Completing the Summer School Module Proposal Form

1. Process

After discussion within the School / Institute, the Programme Proposer should complete a *Summer School Module Proposal Form*. The purpose of the 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.

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

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

Summer School module proposals require institutional approval, due to the level of risk involved and the need to apply a consistent approach across the institution. Proposals for new Summer School modules will be submitted by the Academic Secretariat for consideration by Taught Programmes Board.

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

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.

*Level*

Please indicate the academic level of the proposed module.

*Credit value*

Please indicate the number of credits comprising the module. All Summer School Modules should be worth 15 credits.

*Session(s)*

Please indicate which Summer School session(s) the modules will be offered in. Modules can be offered in:

- Session 1 only
• Session 2 only
• Sessions 1 to 2 (modules which span both sessions)
• Session 1 and 2 (modules which are offered once in each session)

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.

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.

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.

5. Pre-requisite knowledge

Please explain any pre-requisite knowledge that students may need to undertake the module.

6. Content description

Please provide a description of the module, as it will appear in the advertising material for the module. 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 broad educational aims of the 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 the teaching and learning profile for all elements of the module, by using the ‘Add row’ button on the form. Please then account for the total notional study hours for the module. The notional study hours for each academic credit point is 10 (e.g. a 15 credit module represents 150 notional study hours).

Learning and teaching activities should be categorised as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
</tr>
<tr>
<td></td>
<td>Project supervision</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
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<tr>
<td></td>
<td>Practical classes and workshops</td>
</tr>
<tr>
<td></td>
<td>Supervised time in studio / workshop</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
</tr>
</tbody>
</table>
10. Assessment profile

Please provide details of the assessment methods used to assess the achievement of learning outcomes. This information may be provided to prospective students ahead of, or during their application process. You may also wish to refer to information about other modules when completing this section.

Please provide details of each element of assessment by using the 'Add row' button on the form.

**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 qualifying 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>
<tbody>
<tr>
<td>Standard</td>
<td>Modules using standard reassessment require students to reattempt all failed elements of the original assessment (or rather that they are given the option of doing so – they may decline some 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.</td>
</tr>
</tbody>
</table>
| Synoptic | Modules using synoptic reassessment are reassessed by one or more approved elements 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. |