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:

Module type	Description
LSR	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.

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 HECoS Code

Please indicate the proposed HECoS code for the module. HECoS 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 HECoS code listed. Further details about HECoS codes can be found here. For more information about HECoS 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 registrations

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:

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

5. Accessibility and inclusivity

Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

6. 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.

7. Content description

Please provide a description of the module, which will appear in the Module Directory and on the Student Information System. The content description of a module should provide a general overview of the module, and should not include details about assessment. The description should be approximately 70 – 80 words long and must be block text as opposed to bullet points.

8. Module aims

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

9. Learning outcomes

Please identify the learning outcomes for the module as follows:

Learning outcome	Description
Academic content	Learning outcomes that describe the core academic content develop in the module. Examples might include data, facts, interpretations, theories, concepts, approaches, and methods.
Disciplinary skills	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.
Attributes	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.

10. Teaching and learning profile

Please provide details of the different types of teaching and learning activity, broken down into lectures, seminars, fieldwork, work-based learning, practical classes, independent study etc. by using the 'Add row' button on the form. The total number of notional study hours

should equate to 10 times the credit value of the module (i.e. 150 hours for a 15 credit module).

11. 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. For more information about the level of detail required in the assessment profile, please see appendix 1 below.

Assessments should be categorised as follows:

Assessment type	Examples
Coursework (CWK)	Essay
	Report
	Presentation
	Portfolio
	Project (not dissertation)
Professional capability (CAP)	Assessment of behaviour and conduct
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
Dissertation (DIS)	Dissertation
	Extended report

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:

Method of reassessment	Definition
Standard	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.

12. 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'.

13. 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.

Appendix 1

Overall, the information provided in the assessment table should provide a clear and transparent outline of the assessment undertaken on a particular module. Below are some examples below of how this might work in practice:

1. If a module is assessed either in full or in part by coursework, but there are multiple pieces of coursework that are weighted towards the total module mark, we would expect each element of coursework to be listed individually, with the relevant word count and weighting assigned to it. The same goes for examinations, which should also be listed individually. For example:

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

Add Row		Delete Row				
Sequence	Description of Assessment	Assessment Type	Duration / Length	% Weighting	Final element of assessment?	Qualifying Mark for individual assessment
1	Reflective report	Coursework	500 words	25%	No	
2	Reflective report	Coursework	500 words	25%	No	
3	Final examination	Examination	2 hours	50%	Yes	

2. Transparency can also be achieved through the 'Description of assessment' column of the table. For example, if students undertake quizzes in class which each carry a small weighting towards to the total module mark, we would not necessarily expect each quiz to be listed as an individual assessment element. The transparency could instead be provided by indicating the frequency of the quizzes ('weekly') in the description. The duration provided would be per quiz, which would allow us to retain oversight of the overall volume of assessment.

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

Add Row		Delete Row				
Sequence	Description of Assessment	Assessment Type	Duration / Length	% Weighting	Final element of assessment?	Qualifying Mark for individual assessment
1	Weekly class quizzes	In-class test	20mins	20%	No	
2	Essay	Coursework	2500 words	80%	Yes	

3. If any elements of assessment include group work, this must always be clearly indicated in the description. We would not normally expect more than 25% of the total module mark to be made of group work.

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

| Add Row | | Delete Row | | | | | |

Sequence	Description of Assessment	Assessment Type	Duration / Length	% Weighting	Final element of assessment?	Qualifying Mark for individual assessment
1	Group project	Coursework	1000 words	25%	No	
2	Essay	Coursework	2500 words	75%	Yes	

4. Different 'types' of assessment should always be listed as individual elements. For example, we've seen instances where an assessment profile includes a 'Lab write-up', which is listed as coursework, however following further discussion with the School, it becomes clear that in addition to the written work, marks are also being awarded for the practical skills demonstrated by the student in the lab. We would expect this to be listed as follows:

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

| Add Row | | Delete Row | | | | | |

Sequence	Description of Assessment	Assessment Type	Duration / Length	% Weighting	Final element of assessment?	Qualifying Mark for individual assessment
1	Lab work	Practical	30mins	20%	No	
2	Lab write-up	Coursework	1000 words	30%	No	
3	Examination	Examination	1.5 hours	50%	Yes	