# Taught Programmes Board

A meeting of the Taught Programmes Board will be held on Wednesday 26 April 2023 at 2:00pm through Microsoft Teams and in Department W Room 3.05

## Agenda

### Part 1 – Preliminary Items

<table>
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<th>Paper</th>
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1. **Welcome and Apologies**
2. **Declaration of Interests**

### 3. Minutes of the Previous Meeting (22 March 2023)**

<table>
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<tr>
<th>Paper</th>
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<tr>
<td>TPB2022-052</td>
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### 4. Matters Arising from the Previous Meeting

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### Part 2 – For Approval/Discussion

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<td>TPB2022-054</td>
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### Part 3 – Programme Proposals/Amendments

#### Faculty of Science and Engineering

6. **Programme Amendment:** BSc Digital and Technology Solutions (Software Engineer) BSc Digital and Technology Solutions (Data Analyst) MSc Digital and Technology Solutions Specialist (Data Analytics)

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<td>TPB2022-055</td>
<td>Dr Eranjan Padumadasa</td>
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#### Institute of Health Science Education

7. **Programme Amendment:** PGCert Clinical Education.

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<td>TPB2022-056</td>
<td>Dr Erik Blair</td>
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#### History

8. **Programme Amendment:** History Programme Level Assessment

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#### William Harvey Research Institute

9. **MSc/PgDip/PgCert Perioperative Medicine**

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<td>TPB2022-058</td>
<td>Dr Parjam Zolfaghari</td>
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Part 4 – Report of Proposals Approved by Schools/Institutes to Note

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<tr>
<td>10. Programme Amendments*</td>
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<td>Module Withdrawals*</td>
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6. List of Proposed Programmes for launch in 2023/24 or 2024/25

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Part 5 – Other business

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<tr>
<td>7.</td>
<td>Any other business</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
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<td>8.</td>
<td>Date of next meeting</td>
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<td>Prof. Tony Michael</td>
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The next meeting will be held on Wednesday 31 May 2023. The deadline for papers is Wednesday 2 May 2023.

<table>
<thead>
<tr>
<th>TPB Meeting Dates 2022/23</th>
<th>Proposal Submission Deadline to DGLS</th>
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<tr>
<td>Wednesday 31st May 2023</td>
<td>Wednesday 2nd May 2023</td>
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<td>Wednesday 12th July 2023</td>
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<td>Wednesday 9th August 2023</td>
<td>Wednesday 12th July 2023</td>
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12th December 2022 was the deadline to propose a PGT programme for September 2023 start and a UG programme for September 2024 start. New programmes may be submitted for consideration by TPB later than this deadline only with the approval of the Vice Principal (Education).

Ali Dawn, DGLS
a.dawn@qmul.ac.uk
Present:
Prof. Tony Michael (Chair) Dr Shabnam Beheshti Dr Kristin Braun
Dr Chris Bray Dr Sadani Cooray Dr Mark Freestone
Prof. Henri Huijberts Mr Muneer Hussain Dr Rachel Male
Dr Patrick McGurk Dr Alistair Morey Ms Jane Pallant
Dr Daniel Peart Dr Joanna Riddoch-Contreras Dr Javier Sajuria
Dr Emily Salines Ms Saynab Sharif Ms Surjit Uppal
Prof. Anthony Warrens

In attendance:
Dr Zafeirenia Brokalak Ms Alison Dawn (Secretary) Professor Yasmin Ibrahim
Mr Simon Hayter Dr Lisa Robinson Dr Parjam Zolfaghari

Apologies:
Dr Jayne Dennis Prof. Maralyn Druce Mrs Elizabeth Gillow
Mrs Alice de Havillan Dr Michael McKinnie Mr Charlie Sellar

Part 1 – Preliminary Items

1. Welcome and Apologies N/A
2022.100 The Chair welcomed everybody to the meeting. Apologies were NOTED from Jayne Dennis, Maralyn Druce, Elizabeth Gillow, Alice de Havillan, Michael McKinnie, and Charlie Sellar. It was NOTED that Anthony Warrens and Jane Pallant could only attend part of the meeting.

It was confirmed that, notwithstanding the list of apologies, the meeting was quorate.

2. Declaration of Interests N/A
2022.100 The Chair invited members to declare any potential conflicts of interest. It was noted that Dr Mark Freestone would be presenting agenda item 9, MSc/PGDip Forensic Mental Health.

3. Minutes of the previous meeting (15th February 2023) TPB2022-043
2022.101 The Board APPROVED the minutes of the meeting held on 15th February 2023 to be an accurate record of that meeting.
4. Matters Arising

2022.102 The Board RECEIVED a paper on the matters arising from the minutes of previous Taught Programmes Board (TPB) meetings.

The following points were NOTED:

i. 2022.082.v – This action, relating to the MA English Literature programme, had been completed.

ii. 2022.085.vii – This action, relating to the LLB Law and Climate Justice programme, had been completed.

iii. 2022.091.v – This action, relating to the MSc Environmental Analytics programme, had been completed.

iv. 2022.94.iii and iv – These actions, relating to the MSc/PGDip/PGCert Enhancing the Safety and Wellbeing of Persons in Care and Custody programme, had all been completed.

v. 2022.097.v – This action, relating to the List of Proposed Programmes for launch in 2023/24 or 2024/25 had been completed.

vi. 2022.67.ii, iii and iv – These actions, relating to the MSc Psychology (Conversion) programme, had all been completed.

vii. 2022.70.i – This action, relating to the MSc/PgD Regenerative Medicine PT programme, was ongoing.

viii. 2022.70.iii and iv – These actions, relating to the MSc/PgDip Regenerative Medicine PT programme, had all been completed.

The Chair thanked colleagues for the speedy resolution of the above actions, noting that there was only one action, regarding the MSc/PgD Regenerative Medicine PT programme, which remained outstanding.

A member queried whether there had been any feedback from the Education Quality and Standards Board (EQSB) regarding the action relating to having “P-Variant” modules i.e. where a Level 6 module is adapted for use in Master’s programmes. The Chair reported that EQSB is working on a substantial project to develop policy on programme design compliant with the revised Conditions of Registration issued by the Office for Students (OfS). It is likely that this will include phasing out P-Variant modules to ensure compliance with OfS Condition B1, ensuring programmes offer an appropriate level of educational challenge.

Part 2 – For Approval/Discussion

5. Chair’s Actions since the last meeting

2022.103 The Board RECEIVED a summary of actions taken by the Chair since the last meeting. The Board noted that this included:

i. As above, the response to the actions relating to the MSc Psychology (Conversion) programme.

ii. As above, the response to the actions relating to the MSc/PgDip Regenerative Medicine PT programme.

iii. Adding a practical Marketing Consultancy Dissertation as an alternative to the standard dissertation to MSc International Marketing and Business Strategies and MSc International Marketing and Consumer Psychology.
iv. The restructure of MSc Wealth Management, designed to modernise the curriculum. This meant replacing four compulsory modules with an alternative set of four pre-existing modules. This meant that the programme was very similar, but still distinct from the MSc Investment and Finance. It is understood that the programmes appeal to different markets.

Part 3 – Programme Proposals/ Amendments

School of Business and Management

6. MSc Marketing in the Creative Industries

The Board CONSIDERED the Part 2 Proposal for the MSc Marketing in the Creative Industries programme. The following points were NOTED:

i. The programme draws together two existing subject areas in SBM namely Marketing and Creative Industries. Three new modules had been proposed to integrate the two subject areas together to provide a coherent programme of study.

ii. Five new Marketing programmes were launched last year but there was still a gap in provision in Creative Industries.

iii. Semester 1 consisted of three 15-credit compulsory modules and one 15-credit elective module from a choice of two. Semester 2 consisted of three 15-credit compulsory modules and one 15-credit elective module from a choice of three. Students would then take a 60-credit Dissertation for Marketing over the Summer period.

The Board heard that:

i. The programme specification only mentioned the entry criteria for students with A-Levels. It was suggested that it be noted on the Specification that Queen Mary accept equivalent qualifications.

   Action: SBM

ii. A QUERY was raised about whether there should be more elective choice in the programme; there was only space for two elective modules out of a total choice of five. The Chair confirmed that the proposed programme structure, with fewer electives, meant that the programme would better meet the OfS Condition B1 relating to programme coherence, and can ensure that all modules address the programme level Learning Outcomes. Furthermore, as noted above, EQSB would be developing policy on programme design that would include a view on how many elective choices there should be when launching a new programme. It is likely that the structure proposed for MSc Marketing and Creative Industries would be align with the EQSB policy in development. The Director for Education in SBM added that the School’s recent international accreditation process included ensuring that modules were tightly aligned with programme Learning Outcomes and that the School was considering an internal policy of offering a one in three choice for elective modules.

iii. A QUERY was raised about the group presentations and what would happen if there were Extenuating Circumstance (ECs) or other reasons why students could not complete the assessment. The Team confirmed...
that they had experience of this with other programmes and the solution would be based on the reason or not being able to complete the group presentation which could include submitting a personal presentation, a video presentation, or a written piece of assessment to meet the same learning outcomes.

iv. A QUERY was raised about the suitability of the External Adviser as it was noted that she was at a relatively junior level and was at a competitor institution. The Team answered that the External was an expert in the relatively small field of Marketing in the Creative Arts and had provided valuable information to assist the development of the programme. The Board AGREED that the External was suitable in this instance.

2022.106 The Board APPROVED the Part 2 Proposal for the MSc Marketing in the Creative Industries programme, subject to satisfactory completion of the action, namely:

- Clarifying that equivalent qualifications were accepted.

The Chair thanked the Team for producing a strong, coherent programme.

7. BSc Management for Social Change

2022.107 The Board CONSIDERED the Part 2 Proposal for the BSc Management for Social Change programme. The following points were NOTED:

i. This was proposed as a standard 3-year Undergraduate programme built on the success of the extant 4-year Degree Apprenticeship programme.

ii. Level 4 contains eight compulsory 15-credit modules and a 0-credit Professional Development module. The majority of the taught modules are taught and assessed in Semesters 1 and 2. Level 5 contains seven 15-credit compulsory modules, one elective choice and a 0-credit Professional Development module. Level 6 contains seven 15-credit compulsory modules one elective choice.

iii. The programme would integrate work and employment skills in the curriculum instead of this being extra-curricular.

2022.108 The Board heard that:

i. The programme had a different structure to the Degree Apprenticeship and wasn’t confined by the Apprenticeship Standard. There is a lot of interest in social change amongst students and so a degree in this area would be popular. At the point the Degree Apprenticeship was launched, business were not able to commit to the consistent number of students due to the pandemic. The Degree Apprenticeship was currently suspend and was unlikely to be reinstated unless employers could commit to a sustainable number of students on a recurrent basis.

ii. It was NOTED that there were some inconsistencies in the programme title in the programme documentation. It was confirmed that the title was BSc Management for Social Change and it was AGREED that the documentation should be checked for consistency.

Action: SBM

iii. One of the assessments was listed as a 30-minute presentation, yet it was worth only 20% of the module mark which seemed excessive for an undergraduate module. The Team clarified that the presentation was only
10 minutes; the remaining 20 minutes would comprise post-presentation discussion. The Board AGREED that this should be made clearer in the documentation.

Action: SBM

iv. It was NOTED that work experience was embedded in the curriculum through a variety of means. This included simulated work projects, learning about project management, and applying real-world experience into the content and assessment. Placements would be made available but these cannot be guaranteed to all students. It was NOTED that students would not be disadvantaged if they had not done a placement. It was AGREED that this should be made clear in the documentation.

Action: SBM

v. It was NOTED that SBM’s standard entry criteria of AAA at A-level or equivalent applied to this programme. It was QUERIED whether this was in alignment with the University’s widening participation and social change agenda, which would seem to be relevant for this programme, and whether the School accepted contextual offers. The Team stated that they would look at contextual offers but were confined by University policy on entry requirements. It was AGREED that entry requirements and the use of contextual offers was outside of the remit of TPB. However, the Chair advised that this should be kept under review and if they found they were making a large number of contextual offers for this programme then there was potentially a case for the published entry criteria for this programme to be reduced, subject to approval by the University.

2022.109 The Board APPROVED the Part 2 Proposal for the BSc Management for Social Change programme subject to satisfactory completion of the actions, namely:

- Ensuring the programme title was referred to consistently as BSc Management for Social Change throughout.
- Clarifying that the assessment was a 10-minute presentation with follow-discussion.
- Clarifying in the Programme Specification that students would not be disadvantaged if they did not do an official placement.

William Harvey Research Institute

8. MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes

TPB2022-048

2022.110 The Board CONSIDERED the Part 2 Proposal for the MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes. The following points were NOTED:

i. The Institute wished to introduce the MSc/PgDip/PgCert Perioperative Medicine Full-Time (FT) and Part-Time (PT) programmes from September 2023. These programmes would run alongside the current MSc in Critical Care and share some modules.

ii. The proposal is in response to recent reports from the Department of Health and Chief Medical Officer to improve perioperative care. Therefore, the programme is aimed at healthcare professionals already working to deliver care in the perioperative pathway. It will provide comprehensive
training in key issues and recent advances in perioperative care to reinforce technical and behavioural competencies in patient safety.

iii. The programme was aimed at the whole team of professional clinicians who are responsible for perioperative patient care including nurses and anaesthesiologists.

iv. Following the common structure of programmes within the Institute there are no electives and students undertake 8 x 15 credit taught modules and a 60-credit Dissertation.

v. The programme will utilise 45 credits of existing provision including a 15-credit work-based learning observership module – WHR7017 – which is run in Semester 3.

vi. Each module is block taught, sequentially, over three 7-hour days with a further 2 hours devoted to academic writing and critical appraisal. Teaching is delivered in Semester 3, and the proposers confirm that marking will be completed for the June SEB.

2022.111 The Board heard that:

i. There was a requirement for all students to have a Disclosure and Barring Service (DBS) check as part of the entry requirements. It was confirmed that if the students were convicted of an act that would be declared on the DBS clearance during their studies, then this would mean that they would not be able to complete the PGDip or MSc as they would be unable to complete the Observership module which involves patient contact. Students may be able to complete the PGCert if they had met the requirements for this award. It was AGREED that it should be written in the Programme Specification that continuation and completion of the programme is subject to continued DBS clearance and that it was the responsibility of the student to inform Queen Mary if they were convicted of anything that would affect their DBS clearance.

   Action: WHRI

ii. It was NOTED that the teaching was spread over the three semesters namely, the Autumn Semester, Spring Semester and part of Summer. It was NOTED that the University’s standard structure was two teaching Semesters followed by a period in the Summer for assessments. Although the term “semester” was technically incorrect for a year that had been divided into 3, the term “semester” was the University’s standard term and precedent had been set with other programmes referring to the Summer “Semester 3” when there was teaching in this period. It was noted that the MSc programme used some existing modules and that these were already scheduled in Semester 3.

iii. In practice, the programme was block-taught with each module taking 1 month to complete so therefore the teaching was spread over the first 8 months for the FT variant, with the dissertation running across the whole year. It was NOTED that, as the programme was entirely compulsory and each module only ran once per year, the structure for the FT variant was fairly rigid.

iv. It was NOTED that full-time study should equate to 37-40 hours per week and therefore, students enrolled on the FT variant should not be in significant employment during the same period. It was noted that similar programmes had a high drop-out rate. Anecdotally, this was because the workload of studying full-time alongside employment was too high.
Post meeting note: The Institute should provide further information on the audiences for the Full-Time and Part-Time variants and their eligibility to take the Observership module. As FT students should not be in significant employment, it needs to be clarified by what mechanism they will complete the Observership module. It has been recognised that the FT variant is likely to appeal to Overseas students who may not be eligible to work due to visa restrictions and therefore further clarity is required on the mechanism for them to complete the Observership module. It is assumed that the PT variant is likely to appeal to Home students who would be working alongside their studies.

Action: WHRI

v. For the PT variant, students were required to study and complete the first module, Perioperative Medicine in Theory and Practice, in the first semester. Students would then be required to study a further 75 taught credits in Year 1 and 30 taught credits plus the dissertation (60 credits) in the Year 2. Students could be flexible with what order they took their modules in and the amount of credit taken per semester to fit around their work schedules. As the structure was flexible, and as each module ran only once per year, the Board were concerned that students may reach the end of the Year 2, or even the maximum period of registration of 3 years, without completing the necessary requirements for award. It was noted that international students would have to take at least one module per semester due to visa compliance requirements. It was AGREED that the Team should revisit the Part-Time structure to ensure that students would be able to complete within the 2-year period and for the credits to be weighted equally (i.e. 90 credits) in both Year 1 and Year 2.

Action: WHRI

vi. As an alternative to the Part-Time route, it was posed by the Board that the flexibility desired may be better achieved by offering the programme in Variable Mode. It was noted that students would still be required to take at least 1 module per Semester. It was AGREED that this option should be considered further with colleagues in the Directorate of Governance and Legal Services and Registry.

Action: WHRI

2022.112 The Board APPROVED the Part 2 Proposal for the MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes subject to the actions as above. It was AGREED that the Chair would have the delegated authority to review the response to actions and confirm approval.

Wolfson Institute of Population Health

9. MSc/PgDip Forensic Mental Health

2022.113 The Board CONSIDERED the Part 2 Proposal for the MSc/PgDip Forensic Mental Health programme. The following points were NOTED:

i. The programme had been developed based on existing provision to provide alternative programme choice to applicants who do not require a British Psychological Society (BPS) accredited programme.
ii. The accredited programme requires placements provided by the Barts Trust and formerly the partner East London Foundation Trust (ELFT), which are limited. The introduction of a non-accredited route will therefore provide an alternative programme choice for applicants who are interested in Forensic Mental Health but do not require BPS accreditation.

iii. The proposed programme will share three compulsory taught modules (45 credits) and the 60 credit dissertation with the accredited programme, but students will not take the BPS required Professional Practice module. Electives are selected from a limited pool of existing Institute provision.

