (15 cr)

Elective modules (45 credits) from other level 4 modules at the School of History. These may include:

HST4308 Unravelling Britain: 1800 to present (30 cr)
HST4309 Europe in a Global Context: 1800 to the present (30 cr)
HST4310 Building the American Nation (15 cr)
HST4601 Foundations of Modern Thought: introduction to intellectual history (15 cr)

In certain circumstances students may take up to 30 credits from another School.

In order to progress from year one to year two, students must take modules to the value of 120 credits and pass modules to the value of 90 credits.

Year 2
Students take modules with a cumulative value of 120 credits, with a minimum of 90 credits at level 5 in History, with the guidance of their personal adviser in the School. Students can take up to a maximum of 30 credits at level 4 or level 6. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other History Departments within the University (Group 1 or Group 2 modules as defined by the University of London School of History). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests. During their second year, students will have undertaken the compulsory level 5 HST5605 Latin for Medievalists I. Students are also encouraged to take the historiographically reflective module 'History Workshop' (HST5607) as preparation for their final year Special Subjects.

Year 3
Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (120 QM credits). Students would be encouraged to study the local language, but their studies would not depend on it, as a
Programme Title: BA (Hons) Medieval History with Study Abroad Programme

A comprehensive range of relevant modules would be delivered in English. The students will choose their modules in consultation with their QM advisors and the international exchange officer, assuring the modules would maximize their academic trajectory.

Year 4

Students take modules to the value of 120 credits with a minimum of 90 credits at level 6 in History. 60 credits must come from a Special Subject (either offered by the School or by another college within the University). The Special Subject requires extensive use of primary sources. Final year students may take up to 30 credits at level 5 but are not permitted to take level 4 modules. All module choices are made with the guidance of the student’s personal adviser in the School.

Academic Year of Study 1

<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>History in Practice</td>
<td>HST4602</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Unravelling Britain: 1800 to present</td>
<td>HST4308</td>
<td>30</td>
<td>4</td>
<td>Elective</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Europe in a Global Context: 1800 to the present</td>
<td>HST4309</td>
<td>30</td>
<td>4</td>
<td>Elective</td>
<td>4</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Building the American Nation</td>
<td>HST4310</td>
<td>15</td>
<td>4</td>
<td>Elective</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Europe 1000 - 1500: The Middle Ages and their legacy</td>
<td>HST4107</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>From Reformation to Revolution: Europe 1500 - 1800</td>
<td>HST4202</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Foundations of Modern Thought</td>
<td>HST4601</td>
<td>15</td>
<td>4</td>
<td>Elective</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Global Encounters: Conquest and Culture in world History</td>
<td>HST4604</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

There is no UCAS application for this degree, but only an in-degree transfer. This programme would be open to in-degree applications only. The requirements would be achieving a minimum of 2:1 in the first year and compiling an application form.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its
Programme Title: BA (Hons) Medieval History with Study Abroad Programme

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.

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

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

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There is a dedicated Student Experience Manager in the School who works with academic staff to assist students in need of support.

Both the Student Experience Manager and all advisers are able to refer students, where appropriate to the relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

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The School of History collaborates with the College's Thinking Writing team and Language Learning unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the College as Royal Literary Fund Fellows.

Programme-specific Rules and Facts

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Programme Title: BA (Hons) Medieval History with Study Abroad Programme

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Graduates of the programme can expect to have developed:

communication skills, as students are challenged to express themselves in both speech and writing;
presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

reading skills, using a range of approaches to tackle different kinds of texts;
analytical abilities, as students respond to a assess their underlying agendas and meanings;

writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays);
research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);
time management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments;
team-working skills, as students participate with peers in seminars and group research presentations;

communication skills, as students are challenged to express themselves both in speech and writing;
presentations skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification: Dr Eyal Poleg

Person responsible for management of programme: Dr Eyal Poleg

Date Programme Specification produced/amended by School Learning and Teaching Committee: 4 Dec 2014

Queen Mary University of London
Programme Title: BA (Hons) Medieval History with Study Abroad Programme

Date Programme Specification approved by Taught Programmes Board
Programme Title: BA (Hons) History and Politics with Study Abroad Programme

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: BA (Hons) History and Politics with Study Abroad Programme
Name of Interim Award(s): 
Duration of Study / Period of Registration: Four years
QM Programme Code / UCAS Code(s): LV21
QAA Benchmark Group: 
FHEQ Level of Award: Level 6
Programme Accredited by: N/A
Date Programme Specification Approved: 
Responsible School / Institute: School of History

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

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

Programme Outline

This degree is jointly taught by the Schools of History and Politics, and reflects the close links between the two schools and their subject areas. It provides an opportunity to understand the modern world by studying the evolution of political ideas and institutions alongside the historical development of the major powers. The year abroad would serve to introduce students to a new academic and political culture, and to enhance and consolidate their skills and knowledge-base.

