Completing the Module Proposal Form (PG)

1. Process

After discussion within the School / Institute, the Programme Proposer should complete a Module Proposal Form (PG). The purpose of the Module Proposal Form is to articulate the aims, learning outcomes, and learning, teaching and assessment methods of the module; allowing the Academic Secretariat to ensure that these are appropriate for the level and credit value of the proposed module and that the module complies with established quality assurance procedures. The information provided in the form will be used to set up the module on SITS, and it therefore needs to be accurate and complete.

Once approved by the School / Institute Learning and Teaching Committee (or equivalent), module proposals should be submitted to the Academic Secretariat for scrutiny and implementation.

Proposals for new modules associated with a new programme of study will need to be considered by Taught Programmes Board as part of the Part 2 submission.

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

All sections of the Module Proposal Form must be completed, and discussed with all relevant QMUL departments listed on the form.

2. Summary information

Module title and module code

Please supply the basic information about the module proposed. If the ‘Module Code’ field is left blank, a code will be assigned by the Academic Secretariat upon receipt of the proposal.

Credit value

Please indicate the number of credits comprising the module. Academic credit for new modules should be awarded in multiples of 15.

Module type

Please indicate what type of module is being proposed. Module types are categorised as follows:

<table>
<thead>
<tr>
<th>Module type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSR</td>
<td>Standard module – an approved black of teaching and learning that leads to the award of academic credit. Late summer resits will be scheduled by default if needed.</td>
</tr>
</tbody>
</table>
DPM | Dissertation or project module – a module that is predominantly delivered through independent study and assessed by an output report or long essay. The module may comprise other delivery or assessment methods, however these should be of a much lower weighting than the independent study and the report or long essay.

CPP | Compulsory placement period – a module which forms all or part of compulsory placement period.

CPA | Compulsory period abroad – a module which forms all or part of a compulsory period abroad.

SCC | Selected study component – a module that can be delivered and assessed in a variety of pre-defined methods or by any other method agreed between the SSC tutor and the Director of the SSC Programme. Note: this module type is for SSC modules that form part of the MBBS and BDS programmes only.

**Proposed JACS Code**

Please indicate the proposed JACS code for the module. JACS codes are used by:
- HESA to determine funding arrangements
- The National Student Survey to determine subject groupings
- UCAS
- Marketing to indicate programme groupings

Each module must have a JACS code listed. Further details about JACS codes can be found here. For more information about JACS codes, please contact the Academic Secretariat.

**Other Schools / Institutes involved in teaching the module**

If any elements of the module are to be delivered by a School / Institute other than the owning School / Institute, please indicate which School(s) / Institute(s) will be involved.

**Collaborative institutions**

If an institution or organisation other than QMUL is involved in delivering any part of the module, please provide details of this. Depending on the nature of this collaboration, approval by Partnerships Board may be required. More information about collaborative provision can be found here.

**3. Anticipated student numbers**

Please indicate the anticipated student intake, along with minimum and maximum student numbers, for the first three years of the module.
4. Module rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) the module is designed and whether it will be offered as a core, compulsory, or elective module. These categories are defined as follows:

<table>
<thead>
<tr>
<th>Module status</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>A module that must be taken and passed to meet requirements for progression or award. Core modules cannot be condoned.</td>
</tr>
<tr>
<td>Compulsory</td>
<td>A module that must be taken to meet requirements for progression or award.</td>
</tr>
<tr>
<td>Elective</td>
<td>A module that students can choose to take as part of their award, but is not a requirement for progression or award.</td>
</tr>
</tbody>
</table>

5. Module specification

Pre-requisite modules

Please specify the name and module code of any module(s) that must be taken before this module is taken.

Co-requisite modules

Please specify the name and module code of any module(s) that students must also take if this module is taken (e.g. students must take a corresponding SEM2 module, if they select this SEM1 module.)

Overlapping modules

Please specify the name and module code of any module(s) that cannot be taken in conjunction with this particular module because the content has significant areas of commonality.

6. Content description

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System. The description should be approximately 70 – 80 words long and must be block text as opposed to bullet points.