2022.114 The Board heard that:

i. The proposed title MSc/PgDip Forensic Mental Health had been used for a previous version of the accredited programme. The accreditation body had advised against re-using the title. Therefore, the Institute are seeking to amend the title to “MSc/PgDip Forensic Mental Health: Research and Practice”. The Programme Title Change request was currently going through the Faculty approval process. It was AGREED that all the documentation should be updated with the new title when this had received Faculty approval.

Action: WIPH

ii. There were some references in the Programme Specification relating to training students in practice. It was AGREED that the Programme Specification should be reviewed to ensure that it was accurate in terms of the content and delivery of the programme.

Action: WIPH

2022.115 The Board APPROVED the Part 2 Proposal for the MSc/PgDip Forensic Mental Health programme subject to satisfactory completion of the actions, namely:

- Amending the programme title in all of the documentation, once this had been approved by the Faculty.
- Ensuring the Programme specification was accurate with regard to the content and delivery of the programme, especially in relation to any practical training.

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

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<th>10.</th>
<th>Programme Amendments</th>
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<td>Module Proposals</td>
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<td>Module Withdrawals</td>
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2022.116 The Board RECEIVED a report of decisions made by Schools and Institutes of changes to the curricula for the period 13th December 2022 to 22nd February 2023.

It was NOTED that a copy of the Report of Proposals Approved by Schools/Institutes is also submitted to Senate. At the latest meeting, Senate commented on the large number of new modules that had been proposed as it this was against the directive to reduce the number of modules in accordance with the University’s 2030 Strategy.
11. **List of Proposed Programmes for launch in 2023/24 or 2024/25**

TPB2022-051

2022.117 The Board **RECEIVED** a report of programme proposals intended for launch in 2023/24 and 2024/25, expected to be presented at future meetings of the Board.

The following points were **NOTED**:

i. The proposed BEng in Intelligent Biomedical Engineering had not received Marketing Intel as this was mandated by the Chinese government.

ii. MSc Biotechnology was missing from the list.

**Action: Secretary**

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<th>Part 5 – Other Business</th>
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12. **Any Other Business**

2022.118 It was noted that it was the Secretary’s last meeting of TPB. AD was **THANKED** for her efficient and professional support of the Board over a number of years, and was wished well in her new post.

13. **Date of next meeting**

2022.119 The next meeting will be held on Wednesday 26th April 2023.

The deadline for papers is Wednesday 27th March.

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<thead>
<tr>
<th>TPB Meeting Date</th>
<th>Intended Paper Circulation Date to TPB</th>
<th>Proposal Submission Deadline to DGLS</th>
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<tbody>
<tr>
<td>Wednesday 26th April 2023</td>
<td>Monday 17th April 2023</td>
<td>Monday 27th March 2023</td>
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<td>Wednesday 31st May 2023</td>
<td>Monday 22nd May 2023</td>
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*Alison Dawn, DGLS  
a.dawn@qmul.ac.uk*
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<tr>
<th>Date</th>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School / Institute</th>
<th>Programme Organiser</th>
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<tr>
<td>22nd March 2023</td>
<td>2022.105.i</td>
<td>MSc Marketing in the Creative Industries</td>
<td>Add that equivalent entry requirements are accepted on the PS.</td>
<td>Complete</td>
<td>School of Business and Management</td>
<td>Dr Zafeirenia Brokalaki / Professor Yasmin Ibrahim</td>
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<tr>
<td>22nd March 2023</td>
<td>2022.108.ii</td>
<td>BSc Management for Social Change</td>
<td>Ensure that the programmes is referred to consistently throughout the documentation as “BSc Management for Social Change”</td>
<td>Ongoing</td>
<td>School of Business and Management</td>
<td>Dr Lisa Robinson</td>
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<td>22nd March 2023</td>
<td>2022.108.iii</td>
<td>BSc Management for Social Change</td>
<td>Clarify that the 30-minute presentation is a 10 minute presentation with discussion afterwards.</td>
<td>Ongoing</td>
<td>School of Business and Management</td>
<td>Dr Lisa Robinson</td>
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<td>23rd March 2023</td>
<td>2022.111.i</td>
<td>MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes</td>
<td>Write in the Programme Specification that continuation and completion of the programme is subject to continued DBS clearance and that it was the responsibility of the student to inform Queen Mary if they were convicted of anything that would affect their DBS clearance.</td>
<td>Ongoing</td>
<td>William Harvey Research Institute</td>
<td>Dr Parjam Zolfaghari</td>
</tr>
<tr>
<td>24th March 2023</td>
<td>2022.111.iv</td>
<td>MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes</td>
<td>Clarify how students who are not employed will be able to take the Observership module</td>
<td>Ongoing</td>
<td>William Harvey Research Institute</td>
<td>Dr Parjam Zolfaghari</td>
</tr>
<tr>
<td>25th March 2023</td>
<td>2022.111.v</td>
<td>MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes</td>
<td>revisit the structure of the PT route to ensure that students would be able to complete within the 2-year period and for the credits to be weighted equally peer year (i.e. 90 credits per year)</td>
<td>Ongoing</td>
<td>William Harvey Research Institute</td>
<td>Dr Parjam Zolfaghari</td>
</tr>
<tr>
<td>26th March 2023</td>
<td>2022.111.vi</td>
<td>MSc/PgDip/PgCert Perioperative Medicine Full Time and Part-Time programmes</td>
<td>Consider converting the PT route into a Variable Mode route</td>
<td>Ongoing</td>
<td>William Harvey Research Institute</td>
<td>Dr Parjam Zolfaghari</td>
</tr>
<tr>
<td>26th March 2023</td>
<td>2022.114.i</td>
<td>MSc/PgDip Forensic Mental Health</td>
<td>Amend the programme title in all of the documentation once the revised title has been approved by the Faculty Executive</td>
<td>Complete</td>
<td>Wolfson Insitute Population of Health</td>
<td>Dr Mark Freestone</td>
</tr>
<tr>
<td>26th March 2023</td>
<td>2022.114.ii</td>
<td>MSc/PgDip Forensic Mental Health</td>
<td>Ensure the Programme Specification is accurate in terms of the content and delivery of the programme</td>
<td>Complete</td>
<td>Wolfson Insitute Population of Health</td>
<td>Dr Mark Freestone</td>
</tr>
<tr>
<td>18th January 2023</td>
<td>2022.070.i</td>
<td>MSc/PgD Regenerative Medicine PT</td>
<td>Provide an updated, countersigned JWS between Blizard and SEMS to include the PT programme.</td>
<td>Complete</td>
<td>Blizard Institute</td>
<td>Prof. John Connelly / Dr Kristin Braun</td>
</tr>
</tbody>
</table>
### Nature of proposal(s)

<table>
<thead>
<tr>
<th>Outcome requested</th>
<th>Report of Chair’s Action</th>
</tr>
</thead>
</table>

### Outcome requested

Taught Programmes Board (TPB) is asked to note the Chair’s Actions since the last meeting of the Board.

### Approved proposal

<table>
<thead>
<tr>
<th>MSc Forensic Mental Health (WIPH)</th>
</tr>
</thead>
</table>

The MSc Forensic Mental Health programme was considered at the March 2023 meeting and required the following actions by the proposers.

- Discussion with External Relations re the alternative title requested by the accreditor. The title was used formerly by the Institute and accredited awards had been made, therefore it was deemed prudent to retitle the programme following the part one approval.
- Revision of the PS to explicitly state that the proposed programme is all for a non-accredited programme/award. The actions have been completed by the proposers and the proposal approved on 19 April 2023.

### Summer School Module

The Chair approved a new Summer School Module in the School of English and Drama namely London History and Culture in Image and Film.

*Alice de Havillan, DGLS*

*a.l.dehavillan@qmul.ac.uk*
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Schools / Institutes</td>
<td>Faculty of Science and Engineering</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Programme Amendments:</td>
</tr>
<tr>
<td></td>
<td>BSc Digital and Technology Solutions (Software Engineer)</td>
</tr>
<tr>
<td></td>
<td>BSc Digital and Technology Solutions (Data Analyst)</td>
</tr>
<tr>
<td></td>
<td>MSc Digital and Technology Solutions Specialist (Data Analytics)</td>
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<tr>
<td></td>
<td>• Programme Amendment Forms</td>
</tr>
<tr>
<td></td>
<td>o BSc Digital and Technology Solutions (Software Engineer)</td>
</tr>
<tr>
<td></td>
<td>o BSc Digital and Technology Solutions (Data Analyst)</td>
</tr>
<tr>
<td></td>
<td>• Programme Specifications</td>
</tr>
<tr>
<td></td>
<td>o BSc Digital and Technology Solutions (Software Engineer) for 2021/22, 2022/23, and 2023/24 entry cohorts.</td>
</tr>
<tr>
<td></td>
<td>o BSc Digital and Technology Solutions (Data Analyst) for 2022/23, and 2023/24 entry cohorts.</td>
</tr>
<tr>
<td></td>
<td>o MSc Digital and Technology Solutions Specialist (Data Analytics) for 2021/22, 2022/23 and 2023/24 entry cohorts.</td>
</tr>
<tr>
<td></td>
<td>• Modules</td>
</tr>
<tr>
<td></td>
<td>o Module proposal for a 30-credit version of DAT4901 (originally set up as a 15-credit module coded SPA4901)</td>
</tr>
<tr>
<td></td>
<td>o Module proposal for a L6 version of ECS7025A (ECS-coded)</td>
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<tr>
<td></td>
<td>o Module proposal for a L6 version of ECS7025A (IOT-coded)</td>
</tr>
<tr>
<td></td>
<td>o Module amendment to create ECS629A/IOT629U clones of existing module ECS629U Artificial Intelligence</td>
</tr>
<tr>
<td></td>
<td>o Two bulk module amendment forms requesting change of codes from ECS to IOT, for modules contributed by EECS</td>
</tr>
<tr>
<td></td>
<td>o Bulk module amendment form requesting change of codes from SPA to DAT, for modules contributed by SPCS</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>
</tbody>
</table>
Potential issues identified and comments on the proposal(s) from Governance and Legal Services

Background
The Faculty of Science and Engineering seeks to amend the two L6 Digital and Technology Solutions degree apprenticeships and the L7 Digital and Technology Solutions Specialist degree apprenticeship. A summary of changes to each programme is provided below.

BSc Digital and Technology Solutions (Software Engineer):
- Replacement of existing ECS-coded modules with IOT-coded equivalents, and existing SPA-coded modules with DAT-coded equivalents.
- Removal of a L6 module for students joining from 2022/23 onwards, to make space in the diet for the 15-credit EPA module.

BSc Digital and Technology Solutions (Data Analyst):
- Replacement of existing ECS-coded modules with IOT-coded equivalents, and existing SPA-coded modules with DAT-coded equivalents.
- Removal of a L4 module and its replacement with a L5 module covering more suitable content.

MSc Digital and Technology Solutions Specialist (Data Analytics):
- Replacement of existing ECS-coded modules with IOT-coded equivalents.
- No substantive changes to programme content or structure

The changes are being made to further separate degree apprenticeship provision being delivered at the London City Institute of Technology (LCiOT) from other, standard provision within EECS and SPCS by re-coding modules to build a distinct diet and identity for the programmes; and – for the two L6 programmes – to respond to changes in the apprenticeship standard that underpins them. The changes proposed here build on those previously approved by TPB for these programmes.

Programme Structure
Under the proposed changes, the programme structures will be as summarised below:

BSc Digital and Technology Solutions (Software Engineer):
- Part-time, delivered over four years.
- Students take a total of 360 credits, delivered as below each year:
  - 2021/22 entry cohort:
    - Year 1 – 90 credits (90 at L4)
    - Year 2 – 90 credits (90 at L5)
    - Year 3 – 90 credits (15 at L5; 75 at L6)
    - Year 4 – 90 credits (90 at L6, plus zero-credit EPA)
  - 2022/23 entry cohort:
    - Year 1 – 90 credits (90 at L4)
    - Year 2 – 90 credits (90 at L5)
    - Year 3 – 90 credits (15 at L5; 75 at L6)
- Year 4 – 90 credits (90 at L6, including 15-credit EPA)
  - 2023/24 entry cohort:
    - Year 1 – 90 credits (90 at L4)
    - Year 2 – 90 credits (90 at L5)
    - Year 3 – 90 credits (15 at L5; 75 at L6)
    - Year 4 – 90 credits (90 at L6, including 15-credit EPA)

BSc Digital and Technology Solutions (Data Analyst):
- Part-time, delivered over four years.
- Students take the following credits each year:
  - 2022/23 entry cohort:
    - Year 1 – 90 credits (90 at L4)
    - Year 2 – 90 credits (90 at L5)
    - Year 3 – 90 credits (90 at L6)
    - Year 4 – 90 credits (90 at L6, including 15-credit EPA)
  - 2023/24 entry cohort:
    - Year 1 – 90 credits (90 at L4)
    - Year 2 – 90 credits (90 at L5)
    - Year 3 – 90 credits (90 at L6)
    - Year 4 – 90 credits (90 at L6, including 15-credit EPA)

MSc Digital and Technology Solutions Specialist (Data Analytics):
- Part-time, delivered over two years.
- All students take a total of 180 credits; 90 in each year, plus a zero-credit EPA module, regardless of entry year.

**Modules**
The following module paperwork is provided:
- Module proposal for a 30-credit version of DAT4901 (originally set up as a 15-credit module coded SPA4901)
- Module proposal for a L6 version of ECS7025A (ECS-coded)
- Module proposal for a L6 version of ECS7025A (IOT-coded)
- Module amendment to create ECS629A/IOT629U clones of existing module ECS629U Artificial Intelligence
- Two bulk module amendment forms requesting change of codes from ECS to IOT, for modules contributed by EECS
- Bulk module amendment form requesting change of codes from SPA to DAT, for modules contributed by SPCS

**Issues**
The Software Engineering programme contains 90 credits at L4, 105 credits at L5, and 165 credits at L6. The Data Analyst programme contains 90 credits at L4, 90 credits at L5, and 180 credits at L6. There is
a concern that – although this is within current Queen Mary regulations – the programmes are top-heavy. It is also contrary to OfS guidance around appropriate academic challenge. The programme team have already been alerted to this issue and have advised that the overall credit balance of the programmes will be reviewed in future programme development cycles.

A module proposal for the new credit-bearing L6 EPA module (provisionally coded IOT698U in the programme specifications) has not yet been provided. The programme team have requested further time to develop this module, given the challenges around designing credit-bearing modules for EPAs, and have advised that this will be submitted next year.

Comments from the DA Sub-Board:
These amendments have been reviewed by the Degree Apprenticeship Programmes Sub-Board (DAPS) on the 12th of April. The Sub-Board AGREED TO RECOMMEND to TPB that the amendments are approved subject to the Faculty agreeing to commit to reviewing the amount of credit taken at each level to create a more even spread in the future.

Ashley Palmer
Ashley.palmer@qmul.ac.uk
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by Taught Programmes Board. For example:

- changes in core, compulsory or elective modules
- changes to programme diets

Programme titles changes must be proposed using the Programme Title Change Form. Amendments to programme durations or modes of study can not be requested via this form.

Hover over the blank boxes with your cursor will display further guidance.

Summary Information (as previously approved)

Programme title(s): Bachelor of Science Digital and Technology Solutions (Software Engineering)

Programme and Route code(s): 

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>Full-time</td>
<td>4 academic years</td>
</tr>
</tbody>
</table>

Responsible School / Institute: Other (please specify by typing in box)

Schools / Institutes who are also involved in teaching part of the programme:

- Faculty of Science and Engineering
- School of Electronic Engineering & Computer Science

Details of any collaborative institution(s) involved in delivering any part of the programme:

1) What are the proposed amendments?

Please clearly and fully outline the proposed amendments to the programme and attach the updated Programme Specification. Further information regarding any module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

With the introduction of the credit bearing End point assessment, the Faculty Education Committee has decided to remove ECS659A from the programme specification for students undertaking the Software Engineering Pathway. This will ensure that students meet, not exceed the 360 credits total for their programme.
### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
<th>QMUL Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neural Networks and Deep Learning</td>
<td>ECS659A</td>
<td>15</td>
<td>6</td>
<td>Core</td>
<td>4</td>
<td>Remove</td>
<td></td>
</tr>
</tbody>
</table>

2) **Proposed date of introduction:**

September 2023

3) **Who does the proposed amendment apply to:**

Both new and existing students

4) **Rationale**

Please outline the rationale for the proposed amendment(s), and explain why it is to be applied to the cohort(s) of students listed in section 3.

The End Point Assessment module has been amended to a 15 credit module, with effect for cohorts starting in the 2022/23 academic year, as a result of the significant workload required. As a result of this change, the Software Engineering DA students currently have 375 credits in their diet. ECS659A is therefore being removed from the diet.

This will apply to all students enrolled from 2022/23 onwards.

5) **Resource implications of proposed amendment(s)**

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

No changes
6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

Degree Apprenticeship students currently undertake a reduced annual workload of 90 credits alongside their work. The removal of this module will ensure fairness across the academic years (they will not be required to complete more than their DA counterparts/ Prior year students). No further issues expected.

7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

Changes made in the 21/22 year will have reviewed the increased credit weight to the EPA module - this is a reduction and therefore NA. Prior anecdotal feedback on this module has been quite negative -students have indicated that this module is quite challenging and more catered to postgraduate level specialisation as opposed to a level 6 module.

8) Provision of information to students
Please specify how the affected students will be made aware of the proposed amendment(s).

Students will be given updated handbooks and programme specifications. Course finder to be updated.

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

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  
N/A

> Has the Programme Specification been revised to take into account the programme amendment(s)?
No

---

Approval of Programme Amendment

Director of Education

Head(s) of School / Institute

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<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
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This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by Taught Programmes Board. For example:

- changes in core, compulsory or elective modules
- changes to programme diets

Programme titles changes must be proposed using the Programme Title Change Form
Amendments to programme durations or modes of study can not be requested via this form.

Hover over the blank boxes with your cursor will display further guidance.

Summary Information (as previously approved)

Programme title(s): Bachelor of Science Digital and Technology Solutions (Data Analyst)

Programme and Route code(s): 

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<tbody>
<tr>
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<td>Full-time</td>
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</table>

Responsible School / Institute: Other (please specify by typing in box)

Schools / Institutes who are also involved in teaching part of the programme:

- Faculty of Science and Engineering
- School of Electronic Engineering & Computer Science

Details of any collaborative institution(s) involved in delivering any part of the programme:

1) What are the proposed amendments?