Aims of the Programme

The programme will build on the LV21 History and Politics as delivered by the School of History and School of Politics at Queen Mary, University of London. It aims:

- to provide students with a thorough grounding of the key aspects of history, particularly modern and contemporary history;
- to provide students with an understanding of modern political systems and of key issues in international relations;
Programme Title: BA (Hons) History and Politics with Study Abroad Programme

- to introduce students to, and encourage them to employ a range of methodological approaches in both History and Politics, ensuring that they acquire knowledge and understanding in appropriate areas of theory and analysis;
- to develop a capacity to think critically about events, ideas and institutions;
- to expose students to political, cultural, social and economic themes as appropriate drawn from the School’s strengths in British, European, North American and Islamic history;
- to provide the opportunity for students to specialise in areas of history and of politics;
- to encourage and support students to design their own coherent pathway of study drawing from units offered both within both Schools and and by other Schools of History and Politics within the University, allowing students to pursue multi-disciplinary interests.
- to equip students with the generic and transferable skills as defined in the School of History Benchmarks including self-direction, independence of mind, the ability to gather, organise and deploy evidence, data and information, structure, coherence, clarity and fluency of both oral and written expression, intellectual integrity.

What Will You Be Expected to Achieve?

### Academic Content:

| A1 | Will provide students with an understanding of major political, cultural and social systems in modern history. |
| A2 | Will provide students with an awareness of continuity and change over an extended time-span. |
| A3 | Will provide students with a grasp of the nature of politics and the operation of different political systems. |
| A4 | Will provide students with an understanding of key concepts and methods employed in the study of politics. |
| A5 | Will provide students with a robust and detailed knowledge of at least one historical period and its primary sources. |
| A6 | Will demonstrate the need to identify continuity and change and provide students with an ability to analyse elements of continuity and change. |
| A7 | Will provide students with an understanding of the vocabulary of political debate. |
| A8 | Will provide awareness of historiographic argument. |
| A9 | Will provide an understanding of the significance of different historiographical approaches. |
| A10 | Will provide students with an understanding of the significance of material gathered within wider disciplines and an ability to evaluate the significance of the material. |
| A11 | Will provide students with an understanding of the vocabulary of political debate. |
| A12 | Will provide students with a comparative perspective on culture, society and politics |

Disciplinary Skills - able to:
Programme Title: BA (Hons) History and Politics with Study Abroad Programme

B1 Demonstrate familiarity with relevant bibliographic skills and, including accurate citation of sources and consistent use of scholarly conventions. In addition to be able to follow such conventions consistently and accurately in all written work.

B2 Demonstrate research skills, including the gathering of relevant research materials. In addition, be able to demonstrate an awareness of this research within the wider discipline and evaluate the significance of research.

B3 Communicate effectively, both orally and in written assignments and have developed a mature writing style and clear and effective style of oral presentation.

B4 Present ideas and arguments confidently.

B5 Demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion.

B6 Present written work clearly and effectively, drawing on information technology as appropriate and be confident in evaluating ICT sources of information and be effective in using ICT for presentation purposes.

B7 Engage critically with politics and political phenomena.

B8 Communicate with international peers and faculty

Attributes:

C1 Will have acquired a robust and detailed knowledge of at least one other historical period and its primary sources.

C2 Able to appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.

C3 Will have an awareness of the significance of historical research within the wider discipline and evaluated the significance of research.

C4 Will have developed a mature writing style and a clear and effective style of oral presentation.

C5 Will be able to present written work clearly and effectively, drawing on information technology as appropriate.

C6 Will have developed confidence in presenting arguments and ideas.

C7 Will have gained the confidence to evaluate ICT sources of information and been effective in using ICT for presentation purposes.

How Will You Learn?