7. Module aims

Please specify the aims of the module, i.e. the broad educational purposes for offering this module.
8. Learning outcomes

Please identify the learning outcomes for the module as follows:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic content</td>
<td>Learning outcomes that describe the core academic content develop in the module. Examples might include data, facts, interpretations, theories, concepts, approaches, and methods.</td>
</tr>
<tr>
<td>Disciplinary skills</td>
<td>Learning outcomes that describe the development of higher level cognitive skills (for example: comprehension, application, analysis, synthesis, and evaluation) and skills specific to the discipline (for example: statistical interpretation, clinical diagnosis, digital literacy). Outcomes may as include intellectual, transferable / personal, and practical skills.</td>
</tr>
<tr>
<td>Attributes</td>
<td>Learning outcomes that describe a mix of knowledge, skills, values, and behaviours that have application to both academic and non-academic environments. For undergraduate modules these learning outcomes should be aligned to one of the thirty Queen Mary Graduate Attributes and describe a student’s capability to engage critically with knowledge, have a global perspective, learning continuously in a changing world, and to demonstrate rounded intellectual development, clarity of communication, research capacity, and information expertise.</td>
</tr>
</tbody>
</table>

9. Teaching and learning profile

Please provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

10. Assessment profile

Please provide details of the assessment methods used to assess the achievement of learning outcomes. Please provide details of each element of assessment by using the ‘Add row’ button on the form.

Assessments should be categorised as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assessment type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (CWK)</td>
<td>Written assignment including essay</td>
</tr>
<tr>
<td></td>
<td>Report</td>
</tr>
</tbody>
</table>
Professional capability (CAP) | Assessment of behaviour and conduct
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Examination (EXM) | Seen and unseen examinations that take place in the formal Queen Mary examination periods
In-class test (EXN) | In-class test (not centrally timetabled)
Mid-sessional exam (not centrally timetabled)
Practical (PRA) | Oral assessments
Practical skills assessment
Performances
Organised Structured Clinical Examinations and oral assessments in languages

**Final element of assessment**

The final element of assessment is the assessment that takes place last. There should normally be only one element of assessment marked as final.

**Qualifying mark**

A qualified mark is 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**

Please indicate whether the method of reassessment for the module will be standard or synoptic:

<table>
<thead>
<tr>
<th>Method of reassessment</th>
<th>Definition</th>
</tr>
</thead>
</table>

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| Modules using standard reassessment require students to reattempt all failed elements of the original assessment (or rather that they are given the option of going so – they may decline some elements). This will in most cases mean scheduling all elements of assessment for reassessment, as different students will fail different elements.

Where examination is involved, it is recommended that the reassessment paper is approved at the same time as the exam paper for student making their first attempt at the module. Should the second paper not be necessary (i.e. if no students fail the exam component) then the paper can be used on a future occasion.

Note that QMUL operates a best-fail policy in reassessment, and if a student gains a lower mark on the second attempt, the original, higher mark will stand. |
|---|
| Synoptic Module using synoptic reassessment are reassessed by one or more approved element of assessment that will overwrite all previously taken elements of assessment, whether passed or failed.

Synoptic reassessment needs to be adequate to satisfy an assessment of the learning outcomes of the module.

Where candidates have more than one reattempt opportunity and the synoptic approach is adopted, the synoptic reassessment will apply to all reattempt opportunities (i.e. synoptic reassessment, whether taken in late summer or main examination period, must be by the same approved assessment). It is recommended that synoptic reassessment examinations are approved at the same time as the exam paper for student making their first attempt at the module. Should the second paper not be necessary (i.e. if no students fail the exam component) then the paper can be used on a future occasion. |

11. Associate students

If the module will be made available to associate students in Semester A and the credit value of the "associate" version is the same as for the main version, (where the main version is assessed by exam in May), alternative assessment arrangements will need to be outlined, as the May exam period will not be available to associate students.
All other aspects of the module specification remain the same as indicated in Section 2. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

12. Half modules

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, please complete either section 4a, or 4b, depending on which semester the “associate” version will be offered in.

A module must be worth at least 30 credits taken over 2 semesters in order to be made available in a half-credit format. To add details for the half module please click ‘Add Half Module’ in the appropriate section of the form.