Please clearly and fully outline the proposed amendments to the programme and attach the updated Programme Specification. Further information regarding any module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

There is a module within the second year of study for DA pathway students that is being updated to have a commercial applications and career development focus in line with Degree Apprenticeship Student Development. This is replacing a data analysis programming module which is similar to a module offered within the first year of the degree.
### 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>Add / Remove Module from Programme</th>
<th>QMUL Model</th>
</tr>
</thead>
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<tr>
<td>Professional Software and Career Practices</td>
<td>DAT5902</td>
<td>15</td>
<td>5</td>
<td>Core</td>
<td>2</td>
<td>Add</td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Analysis Programming</td>
<td>DAT4701</td>
<td>15</td>
<td>4</td>
<td>Core</td>
<td>2</td>
<td>Remove</td>
<td></td>
</tr>
</tbody>
</table>

2) **Proposed date of introduction:** September 2023

3) **Who does the proposed amendment apply to:** Both new and existing students

4) **Rationale**

   Please outline the rationale for the proposed amendment(s), and explain why it is to be applied to the cohort(s) of students listed in section 3.

   The new module presents range of practical skills related to communication and software practices essential to a professional career in data science. This runs the gamut from technical computer programming skills to "soft" skills such as the ability to effectively present and communicate information. This module will build on first year modules and equip the student with the full range of professional skills that are needed by data professionals in the workplace. This module will building on core knowledge within the data analyst programme pathway as they enter their second year.

   The change was also instigated from the student feedback where the technical challenge was mentioned. This module although is technical in nature does aligned better with the KSBs as it still aims to engage the apprentices with the Data Analytics specific technical knowledge and skills however is not programming heavy which would be well received by the students.

5) **Resource implications of proposed amendment(s)**

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

   No changes
6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

No impact is anticipated with the current change as the module is proposed to bring in more alignment with the apprenticeship standard. Reasonable adjustments measures will apply to this module in the same way as others. And the anticipated change would be seen more from a positive light as the students would find the module more accessible as it caters specifically to the professional area addressing the needs of the data industry.

7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

Changes to the Module have been discussed at the Faculty Education Meeting / with programme leads and Chair. The change was instigated from the student feedback where the technical challenge was mentioned. This module although is technical in nature does aligned better with the KSBs as it still aims to engage the apprentices with the Data Analytics specific technical knowledge and skills however is not programming heavy which would be well received by the students.

8) Provision of information to students
Please specify how the affected students will be made aware of the proposed amendment(s).

Students will be given updated handbooks and programme specifications. Course finder to be updated.

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

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  
N/A

> Has the Programme Specification been revised to take into account the programme amendment(s)?
No

---

**Approval of Programme Amendment**

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Head(s) of School / Institute</th>
<th>Dr. Eranjan Padumadasa</th>
</tr>
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Digitally signed by Dr. Eranjan Padumadasa  
Date: 2022.12.12  
14:57:23 Z
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</table>
**Programme Specification (UG)**

**Awarding body / institution:** Queen Mary University of London  
**Teaching institution:** Queen Mary University of London  
**Name of final award and programme title:** BSc Digital & Technology Solutions (Software Engineer)  
**Name of interim award(s):** N/A  
**Duration of study / period of registration:** 4 years professional pathway PT  
**QMUL programme code / UCAS code(s):** G4DE  
**QAA Benchmark Group:** Computing  
**FHEQ Level of Award:** Level 6  
**Programme accredited by:** TechSkills  
**Date Programme Specification approved:**  
**Responsible School / Institute:** School of Electronic Engineering & Computer Science

**Programme outline**

This programme has been developed under the auspices of the government’s degree apprenticeship initiative (see, for example, [https://www.gov.uk/government/publications/apprenticeship-standard-digital-technology-solutions-professional](https://www.gov.uk/government/publications/apprenticeship-standard-digital-technology-solutions-professional)). Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree.

The Digital and Technology Solutions degree apprenticeships are being supported by Tech Partnership (formerly e-Skills UK) under the Tech Industry Gold framework - see [https://www.thetechpartnership.com/recruit-and-train/degree-apprenticeships/](https://www.thetechpartnership.com/recruit-and-train/degree-apprenticeships/). All degrees endorsed by Tech Partnership must combine coverage of the following components:

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

The Tech Industry Gold 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, Enterships, IBM, Logica, Ministry of Justice, and the NHS. Employers already taking on degree apprentices...
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

include: Accenture, Bright Future, BT, Capgemini, CGI, Ford, Fujitsu, GlaxoSmithKline, HMRC, HP, IBM, Lloyds Banking Group and Thales.

Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
* Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
* Help the degree apprentices to grow practical technology expertise with project management, interpersonal and business skills
* Help new-start degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
* Help degree apprentices who are already employed find new opportunities for career progression
* Widen participation and relieve fees pressure on students
* Offer study opportunities tailored to the jobs market through the roles of Business Analyst, Data Analyst, IT Consultant and Software Engineer.

What will you be expected to achieve?

Through studying this programme, a typical degree apprentice is expected to develop the following core characteristics, identified in the QAA Benchmark Statement for Computing 2007:
* Understanding of computing and information systems, including awareness of underlying concepts, analytical ability and knowledge of related operational issues
* Ability in computational thinking
* A balance of theoretical knowledge and practical competencies, such that practical experience is supported by an understanding of the underlying principles
* Transferable skills developed in the context of computing but applicable in many other contexts

The degree apprentices then supplement these core characteristics with exposure to industry standard, tailored training and larger-scale problem-solving in their employment.

The above characteristics also map to the areas identified in the SEEC Credit Level Descriptors 2010, which are:
* Development of Knowledge and Understanding
* Cognitive/Intellectual skills
* Practical skills
* Key/transferable skills

The educational approach taken in the programme is incremental development through levels 4, 5 and 6 (see the Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008), culminating in:
* Knowledge at the boundaries of the discipline, including state-of-the-art
* Advanced critical analysis techniques and problem-solving skills
* Ability to evaluate evidence, arguments and assumptions, and reach sound conclusions
* Ability to make decisions in novel, complex and unpredictable circumstances
* Effective communication in a range of situations and with a range of stakeholders
* A strong sense of personal and professional responsibility

The programme has a strong emphasis on graduate attributes, as summarised in the QMUL Statement of Graduate Attributes. In addition, unusually, the degree apprentice has the opportunity to put these attributes into practice in their employment context simultaneously, thereby reinforcing their importance.
Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

**Academic Content:**

| A 1 | Understanding of business operations, procedures and culture applicable to a sustainable career as a Digital & Technology Solutions professional |
| A 2 | Critical understanding and analysis of the theoretical, conceptual and practical issues central to the practice of developing, implementing and maintaining technology solutions |
| A 3 | A real workplace learning pedagogy in order to develop the competences required by employers |
| A 4 | Knowledge of project, people and resource management principles and techniques |

**Disciplinary Skills - able to:**

| B 1 | Demonstrate competence and independence in technology solutions to form a solid foundation for further development |
| B 2 | Identify, select, apply and evaluate advanced problem-solving and modelling skills appropriate to developing technology solutions for business |
| B 3 | Demonstrate advanced practical skills in the chosen area of IT occupational competence |
| B 4 | Appreciate the challenges associated with industry standard methodologies, processes, techniques and tools associated with the chosen area of IT occupational competence |

**Attributes:**

| C 1 | Able to engage effectively with staff all levels in the organisation |
| C 2 | Motivated to learn from experience in a technology solutions project oriented environment |
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<tr>
<th>C3</th>
<th>Able to manage own personal and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4</td>
<td>Able to display initiative and resilience in the face of new challenges</td>
</tr>
</tbody>
</table>

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study their campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies 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. 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. 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 Tech Partnership endorsement criteria.

For work-context modules, learning materials comparable to those for the equivalent campus-based module are provided, along with appropriate additional study guidance. Supplementary workshop based or tailored individual support is provided through supervision by the module lecturer. Asynchronous and synchronous support may be provided, as appropriate.

The degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

How will you be assessed?

Campus-based 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.

Assessment for work-context modules is project-based, with QMUL and the employer each contributing 45% to the assessment profile, and the remaining 10% consisting of an oral presentation. QMUL applies standardised project marking criteria, as used in other project-based modules in the School. The employer evaluates the degree apprentice’s performance against objectives that are agreed with the degree apprentice, aligned with module learning outcomes and contextualised in the degree apprentice’s specific workplace situation. This process is akin to the tried and tested process used in the School’s Industrial Experience Placement projects, and may be moderated by the School as necessary.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1 Modules
Semester 1
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<tr>
<th>Module</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>Procedural Programming</td>
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Year 2 Modules

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ECS505W Software Engineering</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>ECS671A Operating Systems</td>
<td>15</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ECS529A Algorithms and Data Structures</td>
<td>15</td>
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Year 3 Modules

<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td>ECS640A Data Processing</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ECS6XXA Ethics Regulation and Law in Advanced Digital Information Processing</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ECS646W Software Development and Quality</td>
<td>15</td>
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Year 4 Modules

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ECS522W Graphical User Interfaces</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECS629A Artificial Intelligence</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECS6A7A Bayesian Decision and Risk Analysis</td>
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Final Year Module

<table>
<thead>
<tr>
<th>Semester 7</th>
<th></th>
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<tbody>
<tr>
<td>ECS655A Security Engineering</td>
<td>15</td>
<td></td>
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<tr>
<td>ECS650A Semi-Structured Data and Advanced Data Modelling</td>
<td>15</td>
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<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td>ECS639A Web Programming</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ECS659A Neural Networks and Deep Learning</td>
<td>15</td>
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<table>
<thead>
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<th>Semester 7 and 8</th>
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<tbody>
<tr>
<td>ECS635W Project (work based)</td>
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<tr>
<td>ECS698A End Point Assessment Module</td>
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</table>
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<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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<tbody>
<tr>
<td>Information Systems Analysis</td>
<td>ECS419A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Professional Research Practice</td>
<td>ECS427W</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Object Oriented Programming</td>
<td>ECS414A</td>
<td>15</td>
<td>4</td>
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<td>Semester 2</td>
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<tr>
<td>Computer Systems and Networks</td>
<td>ECS430A</td>
<td>15</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Organisation Environment &amp; Decision Making (Work Based)</td>
<td>ECS432W</td>
<td>15</td>
<td>4</td>
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<td>Semester 2</td>
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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>Database Systems</td>
<td>ECS519A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>Internet Protocols and Applications</td>
<td>ECS524A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>Software Engineering</td>
<td>ECS505W</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>Operating Systems</td>
<td>ECS518A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Algorithms and Data Structures</td>
<td>ECS529A</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
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<tr>
<td>Software Engineering Project</td>
<td>ECS506W</td>
<td>15</td>
<td>5</td>
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<td>Semester 2</td>
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Academic Year of Study  FT - Year 3

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<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>Big Data Processing</td>
<td>ECS640A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
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Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Regulation and Law in Advanced</td>
<td>ECS6XXA</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Digital Information Processing and Decision Making</td>
<td></td>
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<tr>
<td>Software Development and Quality</td>
<td>ECS646W</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Bayesian Decision and Risk Analysis</td>
<td>ECS647A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 2</td>
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<tr>
<td>Artificial Intelligence</td>
<td>ECS629A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Graphical User Interfaces</td>
<td>ECS522W</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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Academic Year of Study  FT - Year 4

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<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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<tbody>
<tr>
<td>Project</td>
<td>ECS635W</td>
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<td>6</td>
<td>Compulsory</td>
<td>4</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Semi Structured Data and Advanced Data Modelling</td>
<td>ECS650A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Security Engineering</td>
<td>ECS655A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Neural Networks and Deep Learning</td>
<td>ECS659A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Web Programming</td>
<td>ECS639A</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>4</td>
<td>Semester 2</td>
</tr>
<tr>
<td>End Point Assessment Module</td>
<td>ECS698A</td>
<td>0</td>
<td>6</td>
<td>Compulsory</td>
<td>4</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

What are the entry requirements?

Further information about the entry requirements for this programme can be found at:

http://www.eecs.qmul.ac.uk/undergraduates/entry-requirements/
How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Teaching and Learning Committee (TLC) structure which enables programmes to be both managed and enhanced.

The structure allows for subject-level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes.

Additionally, programme coordinators work with the Director of Education to ensure each programme is current and can be delivered effectively.

The Student-Staff Liaison Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each cohort, together with appropriate representation from School staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet four times a year, twice in each teaching semester.

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of the SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School’s Student Experience Learning Teaching And Assessment (SETLA) Committee.

The School’s Teaching and Learning Committee (TLC) advises the Director of Education 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, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the College’s Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School’s Taught Programmes Action Plan, which records progress on teaching related actions on a rolling basis. Students’ views are considered in the APR process through analysis of the NSS and module questionnaires, among other data.

What academic support is available?

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 a student is considering changing their programme of study, or taking a module that does not appear on your recommended programme, they must discuss this with their tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance. In EECS, 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 tutors, 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 the Student-Staff Liaison Committee (SSLC).

**Employer Support**

All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice’s academic adviser / tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

**How inclusive is the programme for all students, including those with disabilities?**

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.

**Programme-specific rules and facts**

The programme is structured around a "professional pathway" model, in which the degree apprentices take 90 credits per academic year, in order to accommodate their work commitments. In each academic year, students take 60 credits of campus-based modules and 30 credits of work-based modules.

Further information on the Academic Regulations can be found at [http://www.arcs.qmul.ac.uk/policy](http://www.arcs.qmul.ac.uk/policy)

In addition to this the programme does have special regulations (further details are available in the Academic Regulations):

1. There is a requirement for students to achieve a minimum mark of 30.0 in every module, and to pass the project outright (in addition to the standard award rules) in order to achieve the intended, accredited, award.
2. The exit award and the field of study of the exit award will be dictated by the specific modules passed and failed by a student.

**Links with employers, placement opportunities and transferable skills**

The framework for this degree apprenticeship has been developed by Tech Partnership as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

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 EECS++ Society, the School’s Annual Programming Competition and external competitions with support from the School.

An Employer Links Management Committee (ELM) oversees the strategic development of the programme and monitors its future progress, with a particular focus on listening to employers’ perspectives. ELM also has oversight of other relevant School
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initiatives, to ensure joined-up thinking and sharing of good practice. ELM includes representatives from EECS and the School of Business and Management, Tech Partnership and employers involved in relevant QMUL initiatives. ELM meets at least annually at QMUL, with necessary communication between meetings being conducted electronically, by email or conference call as appropriate.

## Programme Specification Approval

| **Person completing Programme Specification:** | Dr Eranjan Udayanga Padumadasa |
| **Person responsible for management of programme:** | Dr Eranjan Udayanga Padumadasa |
| **Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:** | 10 August 2022 |
| **Date Programme Specification approved by Taught Programmes Board:** | |

![Queen Mary University of London logo](Image)
Programme Specification (UG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: BSc Digital & Technology Solutions (Software Engineer)
Name of interim award(s): N/A
Duration of study / period of registration: 4 years professional pathway PT
QMUL programme code / UCAS code(s): G4DE
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 6
Programme accredited by: TechSkills
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This programme has been developed under the auspices of the government's degree apprenticeship initiative (see, for example, https://www.gov.uk/government/publications/apprenticeship-standard-digital-technology-solutions-professional). Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree.

The Digital and Technology Solutions degree apprenticeships are being supported by Tech Partnership (formerly e-Skills UK) under the Tech Industry Gold framework - see https://www.thetechpartnership.com/recruit-and-train/degree-apprenticeships/.
All degrees endorsed by Tech Partnership must combine coverage of the following components:
1. Technology
2. Project management
3. Personal and interpersonal skills
4. Business skills

The Tech Industry Gold 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. Employers already taking on degree apprentices...
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include: Accenture, Bright Future, BT, Capgemini, CGI, Ford, Fujitsu, GlaxoSmithKline, HMRC, HP, IBM, Lloyds Banking Group and Thales.

Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
* Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
* Help the degree apprentices to grow practical technology expertise with project management, interpersonal and business skills
* Help new-start degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
* Help degree apprentices who are already employed find new opportunities for career progression
* Widen participation and relieve fees pressure on students
* Offer study opportunities tailored to the jobs market through the roles of Business Analyst, Data Analyst, IT Consultant and Software Engineer.

What will you be expected to achieve?

Through studying this programme, a typical degree apprentice is expected to develop the following core characteristics, identified in the QAA Benchmark Statement for Computing 2007:
* Understanding of computing and information systems, including awareness of underlying concepts, analytical ability and knowledge of related operational issues
* Ability in computational thinking
* A balance of theoretical knowledge and practical competencies, such that practical experience is supported by an understanding of the underlying principles
* Transferable skills developed in the context of computing but applicable in many other contexts

The degree apprentices then supplement these core characteristics with exposure to industry standard, tailored training and larger-scale problem-solving in their employment.