The programme is taught in accordance with the School’s Teaching, Learning and Assessment Strategy. The broad aims of this strategy are:

- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history and politics;
- to promote the relationship between staff research, teaching and student learning;
- to provide a flexible curriculum, supported by the intercollegiate system of the University of London which maximizes students' choice;
- to expose students to a diverse set of approaches to the study of history and of politics and to a number of specialisms including interdisciplinary collaboration;
- to encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- to inspire intellectual independence in students;
- to employ a variety of assessment methods and emphasize progression;
- to prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills;
Programme Title: BA (Hons) History and Politics with Study Abroad Programme

Teaching takes a number of forms:
- Lectures
- Seminars
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations

Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in libraries, in specified books or module packs
- The provision of key visual material
- Appropriate assessment exercises with each module
- Encouraging active participation by students in seminar discussions
- Encouraging students to reflect on historical methods through dedicated modules
- Review of individual student progress in conjunction with advisers

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and politics, through the provision of modules in a carefully selected elite partner university.

How Will You Be Assessed?
Assessment is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.

Forms of assessment include:
- Essays (from 2,000 to 5,000 words as appropriate)
- Unseen examinations
- Dissertations (10,000 words)
- Gobbet work
- Project work
- Translation and editing exercises
- Book reviews
- Literature reviews

Copies of the full Teaching and Learning Strategy including specific practices relating to teaching, learning and assessment can be obtained from the School of History.

How is the Programme Structured?

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4 with 60 credits coming from each School. Within the School of History students must choose in the following way:

Level 4:
In the School of History

A. Compulsory skills and 'reflective' module: 15 credits
HST4602 History in Practice (15 cr)

B. Foundation in intellectual history
Programme Title: BA (Hons) History and Politics with Study Abroad Programme

<table>
<thead>
<tr>
<th>HST4603 The Foundations of Modern Thought: Introduction to Intellectual History (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. 30 credits from all HST level 4 modules running in the academic year.</td>
</tr>
</tbody>
</table>

Within the School of Politics:

A. Compulsory introductory module:

POL100 Introduction to Politics

B. Further 30 credits from the following two Options:

POL106 Introduction to International Relations
POL107 Background to British Politics

In order to progress from year one to year two, students must take modules to the value of 120 credits and pass modules to the value of 90 credits.

Year 2

Students take modules with a cumulative value of 120 credits. 60 credits will come from History and 60 credits will come from Politics. Student will receive guidance of their personal advisers to ensure a balance of Politics and History courses. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other Politics and History Schools within the University (Group 1 or Group 2 modules as defined by the University of London School of History).

The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests. In their second year, students are encouraged to take the historiographically reflective module 'History Workshop' (HST5607) as preparation for their final year Special Subjects.

Students must take ONE of the following modules:

POL206 Modern Political Thought (with the School of Politics) (30 credits)

or

HST5313 History of Modern Political Thought (with the School of History)

or

HST5601 History of Western Political Thought (with the School of History)

Within the School of Politics students can select up to 60 credit module from the School’s Level 5 provision.

Year 3

Students will embark on a year abroad to a partner university with a strong emphasis on History and Politics. There they will select modules of at least 60 ECTS (120 QM credits). Students would be encouraged to study the local language, but their studies would not depend on it, as a comprehensive range of relevant modules would be delivered in English. The students will choose their modules in consultation with their QM advisors and the international exchange officer, assuring the modules would maximize their academic trajectory.

Year 4

Students take modules to the value of 120 credits with a minimum of 60 credits at level 6 in History and 60 from Politics. 60 credits must come from a compulsory Special Subject (either offered by the School or by another college within the University). The Special Subject requires extensive use of primary sources. Final year students are not permitted to take level 4 modules. All module choices are made with the guidance of the student’s personal adviser in the School.

Within the School of Politics students can select any level 6 modules to the value of 60 credits excluding POL310 Research
Programme Title: BA (Hons) History and Politics with Study Abroad Programme

Academic Year of Study 1

<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>History in Practice</td>
<td>HST4602</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>The Foundations of Modern Thought: Introduction to Intellectual History</td>
<td>HST4603</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Introduction to Politics</td>
<td>POL100</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
<td>4</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Background to British Politics</td>
<td>POL107</td>
<td>30</td>
<td>4</td>
<td>Elective</td>
<td>4</td>
<td>Semesters 1&amp;2</td>
</tr>
<tr>
<td>Introduction to International Relations</td>
<td>POL106</td>
<td>30</td>
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<td>Semesters 1&amp;2</td>
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What Are the Entry Requirements?