The above characteristics also map to the areas identified in the SEEC Credit Level Descriptors 2010, which are:
* Development of Knowledge and Understanding
* Cognitive/Intellectual skills
* Practical skills
* Key/transferable skills

The educational approach taken in the programme is incremental development through levels 4, 5 and 6 (see the Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008), culminating in:
* Knowledge at the boundaries of the discipline, including state-of-the-art
* Advanced critical analysis techniques and problem-solving skills
* Ability to evaluate evidence, arguments and assumptions, and reach sound conclusions
* Ability to make decisions in novel, complex and unpredictable circumstances
* Effective communication in a range of situations and with a range of stakeholders
* A strong sense of personal and professional responsibility

The programme has a strong emphasis on graduate attributes, as summarised in the QMUL Statement of Graduate Attributes. In addition, unusually, the degree apprentice has the opportunity to put these attributes into practice in their employment context simultaneously, thereby reinforcing their importance.
Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

### Academic Content:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Understanding of business operations, procedures and culture applicable to a sustainable career as a Digital &amp; Technology Solutions professional</td>
</tr>
<tr>
<td>A2</td>
<td>Critical understanding and analysis of the theoretical, conceptual and practical issues central to the practice of developing, implementing and maintaining technology solutions</td>
</tr>
<tr>
<td>A3</td>
<td>A real workplace learning pedagogy in order to develop the competences required by employers</td>
</tr>
<tr>
<td>A4</td>
<td>Knowledge of project, people and resource management principles and techniques</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Demonstrate competence and independence in technology solutions to form a solid foundation for further development</td>
</tr>
<tr>
<td>B2</td>
<td>Identify, select, apply and evaluate advanced problem-solving and modelling skills appropriate to developing technology solutions for business</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrate advanced practical skills in the chosen area of IT occupational competence</td>
</tr>
<tr>
<td>B4</td>
<td>Appreciate the challenges associated with industry standard methodologies, processes, techniques and tools associated with the chosen area of IT occupational competence</td>
</tr>
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### Attributes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>Able to engage effectively with staff all levels in the organisation</td>
</tr>
<tr>
<td>C2</td>
<td>Motivated to learn from experience in a technology solutions project oriented environment</td>
</tr>
</tbody>
</table>
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<tr>
<th>C3</th>
<th>Able to manage own personal and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4</td>
<td>Able to display initiative and resilience in the face of new challenges</td>
</tr>
</tbody>
</table>

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study their campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies 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. 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. 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 Tech Partnership endorsement criteria.

For work-context modules, learning materials comparable to those for the equivalent campus-based module are provided, along with appropriate additional study guidance. Supplementary workshop based or tailored individual support is provided through supervision by the module lecturer. Asynchronous and synchronous support may be provided, as appropriate.

The degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

How will you be assessed?

Campus-based 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.

Assessment for work-context modules is project-based, with QMUL and the employer each contributing 45% to the assessment profile, and the remaining 10% consisting of an oral presentation. QMUL applies standardised project marking criteria, as used in other project-based modules in the School. The employer evaluates the degree apprentice’s performance against objectives that are agreed with the degree apprentice, aligned with module learning outcomes and contextualised in the degree apprentice’s specific workplace situation. This process is akin to the tried and tested process used in the School’s Industrial Experience Placement projects, and may be moderated by the School as necessary.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1 Modules
Semester 1
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<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>ECS401A Procedural Programming (15 credits)</td>
<td></td>
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</tr>
<tr>
<td>ECS419A Information Systems Analysis (15 credits)</td>
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<tr>
<td>ECS427W Professional and Research Practice (worked based) (15 credits)</td>
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**Semester 2**

<table>
<thead>
<tr>
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<th>Semester</th>
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<tbody>
<tr>
<td>ECS430A Computer Systems and Networks (15 credits)</td>
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<tr>
<td>ECS414A Object Oriented Programming (15 credits) (pre requisite for ECS639A)</td>
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<tr>
<td>ECS432W Organisation Environment and Decision Making (work based) (15 credits)</td>
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**Year 2 Modules**

**Semester 3**

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<tr>
<td>IOT505W Software Engineering (work based) (15 credits)</td>
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<tr>
<td>IOT519U Database Systems (15 credits) (pre requisite for IOT650U)</td>
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<tr>
<td>IOT524U Internet Protocols and Applications (15 credits)</td>
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**Semester 4**

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<th>Semester</th>
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<tbody>
<tr>
<td>IOT506W Software Engineering Project (work based) (15 credits)</td>
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<td>IOT518U Operating Systems (15 credits)</td>
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<tr>
<td>IOT529U Algorithms and Data Structures (15 credits)</td>
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**Year 3 Modules**

**Semester 5**

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<tbody>
<tr>
<td>IOT640U Big Data Processing (15 credits)</td>
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<tr>
<td>IOT6XXA Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making (15 credits)</td>
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<tr>
<td>IOT646W Software Development and Quality (work based) (15 credits)</td>
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**Semester 6**

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<tbody>
<tr>
<td>IOT522W Graphical User Interfaces (work based) (15 credits)</td>
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<tr>
<td>IOT629A Artificial Intelligence (15 credits)</td>
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<tr>
<td>IOT647U Bayesian Decision and Risk Analysis (15 credits)</td>
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**Final Year Module**

**Semester 7**

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<th>Semester</th>
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<tbody>
<tr>
<td>IOT655U Security Engineering (15 credits)</td>
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<tr>
<td>IOT650U Semi-Structured Data and Advanced Data Modelling (15 credits) (pre requisite IOT519U Database Systems)</td>
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**Semester 8**

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<th>Semester</th>
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<tbody>
<tr>
<td>IOT639U Web Programming (15 credits) (pre requisite IOT414U Object Oriented Programming)</td>
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<tr>
<td>IOT659U Neural Networks and Deep Learning (15 credits)</td>
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**Semester 7 and 8**

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<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>IOT635W Project (work based) (30 credits) (pre requisite for IOT698U)</td>
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<tr>
<td>IOT698U End Point Assessment Module (15 credits) (pre requisite IOT635W)</td>
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**Academic Year of Study**

**FT - Year 1**
### Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<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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<tbody>
<tr>
<td>Procedural Programming</td>
<td>ECS401A</td>
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<td>4</td>
<td>Core</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Information Systems Analysis</td>
<td>ECS419A</td>
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<td>4</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Professional Research Practice</td>
<td>ECS427W</td>
<td>15</td>
<td>4</td>
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<tr>
<td>Object Oriented Programming</td>
<td>ECS414A</td>
<td>15</td>
<td>4</td>
<td>Core</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Computer Systems and Networks</td>
<td>ECS430A</td>
<td>15</td>
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<td>Semester 2</td>
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<tr>
<td>Organisation Environment &amp; Decision Making (Work Based)</td>
<td>ECS432W</td>
<td>15</td>
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**Academic Year of Study FT - Year 2**

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<th>Semester</th>
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<tbody>
<tr>
<td>Database Systems</td>
<td>IOT519U</td>
<td>15</td>
<td>5</td>
<td>Core</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Internet Protocols and Applications</td>
<td>IOT524U</td>
<td>15</td>
<td>5</td>
<td>Core</td>
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<td>Semester 1</td>
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<tr>
<td>Software Engineering</td>
<td>IOT505W</td>
<td>15</td>
<td>5</td>
<td>Core</td>
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<td>Semester 1</td>
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<tr>
<td>Operating Systems</td>
<td>IOT518U</td>
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<td>5</td>
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<td>Semester 2</td>
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<tr>
<td>Algorithms and Data Structures</td>
<td>IOT529U</td>
<td>15</td>
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<tr>
<td>Software Engineering Project</td>
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**Academic Year of Study FT - Year 3**

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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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[Queen Mary University of London Logo]

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**Programme Title:** Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Big Data Processing</td>
<td>IOT640U</td>
<td>15</td>
<td>6</td>
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<td>Semester 1</td>
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<tr>
<td>Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making</td>
<td>IOT6XXA</td>
<td>15</td>
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<td>Core</td>
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<td>Semester 1</td>
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<tr>
<td>Software Development and Quality</td>
<td>IOT646W</td>
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<td>Bayesian Decision and Risk Analysis</td>
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<tr>
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<td>IOT522W</td>
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**Academic Year of Study**  
FT - Year 4

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<tr>
<td>Project</td>
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<tr>
<td>Web Programming</td>
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<td>6</td>
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<td>6</td>
<td>Core</td>
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<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

**What are the entry requirements?**

Further information about the entry requirements for this programme can be found at:

http://www.eecs.qmul.ac.uk/undergraduates/entry-requirements/
How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Teaching and Learning Committee (TLC) structure which enables programmes to be both managed and enhanced.

The Structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes.

Additionally, programme coordinators work with the Director of Education to ensure each programme is current and can be delivered effectively.

The Student-Staff Liaison Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each cohort, together with appropriate representation from School staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet four times a year, twice in each teaching semester.

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of the SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School’s Student Experience Learning Teaching And Assessment (SETLA) Committee.

The School’s Teaching and Learning Committee (TLC) advises the Director of Education 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, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the College’s Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School’s Taught Programmes Action Plan, which records progress on learning and teaching related actions on a rolling basis. Students’ views are considered in the APR process through analysis of the NSS and module questionnaires, among other data.

What academic support is available?

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 a student is considering changing their programme of study, or taking a module that does not appear on your recommended programme, they must discuss this with their tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance. In EECS, 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 tutors, 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 the Student-Staff Liaison Committee (SSLC).

Employer Support

All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice’s academic adviser / tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

How inclusive is the programme for all students, including those with disabilities?

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.

Programme-specific rules and facts

The programme is structured around a "professional pathway" model, in which the degree apprentices take 90 credits per academic year, in order to accommodate their work commitments. In each academic year, students take 60 credits of campus-based modules and 30 credits of work-based modules.

Further information on the Academic Regulations can be found at http://www.arcs.qmul.ac.uk/policy

In addition to this the programme does have special regulations (further details are available in the Academic Regulations):
1. There is a requirement for students to achieve a minimum mark of 30.0 in every module, and to pass the project outright (in addition to the standard award rules) in order to achieve the intended, accredited, award.
2. The exit award and the field of study of the exit award will be dictated by the specific modules passed and failed by a student.

Links with employers, placement opportunities and transferable skills

The framework for this degree apprenticeship has been developed by Tech Partnership as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

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 EECSS++ Society, the School’s Annual Programming Competition and external competitions with support from the School.

An Employer Links Management Committee (ELM) oversees the strategic development of the programme and monitors its future progress, with a particular focus on listening to employers’ perspectives. ELM also has oversight of other relevant School
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

initiatives, to ensure joined-up thinking and sharing of good practice. ELM includes representatives from EECS and the School of Business and Management, Tech Partnership and employers involved in relevant QMUL initiatives. ELM meets at least annually at QMUL, with necessary communication between meetings being conducted electronically, by email or conference call as appropriate.

<table>
<thead>
<tr>
<th>Programme Specification Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person completing Programme Specification:</strong></td>
</tr>
<tr>
<td><strong>Person responsible for management of programme:</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Taught Programmes Board:</strong></td>
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University of London

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Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer)) (G4DE)

Programme Specification (UG)

<table>
<thead>
<tr>
<th>Awarding body / institution:</th>
<th>Queen Mary University of London</th>
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<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>BSc Digital &amp; Technology Solutions (Software Engineer)</td>
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<tr>
<td>Name of interim award(s):</td>
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<tr>
<td>Duration of study / period of registration:</td>
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<tr>
<td>QMUL programme code / UCAS code(s):</td>
<td>G4DE</td>
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<td>QAA Benchmark Group:</td>
<td>Computing</td>
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<td>FHEQ Level of Award :</td>
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<td>Programme accredited by:</td>
<td>TechSkills</td>
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<td>Date Programme Specification approved:</td>
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<tr>
<td>Responsible School / Institute:</td>
<td>School of Electronic Engineering &amp; Computer Science</td>
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<table>
<thead>
<tr>
<th>Schools / Institutes which will also be involved in teaching part of the programme:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Collaborative institution(s) / organisation(s) involved in delivering the programme:</th>
</tr>
</thead>
</table>

Programme outline

This programme has been developed under the auspices of the government’s degree apprenticeship initiative (see, for example, https://www.gov.uk/government/publications/apprenticeship-standard-digital-technology-solutions-professional). Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree.

The Digital and Technology Solutions degree apprenticeships are being supported by Tech Partnership (formerly e-Skills UK) under the Tech Industry Gold framework - see https://www.thetechnicalpartnership.com/recruit-and-train/degree-apprenticeships/.

All degrees endorsed by Tech Partnership must combine coverage of the following components:
1. Technology
2. Project management
3. Personal and interpersonal skills
4. Business skills

The Tech Industry Gold 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, Entechnologies, IBM, Logica, Ministry of Justice, and the NHS. Employers already taking on degree apprentices
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include: Accenture, Bright Future, BT, Capgemini, CGI, Ford, Fujitsu, GlaxoSmithKline, HMRC, HP, IBM, Lloyds Banking Group and Thales.

Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
* Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
* Help the degree apprentices to grow practical technology expertise with project management, interpersonal and business skills
* Help new-start degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
* Help degree apprentices who are already employed find new opportunities for career progression
* Widen participation and relieve fees pressure on students
* Offer study opportunities tailored to the jobs market through the roles of Business Analyst, Data Analyst, IT Consultant and Software Engineer.

What will you be expected to achieve?

Through studying this programme, a typical degree apprentice is expected to develop the following core characteristics, identified in the QAA Benchmark Statement for Computing 2007:
* Understanding of computing and information systems, including awareness of underlying concepts, analytical ability and knowledge of related operational issues
* Ability in computational thinking
* A balance of theoretical knowledge and practical competencies, such that practical experience is supported by an understanding of the underlying principles
* Transferable skills developed in the context of computing but applicable in many other contexts

The degree apprentices then supplement these core characteristics with exposure to industry standard, tailored training and larger-scale problem-solving in their employment.

The above characteristics also map to the areas identified in the SEEC Credit Level Descriptors 2010, which are:
* Development of Knowledge and Understanding
* Cognitive/Intellectual skills
* Practical skills
* Key/transferable skills

The educational approach taken in the programme is incremental development through levels 4, 5 and 6 (see the Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008), culminating in:
* Knowledge at the boundaries of the discipline, including state-of-the-art
* Advanced critical analysis techniques and problem-solving skills
* Ability to evaluate evidence, arguments and assumptions, and reach sound conclusions
* Ability to make decisions in novel, complex and unpredictable circumstances
* Effective communication in a range of situations and with a range of stakeholders
* A strong sense of personal and professional responsibility

The programme has a strong emphasis on graduate attributes, as summarised in the QMUL Statement of Graduate Attributes. In addition, unusually, the degree apprentice has the opportunity to put these attributes into practice in their employment context simultaneously, thereby reinforcing their importance.
Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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</thead>
<tbody>
<tr>
<td>A1 Understanding of business operations, procedures and culture applicable to a sustainable career as a Digital &amp; Technology Solutions professional</td>
</tr>
<tr>
<td>A2 Critical understanding and analysis of the theoretical, conceptual and practical issues central to the practice of developing, implementing and maintaining technology solutions</td>
</tr>
<tr>
<td>A3 A real workplace learning pedagogy in order to develop the competences required by employers</td>
</tr>
<tr>
<td>A4 Knowledge of project, people and resource management principles and techniques</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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</thead>
<tbody>
<tr>
<td>B1 Demonstrate competence and independence in technology solutions to form a solid foundation for further development</td>
</tr>
<tr>
<td>B2 Identify, select, apply and evaluate advanced problem-solving and modelling skills appropriate to developing technology solutions for business</td>
</tr>
<tr>
<td>B3 Demonstrate advanced practical skills in the chosen area of IT occupational competence</td>
</tr>
<tr>
<td>B4 Appreciate the challenges associated with industry standard methodologies, processes, techniques and tools associated with the chosen area of IT occupational competence</td>
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</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
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<tbody>
<tr>
<td>C1 Able to engage effectively with staff all levels in the organisation</td>
</tr>
<tr>
<td>C2 Motivated to learn from experience in a technology solutions project oriented environment</td>
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</tbody>
</table>
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<tr>
<th>C3</th>
<th>Able to manage own personal and professional development</th>
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<tbody>
<tr>
<td>C4</td>
<td>Able to display initiative and resilience in the face of new challenges</td>
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</table>

**How will you learn?**

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study their campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies 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. 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. 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 Tech Partnership endorsement criteria.

For work-context modules, learning materials comparable to those for the equivalent campus-based module are provided, along with appropriate additional study guidance. Supplementary workshop based or tailored individual support is provided through supervision by the module lecturer. Asynchronous and synchronous support may be provided, as appropriate.

The degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

**How will you be assessed?**

Campus-based 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.

Assessment for work-context modules is project-based, with QMUL and the employer each contributing 45% to the assessment profile, and the remaining 10% consisting of an oral presentation. QMUL applies standardised project marking criteria, as used in other project-based modules in the School. The employer evaluates the degree apprentice’s performance against objectives that are agreed with the degree apprentice, aligned with module learning outcomes and contextualised in the degree apprentice’s specific workplace situation. This process is akin to the tried and tested process used in the School’s Industrial Experience Placement projects, and may be moderated by the School as necessary.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

- **Year 1 Modules**
- **Semester 1**

[Queen Mary University of London logo]
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
<thead>
<tr>
<th>Module Title</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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<tbody>
<tr>
<td>IOT401U Procedural Programming</td>
<td>15 credits</td>
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<tr>
<td>IOT419U Information Systems Analysis</td>
<td>15 credits</td>
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<tr>
<td>IOT427W Professional and Research Practice (worked based)</td>
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Semester 2
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<tbody>
<tr>
<td>IOT430U Computer Systems and Networks</td>
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<tr>
<td>IOT414U Object Oriented Programming (pre requisite for IOT639U)</td>
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<tr>
<td>IOT432W Organisation Environment and Decision Making (work based)</td>
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Year 2 Modules

Semester 3
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<tr>
<td>IOT505W Software Engineering (work based)</td>
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<tr>
<td>IOT519U Database Systems</td>
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<td>IOT565U Database Systems (pre requisite for IOT565U)</td>
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<tr>
<td>IOT524U Internet Protocols and Applications</td>
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Semester 4
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<tbody>
<tr>
<td>IOT506W Software Engineering Project (work based)</td>
<td>15 credits</td>
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<tr>
<td>IOT518U Operating Systems</td>
<td>15 credits</td>
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<tr>
<td>IOT529U Algorithms and Data Structures</td>
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Year 3 Modules

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<tr>
<td>IOT640U Big Data Processing</td>
<td>15 credits</td>
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<td>IOT6XXA Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making</td>
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<tr>
<td>IOT646W Software Development and Quality (work based)</td>
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Semester 6
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<tr>
<td>IOT522W Graphical User Interfaces (work based)</td>
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<tr>
<td>IOT629A Artificial Intelligence</td>
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<td>IOT647U Bayesian Decision and Risk Analysis</td>
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Final Year Module

Semester 7
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<tbody>
<tr>
<td>IOT655U Security Engineering</td>
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<tr>
<td>IOT650U Semi-Structured Data and Advanced Data Modelling</td>
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<td>IOT650U Semi-Structured Data and Advanced Data Modelling (pre requisite IOT519U Database Systems)</td>
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Semester 8
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<tbody>
<tr>
<td>IOT639U Web Programming</td>
<td>15 credits</td>
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<tr>
<td>IOT639U Web Programming (pre requisite IOT414U Object Oriented Programming)</td>
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Semester 7 and 8
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<td>IOT635W Project (work based)</td>
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<td>IOT698U End Point Assessment Module</td>
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<tr>
<td>IOT698U End Point Assessment Module (pre requisite IOT635W)</td>
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</table>
**Programme Title:** Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

<table>
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<tr>
<th>Module Title</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>Procedural Programming</td>
<td>IOT401U</td>
<td>15</td>
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<td>Professional Research Practice</td>
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**Academic Year of Study**  

FT - Year 2

<table>
<thead>
<tr>
<th>Module Title</th>
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<td>Algorithms and Data Structures</td>
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**Academic Year of Study**  

FT - Year 3
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

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<td>Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making</td>
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**Academic Year of Study**  
**FT - Year 4**

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**What are the entry requirements?**

Further information about the entry requirements for this programme can be found at:

http://www.eecs.qmul.ac.uk/undergraduates/entry-requirements/
How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Teaching and Learning Committee (TLC) structure which enables programmes to be both managed and enhanced.

The Structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes.

Additionally, programme coordinators work with the Director of Education to ensure each programme is current and can be delivered effectively.

The Student-Staff Liaison Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each cohort, together with appropriate representation from School staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet four times a year, twice in each teaching semester.

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of the SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School’s Student Experience Learning Teaching And Assessment (SETLA) Committee.

The School’s Teaching and Learning Committee (TLC) advises the Director of Education 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, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the College’s Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School’s Taught Programmes Action Plan, which records progress on learning and teaching related actions on a rolling basis. Students’ views are considered in the APR process through analysis of the NSS and module questionnaires, among other data.

What academic support is available?

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 a student is considering changing their programme of study, or taking a module that does not appear on your recommended programme, they must discuss this with their tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance. In EECS, 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 tutors, 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.
Programme Title: Bachelor of Science (BSc Digital & Technology Solutions (Software Engineer) (G4DE)

directly. The Senior Tutor also serves as the Chair of the Student-Staff Liaison Committee (SSLC).

Employer Support
All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice’s academic adviser / tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

How inclusive is the programme for all students, including those with disabilities?

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.

Programme-specific rules and facts

The programme is structured around a "professional pathway" model, in which the degree apprentices take 90 credits per academic year, in order to accommodate their work commitments. In each academic year, students take 60 credits of campus-based modules and 30 credits of work-based modules.

Further information on the Academic Regulations can be found at http://www.arcs.qmul.ac.uk/policy

In addition to this the programme does have special regulations (further details are available in the Academic Regulations):
1. There is a requirement for students to achieve a minimum mark of 30.0 in every module, and to pass the project outright (in addition to the standard award rules) in order to achieve the intended, accredited, award.
2. The exit award and the field of study of the exit award will be dictated by the specific modules passed and failed by a student.

Links with employers, placement opportunities and transferable skills

he framework for this degree apprenticeship has been developed by Tech Partnership as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

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 EECS++ Society, the School’s Annual Programming Competition and external competitions with support from the School.

An Employer Links Management Committee (ELM) oversees the strategic development of the programme and monitors its future progress, with a particular focus on listening to employers’ perspectives. ELM also has oversight of other relevant School
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initiatives, to ensure joined-up thinking and sharing of good practice. ELM includes representatives from EECS and the School of Business and Management, Tech Partnership and employers involved in relevant QMUL initiatives. ELM meets at least annually at QMUL, with necessary communication between meetings being conducted electronically, by email or conference call as appropriate.

### Programme Specification Approval

| Person completing Programme Specification: | Dr Eranjan Udayanga Padumadasa |
| Person responsible for management of programme: | Dr Eranjan Udayanga Padumadasa |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 10 August 2022 |
| Date Programme Specification approved by Taught Programmes Board: | |

Queen Mary
University of London
Programme Specification (UG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: BSc Digital & Technology Solutions (Data Analyst)
Name of interim award(s):
Duration of study / period of registration: 4 years professional pathway PT
QMUL programme code / UCAS code(s): G4DA
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 6
Programme accredited by: TechSkills
Date Programme Specification approved:
Responsible School / Institute: School of Electronic Engineering & Computer Science

Schools / Institutes which will also be involved in teaching part of the programme:
School of Physics and Astronomy

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This programme has been developed under the auspices of the government’s degree apprenticeship initiative (see, for example, https://www.gov.uk/government/publications/apprenticeship-standard-digital-technology-solutions-professional). Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree.

The Digital and Technology Solutions degree apprenticeships are being supported by Tech Partnership (formerly e-Skills UK) under the Tech Industry Gold framework - see https://www.thetechpartnership.com/recruit-and-train/degree-apprenticeships/.

All degrees endorsed by Tech Partnership must combine coverage of the following components:
1. Technology
2. Project management
3. Personal and interpersonal skills
4. Business skills

The Tech Industry Gold 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, Entain, IBM, Logica, Ministry of Justice, and the NHS. Employers already taking on degree apprentices
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Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
- Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
- Help the degree apprentices to grow practical technology expertise with project management, interpersonal and business skills
- Help new-start degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
- Help degree apprentices who are already employed find new opportunities for career progression
- Widen participation and relieve fees pressure on students
- Offer study opportunities tailored to the jobs market through the roles of Business Analyst, Data Analyst, IT Consultant and Software Engineer.

What will you be expected to achieve?

Through studying this programme, a typical degree apprentice is expected to develop the following core characteristics, identified in the QAA Benchmark Statement for Computing 2007:
- Understanding of computing and information systems, including awareness of underlying concepts, analytical ability and knowledge of related operational issues
- Ability in computational thinking
- A balance of theoretical knowledge and practical competencies, such that practical experience is supported by an understanding of the underlying principles
- Transferable skills developed in the context of computing but applicable in many other contexts

The degree apprentices then supplement these core characteristics with exposure to industry standard, tailored training and larger-scale problem-solving in their employment.

The above characteristics also map to the areas identified in the SEEC Credit Level Descriptors 2010, which are:
- Development of Knowledge and Understanding
- Cognitive/Intellectual skills
- Practical skills
- Key/transferable skills

The educational approach taken in the programme is incremental development through levels 4, 5 and 6 (see the Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008), culminating in:
- Knowledge at the boundaries of the discipline, including state-of-the-art
- Advanced critical analysis techniques and problem-solving skills
- Ability to evaluate evidence, arguments and assumptions, and reach sound conclusions
- Ability to make decisions in novel, complex and unpredictable circumstances
- Effective communication in a range of situations and with a range of stakeholders
- A strong sense of personal and professional responsibility

The programme has a strong emphasis on graduate attributes, as summarised in the QMUL Statement of Graduate Attributes. In addition, unusually, the degree apprentice has the opportunity to put these attributes into practice in their employment context simultaneously, thereby reinforcing their importance.
Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

### Academic Content:

<table>
<thead>
<tr>
<th>A</th>
<th>Understanding of business operations, procedures and culture applicable to a sustainable career as a Digital &amp; Technology Solutions professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Critical understanding and analysis of the theoretical, conceptual and practical issues central to the practice of developing, implementing and maintaining technology solutions</td>
</tr>
<tr>
<td>A3</td>
<td>A real workplace learning pedagogy in order to develop the competences required by employers</td>
</tr>
<tr>
<td>A4</td>
<td>Knowledge of project, people and resource management principles and techniques</td>
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</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Demonstrate competence and independence in technology solutions to form a solid foundation for further development</th>
</tr>
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<tbody>
<tr>
<td>B2</td>
<td>Identify, select, apply and evaluate advanced problem-solving and modelling skills appropriate to developing technology solutions for business</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrate advanced practical skills in the chosen area of IT occupational competence</td>
</tr>
<tr>
<td>B4</td>
<td>Appreciate the challenges associated with industry standard methodologies, processes, techniques and tools associated with the chosen area of IT occupational competence</td>
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### Attributes:

<table>
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<tr>
<th>C1</th>
<th>Able to engage effectively with staff at all levels in the organisation</th>
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<tbody>
<tr>
<td>C2</td>
<td>Motivated to learn from experience in a technology solutions project oriented environment</td>
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</table>
Programme Title: Bachelor of Science (BSc) Digital & Technology Solutions (Data Analyst) G4DA

| C3 | Able to manage own personal and professional development |
| C4 | Able to display initiative and resilience in the face of new challenges |

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study their campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies 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. 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. 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 Tech Partnership endorsement criteria.

For work-context modules, learning materials comparable to those for the equivalent campus-based module are provided, along with appropriate additional study guidance. Supplementary workshop based or tailored individual support is provided through supervision by the module lecturer. Asynchronous and synchronous support may be provided, as appropriate.

The degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

How will you be assessed?

Campus-based 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.

Assessment for work-context modules is project-based, with QMUL and the employer each contributing 45% to the assessment profile, and the remaining 10% consisting of an oral presentation. QMUL applies standardised project marking criteria, as used in other project-based modules in the School. The employer evaluates the degree apprentice’s performance against objectives that are agreed with the degree apprentice, aligned with module learning outcomes and contextualised in the degree apprentice’s specific workplace situation. This process is akin to the tried and tested process used in the School's Industrial Experience Placement projects, and may be moderated by the School as necessary.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1 Modules
Semester 1
Programme Title: Bachelor of Science (BSc) Digital & Technology Solutions (Data Analyst) G4DA

ECS401A Procedural Programming (15 credits)
ECS419A Information Systems Analysis (15 credits)
SPA4701 Introduction to Data Programming (15 credits)
ECS427W Professional Research Practice (work based) (15 credits)
ECS433W Business Organisation & Decision Making (work based) (30 credits)

Year 2 Modules
Semester 3
IOT519U Database Systems (15 credits) (pre-requisite for ECS650A)
IOT524U Internet Protocols and Applications (15 credits)
DAT5901 Data Analysis and Data Solutions (15 credits)
DAT5902 Professional Software and Career Practices
DAT4901 The Data Landscape (work based) (30 credits)

Year 3 Modules
Semester 5
IOT640U Big Data Processing (15 credits)
IOT6XXU Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making (15 credits)
DAT6328 Statistical Data Analysis (15 credits)
DAT6330 Machine Learning and Artificial Intelligence (15 credits)
IOTXXW Solutions Development and Quality (work based) (30 credits)

Final Year Module
Semester 7
IOT607U Data Mining (15 credits)
IOT650U Semi-Structured Data and Advanced Data Modelling (15 credits) (pre-requisite ECS519A Database Systems)
IOT655U Security Engineering (15 credits)

Semester 7 and 8
IOT635W Project (work based) (30 credits) (pre-requisite for ECS698A)

Semester 8
IOT698W End Point Assessment Module (15 credits)

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<th>Credits</th>
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<tr>
<td>Professional and Research Practice</td>
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### Programme Title: Bachelor of Science (BSc) Digital & Technology Solutions (Data Analyst) G4DA

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### Academic Year of Study  FT - Year 2

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<tr>
<td>Data Analysis and Data Solutions</td>
<td>DAT5901</td>
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### Academic Year of Study  FT - Year 3

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Level</th>
<th>Module Selection Status</th>
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<tr>
<td>Statistical Data Analysis</td>
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<tr>
<td>Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making (level 6 equivalent of ECS7025A)</td>
<td>IOT6XXU</td>
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Academic Year of Study  FT - Year 4

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<td>End Point Assessment Module</td>
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<td>15</td>
<td>6</td>
<td>Core</td>
<td>4</td>
<td>Semester 2</td>
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</tbody>
</table>

What are the entry requirements?

Further information about the entry requirements for this programme can be found at:

http://www.eecs.qmul.ac.uk/undergraduates/entry-requirements/

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Teaching and Learning Committee (TLC) structure which enables programmes to be both managed and enhanced.

The Structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes.

Additionally, programme coordinators work with the Director of Education to ensure each programme is current and can be delivered effectively.

The Student-Staff Liaison Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each cohort, together with appropriate representation from School staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet four times a year, twice in each teaching semester.

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of the SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School’s Student Experience Learning Teaching And Assessment (SETLA) Committee.
The School's Teaching and Learning Committee (TLC) advises the Director of Education 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, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the College’s Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School’s Taught Programmes Action Plan, which records progress on learning and teaching related actions on a rolling basis. Students’ views are considered in the APR process through analysis of the NSS and module questionnaires, among other data.

What academic support is available?

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 a student is considering changing their programme of study, or taking a module that does not appear on your recommended programme, they must discuss this with their tutor. Any other academic-related concerns, e.g., general academic progress, should be discussed with their tutor in the first instance. In EECS, 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 tutors, 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 the Student-Staff Liaison Committee (SSLC).

Employer Support
All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice's academic adviser / tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

How inclusive is the programme for all students, including those with disabilities?

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
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- 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.

Programme-specific rules and facts

The programme is structured around a “professional pathway” model, in which the degree apprentices take 90 credits per academic year, in order to accommodate their work commitments. In each academic year, students take 60 credits of campus-based modules and 30 credits of work-based modules.

Further information on the Academic Regulations can be found at http://www.arcs.qmul.ac.uk/policy

In addition to this the programme does have special regulations (further details are available in the Academic Regulations):

1. There is a requirement for students to achieve a minimum mark of 30.0 in every module, and to pass the project outright (in addition to the standard award rules) in order to achieve the intended, accredited, award.
2. The exit award and the field of study of the exit award will be dictated by the specific modules passed and failed by a student.

Links with employers, placement opportunities and transferable skills

The framework for this degree apprenticeship has been developed by Tech Partnership as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

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 EECS++ Society, the School’s Annual Programming Competition and external competitions with support from the School.

An Employer Links Management Committee (ELM) oversees the strategic development of the programme and monitors its future progress, with a particular focus on listening to employers’ perspectives. ELM also has oversight of other relevant School initiatives, to ensure joined-up thinking and sharing of good practice. ELM includes representatives from EECS and the School of Business and Management, Tech Partnership and employers involved in relevant QMUL initiatives. ELM meets at least annually at QMUL, with necessary communication between meetings being conducted electronically, by email or conference call as appropriate.

Programme Specification Approval

Person completing Programme Specification: Dr Eranjan Udayanga Padumadasa

Person responsible for management of programme: Dr Eranjan Udayanga Padumadasa

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: 14/02/23

Date Programme Specification approved by Taught Programmes Board:
Programme Specification (UG)

**Awarding body / institution:** Queen Mary University of London

**Teaching institution:** Queen Mary University of London

**Name of final award and programme title:** BSc Digital & Technology Solutions (Data Analyst)

**Name of interim award(s):**

**Duration of study / period of registration:** 4 years professional pathway PT

**QMUL programme code / UCAS code(s):** G4DA

**QAA Benchmark Group:** Computing

**FHEQ Level of Award:** Level 6

**Programme accredited by:** TechSkills

**Date Programme Specification approved:**

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

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

- School of Physics and Astronomy

### Collaborative institution(s) / organisation(s) involved in delivering the programme:

**Programme outline**

This programme has been developed under the auspices of the government’s degree apprenticeship initiative (see, for example, https://www.gov.uk/government/publications/apprenticeship-standard-digital-technology-solutions-professional). Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree.

The Digital and Technology Solutions degree apprenticeships are being supported by Tech Partnership (formerly e-Skills UK) under the Tech Industry Gold framework - see https://www.thetechpartnership.com/recruit-and-train/degree-apprenticeships/.

All degrees endorsed by Tech Partnership must combine coverage of the following components:

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

The Tech Industry Gold 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, Internships, IBM, Logica, Ministry of Justice, and the NHS. Employers already taking on degree apprentices
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include: Accenture, Bright Future, BT, Capgemini, CGI, Ford, Fujitsu, GlaxoSmithKline, HMRC, HP, IBM, Lloyds Banking Group and Thales.

Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
* Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
* Help the degree apprentices to grow practical technology expertise with project management, interpersonal and business skills
* Help new-start degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
* Help degree apprentices who are already employed find new opportunities for career progression
* Widen participation and relieve fees pressure on students
* Offer study opportunities tailored to the jobs market through the roles of Business Analyst, Data Analyst, IT Consultant and Software Engineer.

What will you be expected to achieve?

Through studying this programme, a typical degree apprentice is expected to develop the following core characteristics, identified in the QAA Benchmark Statement for Computing 2007:
* Understanding of computing and information systems, including awareness of underlying concepts, analytical ability and knowledge of related operational issues
* Ability in computational thinking
* A balance of theoretical knowledge and practical competencies, such that practical experience is supported by an understanding of the underlying principles
* Transferable skills developed in the context of computing but applicable in many other contexts

The degree apprentices then supplement these core characteristics with exposure to industry standard, tailored training and larger-scale problem-solving in their employment.

The above characteristics also map to the areas identified in the SEEC Credit Level Descriptors 2010, which are:
* Development of Knowledge and Understanding
* Cognitive/intellectual skills
* Practical skills
* Key/transferable skills

The educational approach taken in the programme is incremental development through levels 4, 5 and 6 (see the Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008), culminating in:
* Knowledge at the boundaries of the discipline, including state-of-the-art
* Advanced critical analysis techniques and problem-solving skills
* Ability to evaluate evidence, arguments and assumptions, and reach sound conclusions
* Ability to make decisions in novel, complex and unpredictable circumstances
* Effective communication in a range of situations and with a range of stakeholders
* A strong sense of personal and professional responsibility

The programme has a strong emphasis on graduate attributes, as summarised in the QMUL Statement of Graduate Attributes. In addition, unusually, the degree apprentice has the opportunity to put these attributes into practice in their employment context simultaneously, thereby reinforcing their importance.
Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

### Academic Content:

<table>
<thead>
<tr>
<th>A</th>
<th>Understanding of business operations, procedures and culture applicable to a sustainable career as a Digital &amp; Technology Solutions professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Critical understanding and analysis of the theoretical, conceptual and practical issues central to the practice of developing, implementing and maintaining technology solutions</td>
</tr>
<tr>
<td>A3</td>
<td>A real workplace learning pedagogy in order to develop the competences required by employers</td>
</tr>
<tr>
<td>A4</td>
<td>Knowledge of project, people and resource management principles and techniques</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Demonstrate competence and independence in technology solutions to form a solid foundation for further development</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Identify, select, apply and evaluate advanced problem-solving and modelling skills appropriate to developing technology solutions for business</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrate advanced practical skills in the chosen area of IT occupational competence</td>
</tr>
<tr>
<td>B4</td>
<td>Appreciate the challenges associated with industry standard methodologies, processes, techniques and tools associated with the chosen area of IT occupational competence</td>
</tr>
</tbody>
</table>

### Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Able to engage effectively with staff at all levels in the organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Motivated to learn from experience in a technology solutions project oriented environment</td>
</tr>
</tbody>
</table>
C3 Able to manage own personal and professional development

C4 Able to display initiative and resilience in the face of new challenges

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study their campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies 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. 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. 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 Tech Partnership endorsement criteria.