There is no UCAS application for this degree, but only an in-degree transfer. This programme would be open to in-degree applications only. The requirements would be achieving a minimum of 2:1 in the first year and compiling an application form.

How Do We Listen and Act on Your Feedback?

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

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

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

**Academic Support**

All students beginning to study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser in each School with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance. During the year abroad, QM advisors will communicate with students on regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic advisor / research contact.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Experience Manager in the School who works with academic staff to assist students in need of support.

Both the Student Experience Manager and all advisers are able to refer students, where appropriate to the relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Learning Manager supports students in their use of online learning environments used on all modules.

The School of History collaborates with the College's Thinking Writing team and Language Learning unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the College as Royal Literary Fund Fellows.

**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)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.
Links With Employers, Placement Opportunities and Transferable Skills

The skills developed by the study of these two related fields give graduates an excellent preparation for a wide range of careers, including those in government, think-tanks, journalism, teaching and the civil service. The transferable analytical and communications skills students will gain will also make them attractive to employers in less directly related fields in both the public and private sector.

Graduates of the programme can expect to have developed:

communication skills, as students are challenged to express themselves in both speech and writing;
presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;
reading skills, using a range of approaches to tackle different kinds of texts;
analytical abilities, as students respond to assess their underlying agendas and meanings;
writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays);
research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);
time management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments;
team-working skills, as students participate with peers in seminars and group research presentations;
communication skills, as students are challenged to express themselves both in speech and writing;
presentations skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification: Dr Eyal Poleg (History)

Person responsible for management of programme: Dr Eyal Poleg

Date Programme Specification produced/amended by School Learning and Teaching Committee: 4 Dec 2014

Date Programme Specification approved by Taught Programmes Board: 

Queen Mary University of London
Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

Programme Specification

Awarding Body/Institution: Queen Mary University of London
Teaching Institution: Queen Mary University of London
Name of Final Award and Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme
Name of Interim Award(s): 
Duration of Study / Period of Registration: Four Years
QM Programme Code / UCAS Code(s): V140
QAA Benchmark Group: 
FHEQ Level of Award: Level 6
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: School of History

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 degree programme is for students with a strong interest in the making of the world we live in today, although they will have the option to take some modules from earlier periods. In the first year students study introductory modules on Britain, Europe and America. They then select modules covering a broad spectrum of historical fields, from the history of foreign relations to the history of ideas. Teaching methods will reflect the richness and diversity of historical sources for the modern era, learning through lectures, film screenings, field trips and seminars. The year abroad would serve to introduce students to a new culture, and to enhance and consolidate their skills and knowledge-base.

Aims of the Programme

The programme will build on the V140 Modern and Contemporary History Programme as delivered by the School of History at Queen Mary, University of London. It aims:
Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

- to provide students with a thorough grounding in key aspects of modern and contemporary history;
- to equip students to understand the unique problems of dealing with the challenges of recent and contemporary history; to introduce students to, and encourage them to employ, a range of methodological approaches;
- to expose students to political, cultural, religious, social and economic themes as appropriate drawn primarily from the School's strengths in British, European and North American history;
- to provide the opportunity for students to develop specialism in areas such as film history, cultural history, modern American history and contemporary British political history;
- to encourage and support students to design their own coherent pathway of study drawing from units offered both within the School of History, by other Schools within the University and by other Schools of History within the University of London;
- to equip students with the generic and transferable skills as defined in the History Benchmarks including self direction; independence of mind; ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency of both oral and written expression; intellectual integrity.

What Will You Be Expected to Achieve?

<table>
<thead>
<tr>
<th>Academic Content:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To demonstrate understanding of major political, cultural, religious, social and economic systems in modern and contemporary history.</td>
</tr>
<tr>
<td>A2</td>
<td>To develop an awareness of continuity and change from the nineteenth century to the present day.</td>
</tr>
<tr>
<td>A3</td>
<td>To show awareness of historiographic argument.</td>
</tr>
<tr>
<td>A4</td>
<td>To provide students with a comparative perspective on culture, society and academia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>To demonstrate familiarity with bibliographic skills relevant to historical studies, including accurate citation of sources and consistent use of scholarly conventions.</td>
</tr>
<tr>
<td>B2</td>
<td>To demonstrate research skills including the gathering together of relevant research materials.</td>
</tr>
<tr>
<td>B3</td>
<td>To show evidence of effective communication skills, both orally and in written assignments, participate in group discussions.</td>
</tr>
<tr>
<td>B4</td>
<td>To understand the significance of different historiographical approaches.</td>
</tr>
<tr>
<td>B5</td>
<td>To demonstrate the ability to work independently and to manage time effectively.</td>
</tr>
<tr>
<td>B6</td>
<td>To communicate with international peers and faculty.</td>
</tr>
</tbody>
</table>
Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

Attributes:

| C1  | To acquire a robust and detailed knowledge of the modern and contemporary historical period and its primary sources. |
| C2  | To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change. |
| C3  | To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research. |
| C4  | To develop a mature writing style and a clear and effective style of oral presentation. |
| C5  | To present written work clearly and effectively, drawing on information technology as appropriate. |
| C6  | To develop confidence in presenting arguments and ideas. |
| C7  | To have gained the confidence to evaluate ICT sources of information and been effective in using ICT for presentation purposes. |

How Will You Learn?

The programme is taught in accordance with the School’s Teaching, Learning and Assessment Strategy. The broad aims of this strategy are:
- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history;
- to promote the relationship between staff research, teaching and student learning;
- to provide a flexible curriculum, supported by the intercollegiate system of the University of London which maximizes students' choice;
- to expose students to a diverse set of approaches to the study of history and to a number of specialisms including interdisciplinary collaboration;
- to encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- to inspire intellectual independence in students;
- to employ a variety of assessment methods and emphasize progression;
- to prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills;

Teaching takes a number of forms:
- Lectures
- Seminars
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations

Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in libraries, in specified books or module packs
- Appropriate assessment exercises with each module
- Encouraging active participation by students in seminar discussions
- Encouraging students to reflect on historical methods through dedicated modules - Review of individual student progress in conjunction with advisers

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and historiography, through the provision of modules in a carefully selected elite partner university.

How Will You Be Assessed?

Assessment is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.
Forms of assessment include:
Programme Title:  BA (Hons) Modern and Contemporary History with Study Abroad Programme

- Essays (from 2,000 to 5,000 words as appropriate)
- Unseen examinations
- Dissertations (10,000 - 15,000 words) - Gobbet work
- Project work
- Translation and editing exercises
- Book reviews
- Literature reviews
- Log books

Copies of the full Teaching and Learning Strategy including specific practices relating to teaching, learning and assessment can be obtained from the School of History.

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

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4 (plus a non-assessed module 'History in Practice') with the guidance of their personal advisor in the School.

Level 4:
A. Skills and 'reflective' module: 15 credits
HST4602 History in Practice (15 cr)
B. Outline modules: 90 credits
Students take the following indicative range of compulsory modules:
HST4308 Unravelling Britain: 1800 to present (30 cr)
HST4309 Europe in a Global Context: 1800 to the present (30 cr)
and at least Two of:
HST4310 Building the American Nation (15 cr)
HST4107 Europe 1000-1500: The Middle Ages and their legacy (15 cr) HST4202 From Reformation to Revolution: Europe 1500-1800 (15 cr)
C. Thematic options: 15 credits
One of:
HHST4106 History of the Medieval Islamic World: 600 - 1500 (15 cr)
HST4102 The Medieval World; Structures and Mentalities (15 cr)
HST4301 Critical Approaches to Film: Alfred Hitchcock (15 cr)
HST4601 Foundations of Modern Thought: introduction to intellectual history (15 cr)
D. Alternatives
In certain circumstances students may take up to 30 credits from another School in place of one 15 - credit B option and one 15 credit C option.
In order to progress from year one to year two, students must take modules to the value of 120 credits and pass modules to the value of 90 credits.

Year 2
Students take modules with a cumulative value of 120 credits, with a minimum of 90 credits at level 5 in History, with the guidance of their personal adviser in the School. Students can take up to a maximum of 30 credits at level 4 or level 6. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other History Departments within the University (Group 1 or Group 2 modules as defined by the University of London School of History). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests. During their second year, students will have also have been encouraged to take the level 5 Historiographical module 'History Workshop' HST5607 in preparation for their final year Special Subjects.