For work-context modules, learning materials comparable to those for the equivalent campus-based module are provided, along with appropriate additional study guidance. Supplementary workshop based or tailored individual support is provided through supervision by the module lecturer. Asynchronous and synchronous support may be provided, as appropriate.

The degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

How will you be assessed?

Campus-based 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.

Assessment for work-context modules is project-based, with QMUL and the employer each contributing 45% to the assessment profile, and the remaining 10% consisting of an oral presentation. QMUL applies standardised project marking criteria, as used in other project-based modules in the School. The employer evaluates the degree apprentice’s performance against objectives that are agreed with the degree apprentice, aligned with module learning outcomes and contextualised in the degree apprentice’s specific workplace situation. This process is akin to the tried and tested process used in the School’s Industrial Experience Placement projects, and may be moderated by the School as necessary.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1 Modules
Semester 1

Queen Mary University of London
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<table>
<thead>
<tr>
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<th>Semester</th>
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<td>Procedural Programming</td>
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<td>Information Systems Analysis</td>
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<td>Professional and Research Practice</td>
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<td>15</td>
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<td>Core</td>
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</table>

Year 2 Modules
Semester 3
IOT519U Database Systems (15 credits) (pre-requisite for ECS650A)
IOT524U Internet Protocols and Applications (15 credits)
DAT5901 Data Analysis and Data Solutions (15 credits)
DAT5902 Professional Software and Career Practices
DAT4901 The Data Landscape (work based) (30 credits)

Year 3 Modules
Semester 5
IOT640U Big Data Processing (15 credits)
IOT6XXU Ethics Regulation and Law in Advanced Digital Information Processing and Decision Making (15 credits)
DAT6328 Statistical Data Analysis (15 credits)
DAT6330 Machine Learning and Artificial Intelligence (15 credits)
IOT6XXW Solutions Development and Quality (work based) (30 credits)

Final Year Module
Semester 7
IOT607U Data Mining (15 credits)
IOT650U Semi-Structured Data and Advanced Data Modelling (15 credits) (pre-requisite ECS519A Database Systems)
IOT655U Security Engineering (15 credits)

Semester 7 and 8
IOT635W Project (work based) (30 credits) (pre-requisite for ECS698A)

Semester 8
IOT698U End Point Assessment Module (15 credits)
**Programme Title:** Bachelor of Science (BSc) Digital & Technology Solutions (Data Analyst) G4DA

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<tr>
<td>Business Organisation &amp; Decision Making</td>
<td>IOT433W</td>
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</tr>
<tr>
<td>Solutions Development and Quality</td>
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<td>30</td>
<td>6</td>
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<td>Semesters 1 &amp; 2</td>
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Programme Title: Bachelor of Science (BSc) Digital & Technology Solutions (Data Analyst) G4DA

Academic Year of Study  FT - Year 4

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Credits</th>
<th>Level</th>
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<tr>
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</tr>
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</table>

What are the entry requirements?

Further information about the entry requirements for this programme can be found at:

http://www.eecs.qmul.ac.uk/undergraduates/entry-requirements/

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Teaching and Learning Committee (TLC) structure which enables programmes to be both managed and enhanced.

The structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes.

Additionally, programme coordinators work with the Director of Education to ensure each programme is current and can be delivered effectively.

The Student-Staff Liaison Committee provides a formal means of communication and discussion between the School and its students. The Committee consists of student representatives from each cohort, together with appropriate representation from School staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet four times a year, twice in each teaching semester.

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of the SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School’s Student Experience Learning Teaching And Assessment (SETLA) Committee.
### What academic support is available?

#### 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 a student is considering changing their programme of study, or taking a module that does not appear on your recommended programme, they must discuss this with their tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance. In EECS, the role of tutor is separate from that of Senior Tutor.

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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.

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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 tutors, 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 the Student-Staff Liaison Committee (SSL C).

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All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice’s academic adviser / tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

### How inclusive is the programme for all students, including those with disabilities?

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.

Programme-specific rules and facts

The programme is structured around a "professional pathway" model, in which the degree apprentices take 90 credits per academic year, in order to accommodate their work commitments. In each academic year, students take 60 credits of campus-based modules and 30 credits of work-based modules.

Further information on the Academic Regulations can be found at http://www.arcs.qmul.ac.uk/policy

In addition to this the programme does have special regulations (further details are available in the Academic Regulations):
1. There is a requirement for students to achieve a minimum mark of 30.0 in every module, and to pass the project outright (in addition to the standard award rules) in order to achieve the intended, accredited, award.
2. The exit award and the field of study of the exit award will be dictated by the specific modules passed and failed by a student.

Links with employers, placement opportunities and transferable skills

The framework for this degree apprenticeship has been developed by Tech Partnership as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

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 EECS++ Society, the School’s Annual Programming Competition and external competitions with support from the School.

An Employer Links Management Committee (ELM) oversees the strategic development of the programme and monitors its future progress, with a particular focus on listening to employers’ perspectives. ELM also has oversight of other relevant School initiatives, to ensure joined-up thinking and sharing of good practice. ELM includes representatives from EECS and the School of Business and Management, Tech Partnership and employers involved in relevant QMUL initiatives. ELM meets at least annually at QMUL, with necessary communication between meetings being conducted electronically, by email or conference call as appropriate.

Programme Specification Approval

| Person completing Programme Specification: | Dr Eranjan Udayanga Padumadasa |
| Person responsible for management of programme: | Dr Eranjan Udayanga Padumadasa |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 14/02/23 |
| Date Programme Specification approved by Taught Programmes Board: | |

Queen Mary
University of London
Programme Specification (PG)

Programme Title: MSc Digital and Technology Solutions Specialist

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Digital and Technology Solutions Specialist
Name of interim award(s): 
Duration of study / period of registration: 2 years part-time degree apprenticeship
Queen Mary programme code(s): I4DA
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: Tech Partnership Degrees (currently being sought).
Date Programme Specification approved: N/A
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:
N/A

Programme outline

This programme is a level 7 degree apprenticeship developed under the approved standard described at https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-specialist-integrated-degree/.

Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree. Employers can attract new talent who might otherwise not apply to them until they had studied for a degree - this allows the employer to shape their development as they work. At level 7, it also allows employers to upskill existing employees. HEIs can develop and strengthen links with local employers, and get access to a wider range of mature and motivated students. As a degree apprentice, you will be free from significant debt, since your studies are funded by your employer. You will get a head start in your chosen profession, or change of profession, compared with your peers.

The Digital and Technology Solutions Specialist degree apprenticeships are being supported by Tech Partnership Degrees under the Tech Industry Gold framework - see https://www.tpdegrees.com/degree-apprenticeships/. All degrees endorsed by Tech Partnership Degrees must combine coverage of the following components:
1. Technology
2. Project management

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3. Personal and interpersonal skills
4. Business skills

The Tech Industry Gold 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. Employers already taking on degree apprentices include: Accenture, Bright Future, BT, Capgemini, CGI, Ford, Fujitsu, GlaxoSmithKline, HMRC, HP, IBM, Lloyds Banking Group and Thales.

The approved standard for the MSc Digital and Technology Solutions Specialist degree apprenticeship is structured as a core set of knowledge, skills and behaviours along with several defined specialisms (e.g. Data Analytics), each with their own specific set of supplementary knowledge, skills and behaviours.

As a Data Analytics specialist, you will acquire the following knowledge and understanding during the degree apprenticeship: knows and understands:
- How key algorithms and models are applied in developing analytical solutions and how analytical solutions can deliver benefits to organisations;
- The information governance requirements that exist in the UK, and the relevant organisational and legislative data protection and data security standards that exist. The legal, social and ethical concerns involved in data management and analysis;
- The principles of data driven analysis and how to apply these. Including the approach, the selected data, the fitted models and evaluations used to solve data problems;
- The properties of different data storage solutions, and the transmission, processing and analytics of data from an enterprise system perspective. Including the platform choices available for designing and implementing solutions for data storage, processing and analytics in different data scenarios;
- How relevant data hierarchies or taxonomies are identified and properly documented;
- The concepts, tools and techniques for data visualisation, including how this provides a qualitative understanding of the information on which decisions can be based.

You will also acquire the following skills:
- Identify and select the business data that needs to be collected and transitioned from a range of data systems; acquire, manage and process complex data sets, including large-scale and real-time data;
- Undertake analytical investigations of data to understand the nature, utility and quality of data, and developing data quality and management rules and guidelines for database designers;
- Formulate analysis questions and hypotheses which are answerable given the data available and come to statistically sound conclusions;
- Conduct high-quality complex investigations, employing a range of analytical software, statistical modelling & machine learning techniques to make data driven decisions solve live commercial problems;
- Document and describe the data architecture and structures using appropriate data modelling tools, and select appropriate methods to present data and results that support human understanding of complex data sets;
- Scope and deliver data analysis projects, in response to business priorities, create compelling business opportunities reports on outcomes suitable for a variety of stakeholders including senior clients and management.

Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
* Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
* Help the degree apprentices to grow practical technology expertise with project management, interpersonal and business skills
* Help new-start degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
Programme Title: MSc Digital and Technology Solutions Specialist

* Help degree apprentices who are already employed find new opportunities for career progression
* Widen participation and relieve fees pressure on students
* Offer study opportunities tailored to the jobs market through the specified roles including Data Analytics

The programme is structured around a core set of requirements, which are common to all degree apprentices, and a choice of several specialisms. The Data Analytics specialism offered by QMUL will equip degree apprentices with the ability to investigate business data requirements; apply data selection, data curation, data quality assurance and data investigation and engineering techniques; provide advice and guidance to database designers and others in using the data structures and associated data components efficiently; undertake data processing to produce data sets for study; perform investigations using techniques including machine learning to reveal new business opportunities; present data and investigation results along with compelling business opportunities reports to senior stakeholders.

What will you be expected to achieve?

The degree apprenticeship has been developed with reference to:
1. the QAA Subject Benchmark Statement for Masters Degrees in Computing - see https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-masters-degree-computing.pdf?sfvrsn=c490f681_16

Degree apprentices are expected to be able to demonstrate the following specific knowledge, skills and attributes:

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
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<td>A1</td>
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<th>Disciplinary Skills - able to:</th>
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<tr>
<td>B1</td>
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<tr>
<td>B4</td>
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<tr>
<td>B5</td>
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</tbody>
</table>
Programme Title: MSc Digital and Technology Solutions Specialist

B6 Investigate business data requirements using appropriate techniques and tools in order to identify new business opportunities

Attributes:

C1 Engage critically with knowledge in the domain of data science
C2 Develop a global perspective on the sources and uses of new data
C3 Develop information expertise in the domain
C4 Communicate effectively and appropriately with a wide range of academic and workplace stakeholders
C5 Manage own personal and professional development
C6 Display initiative and resilience in the face of new challenges

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies include lectures, labs 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. 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. The overall profile of teaching and learning strategies is designed to foster the development of the competences described in the Tech Partnership Degrees accreditation criteria.

For work-based modules, learning materials comparable to those for the equivalent campus-based module are provided, along with additional appropriate additional study guidance. Supplementary workshop-based or tailored individual support is provided through supervision by the module lecturer.

Degree apprentices are also assigned an academic adviser/tutor, who is responsible for determining any additional individual/small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

The project will be undertaken independently under the guidance of a project supervisor, who is an academic member of staff with whom there is normal weekly contact. Contacts are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students' ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module.

How will you be assessed?

Campus-based 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.

Assessment for work-based modules is primarily project-based, usually comprising a short mid-term test and a more substantial project report. QMUL applies standardised marking criteria, as used in other project-based modules in the School.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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.

The apprenticeship component of the degree apprenticeship is assessed through an End Point Assessment (EPA), which is specified in the approved standard. The EPA consists of 2 parts, listed below, and is conducted by an Independent Assessor:
1. A project report, which outlines work-based evidence of the knowledge, skills and behaviours specified in the approved standard.
2. A Professional Discussion, which is a structured discussion with the Independent Assessor.

Apprentices are required to pass both elements in order to pass the EPA.

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The degree apprenticeship is part-time over 2 years, structured as below.

Year 1 Semester 1 Sep-Jan
ECS764A Applied Statistics
ECS765A Big Data Processing
ECS7015W Project Management for Big Data Analysis

Year 1 Semester 2 Jan - Apr
ECS708A Machine Learning
ECS781A Cloud Computing
ECS784W Data Analytics

Year 2 Semester 1 Sep-Jan
ECS766A Data Mining
ECS7005A Risk and Decision Making for Data Science and AI

Year 2 Semesters 2 and 3 Jan-Aug
ECS7016W Project

Year 2 Semester 3
ECS7014W End Point Assessment (non-credit)

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<tr>
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Programme Title: MSc Digital and Technology Solutions Specialist

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<td>7</td>
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**Academic Year of Study**  PT - Year 2

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**What are the entry requirements?**

Students will need to have a 2:1 or above in BSc in Computer Science, Electronic Engineering or other Science discipline (e.g. Maths, Physics). Candidates with great learning potential from other related areas (such as Economics) might also be accepted as long as they demonstrate relevant experience in Statistics/Programming. Students with a good lower second class degree may be considered on an individual basis. Applicants with unrelated degrees will be considered if there is evidence of equivalent industrial experience.

For international students we require English language qualifications IELTS 6.5 or TOEFL 92 (internet based).

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

EECS has a Student Experience Teaching, Learning and Assessment (SETLA) organisational structure which enables programmes to be both managed and enhanced. The organisational structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes. Additionally, programme coordinators work with the Director of Education to ensure that each programme is
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Programme-specific rules and facts

The programme is structured around a “professional pathway” model, in which the degree apprentices study part-time in order to accommodate their work commitments. In addition to the usual academic requirements, the award of the degree is dependent on the degree apprentice passing the End Point Assessment (EPA) specified in the assessment plan associated with the approved standard described at https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-specialist-integrated-degree/. This involves the degree apprentice firstly passing the End Point Gateway requirements:

1. The opinion of the employer is that the apprentice is ready for the EPA
2. Completion of all the modules in the MSc Digital and Technology Solution Specialist programme that the Higher Education Institute will develop to cover all the Technical Competencies, Knowledge and Understanding, and behaviours listed on the Digital and Technology Solution Specialist Standard
3. Pass Level 2 English and maths (if not already achieved)
4. Complete a capstone project of 60 credits
5. Confirmation that the apprentice has produced a portfolio in relation to evidencing the core skills, knowledge and behaviours towards the end of the apprenticeship

and then subsequently passing both components of the EPA itself, which is comprised of:

(a) A Project Report (a written account of a set of practical tasks undertaken within a work based project context), which the independent assessor assesses and grades.
Programme Title: MSc Digital and Technology Solutions Specialist

(b) A Professional Discussion (a structured discussion with the independent assessor allowing the apprentice to respond to questions using a portfolio), which the independent assessor assesses and grades.

Apprentices are required to pass both elements in order to pass the EPA.

Students who do not pass the EPA may be eligible for an exit award (MSc Data Science and Engineering) subject to meeting all other requirements for award.

How inclusive is the programme for all students, including those with disabilities?

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)
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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.

Links with employers, placement opportunities and transferable skills

The standard for this degree apprenticeship has been developed by Tech Partnership Degrees as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

Transferable skills are developed through a variety of means, including embedding of graduate attributes and competences in taught modules and the project, together with the opportunity to participate in extra-curricular activities, e.g. the School’s EECS+ Society, the School’s Annual Programming Competition and external competitions with support from the School.

Programme Specification Approval

| Person completing Programme Specification: | Jane Reid |
| Person responsible for management of programme: | Jane Reid |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | |
| Date Programme Specification approved by Taught Programmes Board: | N/A |
Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Digital and Technology Solutions Specialist
Name of interim award(s): 
Duration of study / period of registration: 2 years part-time degree apprenticeship
Queen Mary programme code(s): I4DA
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: Tech Partnership Degrees (currently being sought).
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:
N/A

Programme outline

This programme is a level 7 degree apprenticeship developed under the approved standard described at https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-specialist-integrated-degree/.

Degree apprenticeships are intended to capitalise on the strengths of both higher education and vocational education. The model is that the degree apprentice is employed in a substantive job role, while also pursuing a degree. Employers can attract new talent who might otherwise not apply to them until they had studied for a degree - this allows the employer to shape their development as they work. At level 7, it also allows employers to upskill existing employees. HEIs can develop and strengthen links with local employers, and get access to a wider range of mature and motivated students. As a degree apprentice, you will be free from significant debt, since your studies are funded by your employer. You will get a head start in your chosen profession, or change of profession, compared with your peers.

The Digital and Technology Solutions Specialist degree apprenticeships are being supported by Tech Partnership Degrees under the Tech Industry Gold framework - see https://www.tpdegrees.com/degree-apprenticeships/. All degrees endorsed by Tech Partnership Degrees must combine coverage of the following components:
1. Technology
2. Project management
3. Personal and interpersonal skills
4. Business skills

The Tech Industry Gold 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. Employers already taking on degree apprentices include: Accenture, Bright Future, BT, Capgemini, CGI, Ford, Fujitsu, GlaxoSmithKline, HMRC, HP, IBM, Lloyds Banking Group and Thales.