Year 3
Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (120 QM credits). Students would be encouraged to study the local language, but their studies would not depend on it, as a comprehensive range of relevant modules would be delivered in English. The students will choose their modules in consultation with their QM advisors and the international exchange officer, assuring the modules would maximize their academic trajectory.

Year 4
Students take modules to the value of 120 credits with a minimum of 90 credits at level 6 in History. 60 credits must come from a
Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

Special Subject (either offered by the School or by another college within the University). The Special Subject requires extensive use of primary sources. Final year students may take up to 30 credits at level 5 but are not permitted to take level 4 modules. All module choices are made with the guidance of the student's personal adviser in the School.

NOTE: Changes to levels 5 and 6 involve modules that do not yet exist.

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>FT - Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Module Code</td>
</tr>
<tr>
<td>History in Practice</td>
<td>HST4602</td>
</tr>
<tr>
<td>Unravelling Britain: 1800 to present</td>
<td>HST4308</td>
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<tr>
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<tr>
<td>Foundations of Modern Thought</td>
<td>HST4601</td>
</tr>
<tr>
<td>History of the Medieval Islamic World</td>
<td>HST4106</td>
</tr>
<tr>
<td>The Medieval World: Structures and Mentalities</td>
<td>HST4102</td>
</tr>
</tbody>
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Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

It 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.

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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

All students beginning to study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

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Programme-specific Rules and Facts

Specific Support for Disabled Students

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Programme Title: BA (Hons) Modern and Contemporary History with Study Abroad Programme

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- 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

History has a reputation as a serious and respected discipline, which develops an understanding of the modern world and valuable research, analytical and communication skills, making history graduates very attractive to employers. Modern historians’ skills make them attractive to employers in a wide range of fields, including management in commerce or industry, the civil service and local government, law, accounting, banking, publishing, journalism and research for TV or political organisations. Queen Mary History graduates often find employment in areas such as business, education, finance, government and the media. Others continue their studies at postgraduate level, or pursue more directly related careers as academic historians, librarians, archivists or history teachers. Graduates have found work for organisations as diverse as BP, BBC, Mansion House Consulting and Investec.

Graduates of the programme can expect to have developed:
- Communication skills, as students are challenged to express themselves in both speech and writing;
- Presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;
- Reading skills, using a range of approaches to tackle different kinds of texts;
- Analytical abilities, as students respond to and assess their underlying agendas and meanings;
- Writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays); research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);
- Time management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments;
- Team-working skills, as students participate with peers in seminars and group research presentations;
- Communication skills, as students are challenged to express themselves both in speech and writing;
- Presentations skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Dr Eyal Poleg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Dr Eyal Poleg</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td>4 Dec 2014</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td></td>
</tr>
</tbody>
</table>
Module Proposal for All Four-Year History and History and Politics Degrees with a Study-Abroad Component

Students embarking on a four-year degree will acquire the basic skills for history students in their first year, which will also serve as an opportunity to explore diverse themes in history. During their second year at QMUL, the students’ modules will explore more in-depth historical and historiographical issues. During that year, they would also explore the wealth of exchange possibilities, identify how specific universities would assist the progression of their degree, and compile an application for a study abroad programme. A competitive application process will identify able students, and allocate places accordingly. Students chosen for the programme would then go to a year abroad, either in the US, Europe, Asia or Australia. That year would serve as an opportunity to learn of a new culture, learn a language, and enhance historical knowledge and skills. Their modules would be chosen in dialogue with their academic advisor, to best suit their degree. Students would then return for a fourth year at Queen Mary, where their newly acquired skills would be of great value in taking up special subjects and writing their dissertations. As all host universities have a wide array of courses taught in English, students would not be required to take additional language training. They would be encouraged, however, to take this unique opportunity to do so. Students will take modules of at least 120 QMUL credits.

The question of module choice, marks and their appearance on the students’ transcripts was discussed with Harry Gibney at the International Office, and Tessa Cornell at the Registry. The solution would be to follow the current model for an optional year abroad, and apply it to the new degree. Thus, the registry (currently done by Tessa Cornell) will manually input all the modules students are taking in their host institutions, into their QMUL transcripts. When grades are available, these would be converted by the International Office, based on their conversion tables. Thus, the students’ transcripts would show their modules and grades for the year abroad in a way compatible with QMUL’s credits and marking. Prior to departure, students will discuss with their advisors in advance. The School of History will then make every effort to send the information on students’ choices to the International Office and the Registry, and notify them on any changes to the students’ module while abroad.