The approved standard for the MSc Digital and Technology Solutions Specialist degree apprenticeship is structured as a core set of knowledge, skills and behaviours along with several defined specialisms (e.g. Data Analytics), each with their own specific set of supplementary knowledge, skills and behaviours.

As a Data Analytics specialist, you will acquire the following knowledge and understanding during the degree apprenticeship: Knows and understands:
• How key algorithms and models are applied in developing analytical solutions and how analytical solutions can deliver benefits to organisations;
• The information governance requirements that exist in the UK, and the relevant organisational and legislative data protection and data security standards that exist. The legal, social and ethical concerns involved in data management and analysis;
• The principles of data driven analysis and how to apply these. Including the approach, the selected data, the fitted models and evaluations used to solve data problems;
• The properties of different data storage solutions, and the transmission, processing and analytics of data from an enterprise system perspective. Including the platform choices available for designing and implementing solutions for data storage, processing and analytics in different data scenarios;
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• The concepts, tools and techniques for data visualisation, including how this provides a qualitative understanding of the information on which decisions can be based.

You will also acquire the following skills:
• Identify and select the business data that needs to be collected and transitioned from a range of data systems; acquire, manage and process complex data sets, including large-scale and real-time data;
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Aims of the programme

The Digital and Technology Solutions degree apprenticeship is centred on a real job within business that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:
* Give the degree apprentcises the opportunity to gain experience in the workplace with top employers while earning their degree
* Help the degree apprentcises to grow practical technology expertise with project management, interpersonal and business skills
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* Help degree apprentices who are already employed find new opportunities for career progression
* Widen participation and relieve fees pressure on students
* Offer study opportunities tailored to the jobs market through the specified roles including Data Analytics

The programme is structured around a core set of requirements, which are common to all degree apprentices, and a choice of several specialisms. The Data Analytics specialism offered by QMUL will equip degree apprentices with the ability to investigate business data requirements; apply data selection, data curation, data quality assurance and data investigation and engineering techniques; provide advice and guidance to database designers and others in using the data structures and associated data components efficiently; undertake data processing to produce data sets for study; perform investigations using techniques including machine learning to reveal new business opportunities; present data and investigation results along with compelling business opportunities reports to senior stakeholders.

**What will you be expected to achieve?**

The degree apprenticeship has been developed with reference to:
1. the QAA Subject Benchmark Statement for Masters Degrees in Computing - see https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-masters-degree-computing.pdf?sfvrsn=c490f681_16

Degree apprentices are expected to be able to demonstrate the following specific knowledge, skills and attributes:

### Academic Content:

| A1 | Statistical modeling of real data sources for trend detection and prediction |
| A2 | Programming tools and techniques for processing massive amounts of data such as Map/Reduce and Hadoop |
| A3 | Methods and techniques for automated classification and pattern recognition |
| A4 | Data processing techniques to produce data sets for study |
| A5 | Knowledge of project, people and resource management principles and techniques |

### Disciplinary Skills - able to:

| B1 | Evaluate the scientific, mathematical and software ‘tools’ relevant to the problem domain of data science |
| B2 | Develop novel techniques for analyzing unstructured data sources |
| B3 | Establish hypotheses on data sources, and validate them through statistical techniques |
| B4 | Apply data selection, data curation, data quality assurance, and data investigation and engineering techniques |
| B5 | Appreciate the business challenges associated with industry standard methodologies, processes, techniques and tools applicable to the chosen area of IT occupational competence (data analytics) |
Programme Title: MSc Digital and Technology Solutions Specialist

| B6 | Investigate business data requirements using appropriate techniques and tools in order to identify new business opportunities |

### Attributes:

| C1 | Engage critically with knowledge in the domain of data science |
| C2 | Develop a global perspective on the sources and uses of new data |
| C3 | Develop information expertise in the domain |
| C4 | Communicate effectively and appropriately with a wide range of academic and workplace stakeholders |
| C5 | Manage own personal and professional development |
| C6 | Display initiative and resilience in the face of new challenges |

### How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies include lectures, labs 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. 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. The overall profile of teaching and learning strategies is designed to foster the development of the competences described in the Tech Partnership Degrees accreditation criteria.

For work-based modules, learning materials comparable to those for the equivalent campus-based module are provided, along with additional appropriate additional study guidance. Supplementary workshop-based or tailored individual support is provided through supervision by the module lecturer.

Degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, “online office hours” for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

The project will be undertaken independently under the guidance of a project supervisor, who is an academic member of staff with whom there is normally weekly contact. Contacts are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students’ ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module.

### How will you be assessed?

Campus-based 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.

Assessment for work-based modules is primarily project-based, usually comprising a short mid-term test and a more substantial project report. QMUL applies standardised marking criteria, as used in other project-based modules in the School.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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.

The apprenticeship component of the degree apprenticeship is assessed through an End Point Assessment (EPA), which is specified in the approved standard. The EPA consists of 2 parts, listed below, and is conducted by an Independent Assessor:
1. A project report, which outlines work-based evidence of the knowledge, skills and behaviours specified in the approved standard.
2. A Professional Discussion, which is a structured discussion with the Independent Assessor.

Apprentices are required to pass both elements in order to pass the EPA.

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1 – 22/23 Academic Year

Semester 1 Sep-Jan
ECS764A Applied Statistics
ECS7025A Ethics, Regulation and Law in Advanced Digital Information Processing and Decision Making
ECS784W Data Analytics

Semester 2 Jan – Apr
ECS708A Machine Learning
ECS7005A Risk and Decision Making for Data Science and AI
ECS7015W Project Management for Big Data Analysis

Year 2 – 23/24 Academic Year

Semester 1 Sep-Jan
IOT728P Business Technology Strategy
IOT781P Cloud Computing

Semesters 2 Jan-Aug
IOT7016W Project

Semester 3
IOT7014W End Point Assessment (non-credit)
### Programme Title: MSc Digital and Technology Solutions Specialist

<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

**PT - Year 2**

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<td>7</td>
<td>Core</td>
<td>2</td>
<td>Semester 3</td>
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### What are the entry requirements?

Students will need to have a 2:1 or above in BSc in Computer Science, Electronic Engineering or other Science discipline (e.g. Maths, Physics). Candidates with great learning potential from other related areas (such as Economics) might also be accepted as long as they demonstrate relevant experience in Statistics/Programming. Students with a good lower second class degree may be considered on an individual basis. Applicants with unrelated degrees will be considered if there is evidence of equivalent industrial experience. For international students we require English language qualifications IELTS 6.5 or TOEFL 92 (internet based).

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Student Experience Teaching, Learning and Assessment (SETLA) organisational structure which enables programmes to be both managed and enhanced. The organisational structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC
meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes. Additionally, programme coordinators work with the Director of Education to ensure that each programme is current and can be delivered effectively.

What academic support is available?

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. In their academic capacity, tutors advise on, and approve, programmes of study. If a student is considering changing their programme of study, they must discuss this with their tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance. In EECS, 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 academic staff who acts as a further point of reference for problems and decisions faced by students. Like tutors, 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 the Student-Staff Liaison Committee (SSLC).

Employer Support
All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice’s academic tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

Programme-specific rules and facts

The programme is structured around a “professional pathway” model, in which the degree apprentices study part-time in order to accommodate their work commitments. In addition to the usual academic requirements, the award of the degree is dependent on the degree apprentice passing the End Point Assessment (EPA) specified in the assessment plan associated with the approved standard described at https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-specialist-integrated-degree/. This involves the degree apprentice firstly passing the End Point Gateway requirements:

1. The opinion of the employer is that the apprentice is ready for the EPA
2. Completion of all the modules in the MSc Digital and Technology Solution Specialist programme that the Higher Education Institute will develop to cover all the Technical Competencies, Knowledge and Understanding, and behaviours listed on the Digital and Technology Solution Specialist Standard
3. Pass Level 2 English and maths (if not already achieved)
4. Complete a capstone project of 60 credits
5. Confirmation that the apprentice has produced a portfolio in relation to evidencing the core skills, knowledge and behaviours towards the end of the apprenticeship

and then subsequently passing both components of the EPA itself, which is comprised of:
Programme Title: MSc Digital and Technology Solutions Specialist

(a) A Project Report (a written account of a set of practical tasks undertaken within a work based project context), which the independent assessor assesses and grades.
(b) A Professional Discussion (a structured discussion with the independent assessor allowing the apprentice to respond to questions using a portfolio), which the independent assessor assesses and grades.

Apprentices are required to pass both elements in order to pass the EPA.

Students who do not pass the EPA may be eligible for an exit award (MSc Data Science and Engineering) subject to meeting all other requirements for award.

How inclusive is the programme for all students, including those with disabilities?

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<thead>
<tr>
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<th>Miriam Lowe</th>
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<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>Dr Eranjan Udayanga Padumadasa</td>
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<td>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</td>
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Programme Title:  MSc Digital and Technology Solutions Specialist

* Help degree apprentices who are already employed find new opportunities for career progression
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What will you be expected to achieve?

The degree apprenticeship has been developed with reference to:
1. the QAA Subject Benchmark Statement for Masters Degrees in Computing - see https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-masters-degree-computing.pdf?sfvrsn=c490f681_16

Degree apprentices are expected to be able to demonstrate the following specific knowledge, skills and attributes:

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Statistical modeling of real data sources for trend detection and prediction</td>
</tr>
<tr>
<td>A2 Programming tools and techniques for processing massive amounts of data such as Map/Reduce and Hadoop</td>
</tr>
<tr>
<td>A3 Methods and techniques for automated classification and pattern recognition</td>
</tr>
<tr>
<td>A4 Data processing techniques to produce data sets for study</td>
</tr>
<tr>
<td>A5 Knowledge of project, people and resource management principles and techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Evaluate the scientific, mathematical and software ‘tools’ relevant to the problem domain of data science</td>
</tr>
<tr>
<td>B2 Develop novel techniques for analyzing unstructured data sources</td>
</tr>
<tr>
<td>B3 Establish hypotheses on data sources, and validate them through statistical techniques</td>
</tr>
<tr>
<td>B4 Apply data selection, data curation, data quality assurance, and data investigation and engineering techniques</td>
</tr>
<tr>
<td>B5 Appreciate the business challenges associated with industry standard methodologies, processes, techniques and tools applicable to the chosen area of IT occupational competence (data analytics)</td>
</tr>
</tbody>
</table>
Programme Title: MSc Digital and Technology Solutions Specialist

B6 Investigate business data requirements using appropriate techniques and tools in order to identify new business opportunities

Attributes:

C1 Engage critically with knowledge in the domain of data science
C2 Develop a global perspective on the sources and uses of new data
C3 Develop information expertise in the domain
C4 Communicate effectively and appropriately with a wide range of academic and workplace stakeholders
C5 Manage own personal and professional development
C6 Display initiative and resilience in the face of new challenges

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies include lectures, labs 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. 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. The overall profile of teaching and learning strategies is designed to foster the development of the competences described in the Tech Partnership Degrees accreditation criteria.

For work-based modules, learning materials comparable to those for the equivalent campus-based module are provided, along with additional appropriate additional study guidance. Supplementary workshop-based or tailored individual support is provided through supervision by the module lecturer.

Degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, "online office hours" for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

The project will be undertaken independently under the guidance of a project supervisor, who is an academic member of staff with whom there is normally weekly contact. Contacts are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students' ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module.

How will you be assessed?

Campus-based 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.

Assessment for work-based modules is primarily project-based, usually comprising a short mid-term test and a more substantial project report. QMUL applies standardised marking criteria, as used in other project-based modules in the School.

In addition to summative assessment, the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based 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.

The apprenticeship component of the degree apprenticeship is assessed through an End Point Assessment (EPA), which is specified in the approved standard. The EPA consists of 2 parts, listed below, and is conducted by an Independent Assessor:
1. A project report, which outlines work-based evidence of the knowledge, skills and behaviours specified in the approved standard.
2. A Professional Discussion, which is a structured discussion with the Independent Assessor.

Apprentices are required to pass both elements in order to pass the EPA.

**How is the programme structured?**
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

<table>
<thead>
<tr>
<th>Year 1 – 23/24 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 Sep-Jan</td>
</tr>
<tr>
<td>IOT764P Applied Statistics</td>
</tr>
<tr>
<td>IOT7025P Ethics, Regulation and Law in Advanced Digital Information Processing and Decision Making</td>
</tr>
<tr>
<td>IOT784W Data Analytics</td>
</tr>
<tr>
<td>Semester 2 Jan – Apr</td>
</tr>
<tr>
<td>IOT708P Machine Learning</td>
</tr>
<tr>
<td>IOT7005P Risk and Decision Making for Data Science and AI</td>
</tr>
<tr>
<td>IOT7015W Project Management for Big Data Analysis</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2 – 24/25 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 Sep - Jan</td>
</tr>
<tr>
<td>IOT728P Business Technology Strategy</td>
</tr>
<tr>
<td>IOT781P Cloud Computing</td>
</tr>
<tr>
<td>Semesters 2 Jan-Aug</td>
</tr>
<tr>
<td>IOT7016W Project</td>
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<tr>
<td>Semester 3</td>
</tr>
<tr>
<td>IOT7014W  End Point Assessment (non-credit)</td>
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### Academic Year of Study  PT - Year 1

<table>
<thead>
<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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### Programme Title: MSc Digital and Technology Solutions Specialist

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<td>Data Analytics</td>
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<td>Machine Learning</td>
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### Academic Year of Study

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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<td>Semesters 1 &amp; 2</td>
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<td>Core</td>
<td>1</td>
<td>Semester 3</td>
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### What are the entry requirements?

Students will need to have a 2:1 or above in BSc in Computer Science, Electronic Engineering or other Science discipline (e.g. Maths, Physics). Candidates with great learning potential from other related areas (such as Economics) might also be accepted as long as they demonstrate relevant experience in Statistics/Programming. Students with a good lower second class degree may be considered on an individual basis. Applicants with unrelated degrees will be considered if there is evidence of equivalent industrial experience.

For international students we require English language qualifications IELTS 6.5 or TOEFL 92 (internet based).

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

EECS has a Student Experience Teaching, Learning and Assessment (SETLA) organisational structure which enables programmes to be both managed and enhanced. The organisational structure allows for subject level teaching groups and programme coordinators to regularly evaluate the content and delivery of each programme. Feedback from module evaluations and SSLC meetings are fed into these groups and this provides an opportunity for student feedback to be incorporated into the programmes. Additionally, programme coordinators work with the Director of Education to ensure that each programme is...
What academic support is available?

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. In their academic capacity, tutors advise on, and approve, programmes of study. If a student is considering changing their programme of study, they must discuss this with their tutor. Any other academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance. In EECS, 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 academic staff who acts as a further point of reference for problems and decisions faced by students. Like tutors, 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 the Student-Staff Liaison Committee (SSLC).

Employer Support
All degree apprentices have a line manager / task manager at their employer, who has been involved in the recruitment decision and is also responsible for ensuring that the degree apprentice has sufficient time to attend classes on the required days and to keep up with their studies on a regular basis. The line manager / task manager works with the degree apprentice’s academic tutor at QMUL to ensure that the degree apprentice can see the interaction between their everyday employment and their degree, address any problems that the degree apprentice encounters in their studies, and refer the degree apprentice on to more specialised support if needed. Many larger employers also have a separate mentor system for the employees, through which training and development needs are identified - the mentor is included in the discussion loop between QMUL and employer, as appropriate.

Programme-specific rules and facts

The programme is structured around a “professional pathway” model, in which the degree apprentices study part-time in order to accommodate their work commitments. In addition to the usual academic requirements, the award of the degree is dependent on the degree apprentice passing the End Point Assessment (EPA) specified in the assessment plan associated with the approved standard described at https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-specialist-integrated-degree/. This involves the degree apprentice firstly passing the End Point Gateway requirements:

1. The opinion of the employer is that the apprentice is ready for the EPA
2. Completion of all the modules in the MSc Digital and Technology Solution Specialist programme that the Higher Education Institute will develop to cover all the Technical Competencies, Knowledge and Understanding, and behaviours listed on the Digital and Technology Solution Specialist Standard
3. Pass Level 2 English and maths (if not already achieved)
4. Complete a capstone project of 60 credits
5. Confirmation that the apprentice has produced a portfolio in relation to evidencing the core skills, knowledge and behaviours towards the end of the apprenticeship

and then subsequently passing both components of the EPA itself, which is comprised of:
(a) A Project Report (a written account of a set of practical tasks undertaken within a work based project context), which the independent assessor assesses and grades.
(6) A Professional Discussion (a structured discussion with the independent assessor allowing the apprentice to respond to questions using a portfolio), which the independent assessor assesses and grades.

Apprentices are required to pass both elements in order to pass the EPA.

Students who do not pass the EPA may be eligible for an exit award (MSc Data Science and Engineering) subject to meeting all other requirements for award.

How inclusive is the programme for all students, including those with disabilities?

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 standard for this degree apprenticeship has been developed by Tech Partnership Degrees as a collaboration between some of the UK’s leading companies and universities. It offers the degree apprentices a unique opportunity to contextualise their academic study in their workplace environment.

Transferable skills are developed through a variety of means, including embedding of graduate attributes and competences in taught modules and the project, together with the opportunity to participate in extra-curricular activities, e.g. the School’s EECS+ Society, the School’s Annual Programming Competition and external competitions with support from the School.

Programme Specification Approval

| Person completing Programme Specification: | Miriam Lowe |
| Person responsible for management of programme: | Dr Eranjan Udayanga Padumadasa |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | |
| Date Programme Specification approved by Taught Programmes Board: | N/A |
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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: The Data Landscape
Module code: DAT4901
Credit value: 30
Level: 4
Module type: DPM
Scheme: Undergraduate
Start date: September 2023
Is the module a QMUL Model Module: No
Proposed HECoS Code: 100755 data management

Further details on HECoS codes can be found here

Responsible School / Institute: School of Physical and Chemical Sciences

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

This is a individual project module based in the workplace. The employer is expected to provide significant supervision - through the line manager and/or mentor for the student in the execution of their project.