In accordance with the four-year degree practice at SLLF, the weighting of each year would be 1:3:1:6:

Year 1 (9.1%)
Year 2 (27.3%)
Year 3 - Abroad (9.1%)
Year 4 (54.5%)
Taught Programmes Board (TPB) is asked to note the proposals that have been approved by Schools and Institutes since its last meeting.

The approval of minor programme amendments, standard module proposals, module amendments, and module withdrawals is devolved to School and Institute Learning and Teaching Committees (or equivalent).

The attached report covers decisions taken by School and Institute Learning and Teaching Committees from 15/01/2015 - 04/02/2015.

<table>
<thead>
<tr>
<th>Paper title</th>
<th>Report of Proposals Approved by Schools/Institutes</th>
</tr>
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<td><strong>Outcome requested</strong></td>
<td>Taught Programmes Board (TPB) is asked to note the proposals that have been approved by Schools and Institutes since its last meeting.</td>
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<td><strong>Comments from the Academic Secretariat</strong></td>
<td>The approval of minor programme amendments, standard module proposals, module amendments, and module withdrawals is devolved to School and Institute Learning and Teaching Committees (or equivalent). The attached report covers decisions taken by School and Institute Learning and Teaching Committees from 15/01/2015 - 04/02/2015.</td>
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<td>Total Proposal Type</td>
<td>School/Institute</td>
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<tr>
<td>Programme Amendment</td>
<td>Centre for commercial Law Studies</td>
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<td>Electronic Engineering &amp; Computer Science</td>
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| Programme Amendment Total | 9 |

| Module Proposal | History | HST6362 | Apartheid 1948-1990 | September 2015 | New module proposal | 1 |
|                 |         | HST6363 | The Age of Revolutions: Global Perspectives | September 2015 | New module proposal | 1 |
|                 |         | HST6112 | Apocalyspe Now: Crisis, Change and Later Medieval Mentalities | September 2015 | Specialist subject Module | 1 |
| School of Law   | HST6119 | The Middle Ages in 10 Objects | September 2015 | New module proposal | 1 |
|                 | QLLM317 | Competition and the State: EU State Aid Law | September 2015 | New module proposal | 1 |
|                 | QLLM318 | Competition and the State: Regulation of public services in the EU | September 2015 | (blank) | 1 |
|                 | QLLM319 | The Regulation of the Health Professions in the UK | September 2015 | (blank) | 1 |
|                 | QLLM320 | The Regulation of the Health Systems in the UK | September 2015 | (blank) | 1 |
|                 | QLLM321 | Ethics of Migration and Asylum | September 2015 | (blank) | 1 |

| Module Proposal Total | 9 |

| Module Amendment | History | HST6111 | Renaissance Art in London | September 2015 | Amended Description | 1 |
|                  | HST6113 | London Before the Fire: Life in a Medieval and Renaissance City | September 2015 | Amended Description | 1 |
|                  | HST6115 | The Middle Ages in 20 Objects | September 2015 | Amended Description | 1 |
|                  | HST6200 | Architecture in London 1600 - 1837 | September 2015 | Amended Description | 1 |
|                  | HST6302 | Architecture in London 1837 - to the Present | September 2015 | Amended Description | 1 |
| Politics and International Relations | HST6309 | Early Modern Art in the Twentieth Century, 1900-1950 | September 2015 | Amended Description | 1 |
| Electronic Engineering & Computer Science | HST6351 | Contemporary Art and Society | September 2015 | Amended Description | 1 |
| School of Law | HST606 | London and its Museums | September 2015 | Amended Description | 1 |
|                  | POLM59 | Approaches to Political Economy | September 2015 | Module Assessment Change | 1 |
|                  | ECS402U | Professional and Research Themes | September 2015 | Module Assessment Change | 1 |
|                  | ECS601U | Control Systems | September 2015 | Assessment change | 1 |
|                  | QLLM907 | International Natural Resources Law | September 2015 | Assessment Amendment | 1 |

| Module Amendment Total | 12 |