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Physics and Astronomy</td>
<td>Physics and Astronomy (UG)</td>
</tr>
</tbody>
</table>
Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>25</td>
<td>15</td>
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<tr>
<td>2024/25</td>
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</tr>
<tr>
<td>2025/26</td>
<td>100</td>
<td>40</td>
<td>244</td>
</tr>
</tbody>
</table>

Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This module is proposed as part of the Digital Technology Solutions Professional (DTSP) apprenticeship programme, Data Analyst specialism. Like all modules in the programme it is compulsory. This is a 2nd year work-based module, whose academic MO will run sessions to facilitate the completion of a work-based project, in conjunction with the learner's mentor and/or line manager at their workplace.

The Module Organiser will support the cohort's project work via a seminar that will address some general aspects of the module content and delivery (e.g., Data Science context, problem definition, data engineering, commercial awareness, report writing, data ethics), and provide a peer network for mutual support between students.

For students in 23/24
In the Data Analyst standard 1.1 the project should address the following knowledge, skills and behaviours:
S4 - analyse data sets taking account of different data structures and database designs
KS - Explains the differences between Structured and Unstructured data
C3 - Data: Identifies organisational information requirements and can model data solutions using conceptual data modelling techniques. Is able to implement a database solution using an industry standard database management system (DBMS). Can perform database administration tasks and is cognisant of the key concepts of data quality and data security. Is able to manage data effectively and undertake data analysis
C12 - The role of data management systems in managing organisational data and information
DA1 - Import, cleanse, transform, and validate data with the purpose of understanding or making conclusions from the data for business decision making purpose
DA11 - The fundamentals of data structures, database system design, implementation and maintenance

For students in 24/25
In the context of DTSP standard v1.2, the project should address the following Knowledge, Skills, and Behaviors (KSBs):

K55: Data formats, structures, architectures and data delivery methods including “unstructured” data.
K56: Sources of data such as files, operational systems, databases, web services, open data, government data, news and social media.
S48: Define Data Requirements and perform Data Collection, Data Processing and Data Cleansing.
S54: Extract data from a range of sources. For example, databases, web services, open data.

In the context of the Data Scientist standard, the project would address the following Knowledge, Skills, and Behaviors (KSBs):

K5. The data landscape: how to critically analyse, interpret and evaluate complex information from diverse datasets:
K5.1 Sources of data including but not exclusive to files, operational systems, databases, web services, open data, government data, news and social media.

K5.2 Data formats, structures and data delivery methods including “unstructured” data.

K5.3 Common patterns in real-world data.

B3. Identify and use an appropriate range of programming languages and tools for data manipulation, analysis, visualisation, and system integration. Select appropriate data structures and algorithms for the problem. Develop reproducible analysis and robust code, working in accordance with software development standards, including security, accessibility, code quality and version control.

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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

This is a project module where the delivery consists primarily of live one-to-one interactions between the apprentice and the supervisors. Key teaching materials will come either from external sources (user manuals, specifications, online documentation etc) or from previous modules whose statement regarding accessibility and inclusivity can be found on their respective proposal/specification documents. Where additional tools are required to ensure apprentices can access such online materials this will be provided in consultation with the employer in line with policy on Accessibility and Inclusivity.

Queen Mary supervisors will have the appropriate training to effectively work with apprentices who may have additional needs or support. Oversight from the module organiser will ensure these needs are being met and where needed there will be consultation with DDS.

Resource Requirements

| By School / Institute responsible for module: | Module organiser and an academic supervisor for the project. |
| By any other School / Institute or collaborating institution: |

For QMUL Model modules only

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.
Approval of New Module Proposal

The signature(s) of the Head(s) 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
Lesley Howell
Digitally signed by Lesley Howell
Date: 2021.11.16 18:29:13 Z

Head(s) of supporting School / Institute

Head(s) of supporting School / Institute

Eranjan Padumasada
Digitally signed by Eranjan Padumasada
Date: 2023.02.22 11:49:12 Z
Section 2 - Module Specification

Module title: The Data Landscape  
Module code: DAT4901

Credit value: 30  
Level: 4  
Mode of delivery: Work Based Learning  
Semester: Semester 1 - 2

Module Organiser(s):

<table>
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<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
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<tbody>
<tr>
<td>1st year apprenticeship modules</td>
<td></td>
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</tbody>
</table>

1) Content Description
Please 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 is an employer-led module, with academic learning in Term A followed by a Term B project based in the workplace. It focuses on practical projects relating to the analysis, organisation, and evaluation of complex information from diverse datasets. This includes a range of data sources and formats, including “unstructured” data, and common patterns in real-world data.

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

This module aims to build knowledge and practical experience through a workplace based project.

1. Develop knowledge of data sources through practical application of skills and knowledge
2. Develop knowledge and experience of solving real world problems with a focus on data processing, management, and handling
3. Develop familiarity with relevant industry standard tools and practices
4. Provide an opportunity for reflection on the relationships between directed learning, self learning, and the workplace
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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QMUL Model Learning Outcomes - Level 6:

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QMUL Model Learning Outcomes - Level 7:

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<tr>
<td>G2</td>
</tr>
<tr>
<td>G3</td>
</tr>
</tbody>
</table>

4) Reading List

Please 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
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>48</td>
</tr>
<tr>
<td>Work based Learning</td>
<td>120</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>132</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</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>16</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>Independent Study</td>
<td>132</td>
<td>44</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
<td>Description of Assessment</td>
<td>Assessment Type</td>
<td>Duration / Length</td>
<td>% Weighting</td>
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<tr>
<td>----------</td>
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<td>-----------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>001</td>
<td>Project Report</td>
<td>Dissertation</td>
<td>3000 words</td>
<td>100</td>
<td>Yes</td>
<td>Individual assessment</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.

**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**

Please 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)**

**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)'.

Page 9 of 10
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)

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Ethics, Regulations and Laws for Systems Development
Module code: ECS6XXA
Credit value: 15
Level: 6
Module type: 
Scheme: Undergraduate
Start date: September 2023

Proposed HECoS Code: 100366 computer science

Further details on HECoS codes can be found here

Responsible School / Institute: 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:

Faculty of Science and Engineering Degree Apprenticeships

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Years 3 and 4 (UG)</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>2023/24</td>
<td>30</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>2024/25</td>
<td>38</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
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<td>35</td>
<td>28</td>
<td>50</td>
</tr>
</tbody>
</table>

Module Rationale
Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This module is proposed as part of the third year of the BSc DTS Software engineering Degree Apprenticeship Programme. Like all modules in that programme it is core This is a 3rd year module and addresses the following Knowledge and Skills from the apprenticeship standard for that programme matching the DTSP Version 1.1 (will be updated for future years to 1.2 when required):

C1 Is able to critically analyse a business domain in order to identify the role of information systems, highlight issues and identify opportunities for improvement through evaluating information systems in relation to their intended purpose and effectiveness
C3 Identifies organisational information requirements and can model data solutions using conceptual data modelling techniques. Is able to implement a database solution using an industry standard database management system (DBMS). Can perform database administration tasks and is cognisant of the key concepts of data quality and data security. Is able to manage data effectively and undertake data analysis.
C4 Can undertake a security risk assessment for a simple IT system and propose resolution advice. Can identify, analyse and evaluate security threats and hazards to planned and installed information systems or services (e.g. Cloud services).
C5 Can apply organisational theory, change management, marketing, strategic practice, human resource management and IT service management to technology solutions development. Develops well-reasoned investment proposals and provides business insights.
C27 Have demonstrated that they have mastered basic business disciplines, ethics and courtesies, demonstrating timeliness and focus when faced with distractions and the ability to complete tasks to a deadline with high quality.
SE6 Deliver software solutions using industry standard build processes, and tools for configuration management, version control and software build, release and deployment into enterprise environments.
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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
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- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

We will follow standard practice used for all modules throughout the School of Electrical Engineering and Computer Science in making reasonable adjustments where possible to ensure accessibility. Measures include:
* Written lecture notes provided in advance where necessary, and in different readable formats upon request.
* Use of QReview and other mixed media (e.g. Blackboard Collaborate) in order to provide recordings of sessions.
* Hard copies of all relevant books to be made available in the library, or printed copies of electronic resources provided upon request, for those that cannot read from a computer screen.
* Detailed advice from the Faculty Student Support Officer for affected students, including liaising with the QMUL disability service.
* Extra time provided in assessments where relevant.

Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Standard resources for a 15 credit lecture - 2 hours per practical workshop, 2 hours per seminar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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 / Institute</th>
<th>Eranjan Padumasada</th>
</tr>
</thead>
</table>

Digitally signed by Eranjan Padumasada
Date: 2023.02.23
13:34:14 Z

<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
<th></th>
</tr>
</thead>
</table>
Section 2 - Module Specification

Module title: Ethics, Regulations and Laws for Systems Development
Module code: ECS6XX

Credit value: 15  Level: 6  Mode of delivery: On Campus  Semester: Semester 1

Module Organiser(s):

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd year DTS SE modules</td>
<td>3rd year DTS SE modules</td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Please 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 aims to develop your understanding of ethical issues related to digital technology solutions and emerging technology. You will explore the ethical implications of developing, deploying, and using digital technology solutions in various contexts. You will examine ethical theories and frameworks that can help you evaluate and make ethical decisions in the development and use of digital technology solution exposing you to some of the legal and regulatory frameworks within the context.

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

1. To provide an overview of ethical theories and principles, and their application to different contexts, including business, technology, and society.
2. To develop critical thinking skills and the ability to evaluate ethical arguments and decision-making frameworks.
3. To explore the role of ethics in contemporary issues such as climate change, AI, privacy, and social justice.
4. To examine the ethical challenges faced by professionals in software development, and to provide guidance on how to make ethical decisions and manage ethical dilemmas.
5. To foster students' personal and professional development by promoting self-awareness, ethical leadership, and social responsibility.
3) Learning Outcomes
Please 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 2010 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 understand why ethical issues arise in software development</td>
</tr>
<tr>
<td>A2 understand approaches to ensuring that information systems are ethically acceptable</td>
</tr>
<tr>
<td>A3 understand the legal framework governing data usage</td>
</tr>
<tr>
<td>A4 understand ethical issues in emerging technologies, such as artificial intelligence, biotechnology, and cybersecurity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 able to use the UK government’s Data Ethics Framework</td>
</tr>
<tr>
<td>B2 able to recognise cases and causes of bias in data being used</td>
</tr>
<tr>
<td>B3 able to analyse algorithms for bias</td>
</tr>
<tr>
<td>B4 able to recognise issues of compliance (eg in connection with GDPR)</td>
</tr>
<tr>
<td>B5 able to act professionally in the use of data and design of algorithms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 engage critically with knowledge by examining data and algorithms for biases</td>
</tr>
<tr>
<td>C2 work effectively with diverse communities by understanding such sources of bias in algorithms</td>
</tr>
<tr>
<td>C3 use information for evidence-based decision-making and creative thinking in an ethical and legally compliant way</td>
</tr>
</tbody>
</table>

4) Reading List
Please 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

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Classes and workshops</td>
<td>24</td>
</tr>
<tr>
<td>Seminar</td>
<td>24</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total</strong></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>48</td>
<td>32</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>102</td>
<td>68</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual Assignment</td>
<td>Coursework</td>
<td>1500</td>
<td>40</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Group Assignment</td>
<td>Coursework</td>
<td>4000</td>
<td>60</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.**

**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**
Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
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<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case Study</td>
<td>Coursework</td>
<td>4500</td>
<td>100</td>
<td>Yes</td>
<td></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)'.

Page 9 of 9
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)

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Ethics, Regulations and Laws for Systems Development
Module code: IOT6XXU
Credit value: 15
Level: 6
Module type: LSR
Scheme: Undergraduate
Start date: September 2024

Proposed HECoS Code: 100366 computer science

Further details on HECoS codes can be found here

Responsible School / Institute: 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:

Faculty of Science and Engineering Degree Apprenticeships

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
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</thead>
<tbody>
<tr>
<td>School of Electronic Engineering and Computer Science</td>
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</tbody>
</table>
Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
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<td>38</td>
<td>30</td>
<td>50</td>
</tr>
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<td>35</td>
<td>28</td>
<td>50</td>
</tr>
</tbody>
</table>

Module Rationale
Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This module is proposed as part of the third year of the BSc DTS Software engineering Degree Apprenticeship Programme. Like all modules in that programme it is core. This is a 3rd year module and addresses the following knowledge and skills from the apprenticeship standard for that programme matching the DTSP Version 1.1 (will be updated for future years to 1.2 when required):

C1 Is able to critically analyse a business domain in order to identify the role of information systems, highlight issues and identify opportunities for improvement through evaluating information systems in relation to their intended purpose and effectiveness.

C3 Identifies organisational information requirements and can model data solutions using conceptual data modelling techniques. Is able to implement a database solution using an industry standard database management system (DBMS). Can perform database administration tasks and is cognisant of the key concepts of data quality and data security. Is able to manage data effectively and undertake data analysis.

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C27 Have demonstrated that they have mastered basic business disciplines, ethics and courtesies, demonstrating timeliness and focus when faced with distractions and the ability to complete tasks to a deadline with high quality.

SE6 Deliver software solutions using industry standard build processes, and tools for configuration management, version control and software build, release and deployment into enterprise environments.
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). Considerations of this nature should include the following:
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* Extra time provided in assessments where relevant.

Resource Requirements

| By School / Institute responsible for module: | Standard resources for a 15 credit lecture - 2 hours per practical workshop, 2 hours per seminar. |
| By any other School / Institute or collaborating institution: | |

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

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<th>Eranjan Padumasada</th>
<th>Head(s) of supporting School / Institute</th>
</tr>
</thead>
</table>

Head(s) of supporting School / Institute

Head(s) of supporting School / Institute

Digitally signed by Eranjan Padumasada Date: 2023.02.27 09:10:58 Z
Section 2 - Module Specification

Module title: Ethics, Regulations and Laws for Systems Development
Module code: IO76XXU
Credit value: 15  Level: 6  Mode of delivery: On Campus  Semester: Semester 1
Module Organiser(s):

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
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<tbody>
<tr>
<td>1st and 2nd year DTS SE modules</td>
<td>3rd year DTS SE modules</td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Please 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 aims to develop your understanding of ethical issues related to digital technology solutions and emerging technology. You will explore the ethical implications of developing, deploying, and using digital technology solutions in various contexts. You will examine ethical theories and frameworks that can help you evaluate and make ethical decisions in the development and use of digital technology solution exposing you to some of the legal and regulatory frameworks within the context.

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

1. To provide an overview of ethical theories and principles, and their application to different contexts, including business, technology, and society.
2. To develop critical thinking skills and the ability to evaluate ethical arguments and decision-making frameworks.
3. To explore the role of ethics in contemporary issues such as climate change, AI, privacy, and social justice.
4. To examine the ethical challenges faced by professionals in software development, and to provide guidance on how to make ethical decisions and manage ethical dilemmas.
5. To foster students' personal and professional development by promoting self-awareness, ethical leadership, and social responsibility.
3) Learning Outcomes
Please 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 2010 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>
<tr>
<td>A4</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>
<tr>
<td>B4</td>
</tr>
<tr>
<td>B5</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
Please 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.


Turing Institute work on Data Ethics from https://www.turing.ac.uk/research/data-ethics

5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Classes and workshops</td>
<td>24</td>
</tr>
<tr>
<td>Seminar</td>
<td>24</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total</strong></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>48</td>
<td>32</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Page 7 of 9
<table>
<thead>
<tr>
<th>Independent Study</th>
<th>102</th>
<th>68</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>150</td>
<td>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual Assignment</td>
<td>Coursework</td>
<td>1500</td>
<td>40</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Group Assignment</td>
<td>Coursework</td>
<td>4000</td>
<td>60</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.**

**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
Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case Study</td>
<td>Coursework</td>
<td>4500</td>
<td>100</td>
<td>Yes</td>
<td></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 Amendment Form (UG)

This form should be used to propose any of the following minor changes to an approved module:

- module title (requires a change in module code)
- content description
- method of teaching
- learning outcomes
- method of assessment / changes in relative assessment weightings
- availability as part of QMUL Model

This form cannot be used to change either the level or the credit value of the module. Changes to the level or credit value of a module are considered as a new module proposal form. Some changes may also require cross-school approval.

School / Institute Education Committees will initially consider and approve module amendments. It is the responsibility of the owning School / Institute to seek approval of proposed amendments from any other School / Institute which offers the module as part of their programmes. Only after all signatures have been obtained should the form be passed on to the Academic Secretariat to be recorded and scrutinised.

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

<table>
<thead>
<tr>
<th>Summary Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module title:</strong> Artificial Intelligence</td>
</tr>
<tr>
<td><strong>Credit value:</strong> 15</td>
</tr>
<tr>
<td>Is the module currently being delivered as part of the QMUL Model: Yes</td>
</tr>
</tbody>
</table>

**Responsible School / Institute:** Other (please specify by typing in box)

**Schools / Institutes which will also be involved in delivering part of the module:**

- Faculty of Science and Engineering
- School of Electronic Engineering & Computer Science

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

---
Programme(s) of study in which the module is offered:
Bachelor of Science Digital and Technology Solutions (Software Engineering) and Bachelor of Science Digital and Technology Solutions (Data Analyst)

Module update to start from (month & year):  
September 2023

Module Organiser:  

Please specify the component(s) to be amended:

<table>
<thead>
<tr>
<th>Component</th>
<th>Code</th>
<th>Content description</th>
<th>Code</th>
<th>Method of assessment</th>
<th>Code</th>
<th>Change in relative assessment weightings</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QMUL Model Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

1) Proposed amendment
Please give precise details of the proposed amendment(s) including the wording of any new title. In the case of changes to the method of assessment / relative assessment weightings for the module, the full details of the existing assessment (description, assessment type, duration, and percentage weighting) should accompany any proposed revisions.

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Change module from U suffix to A suffix to denote Degree Apprenticeships. Affecting only students enrolled from 21/22 and prior. 22/23 students will undertake this code with IOT prefix and further information will be required.

There will be no changes to the module title, learning outcomes, assessment patterns, content descriptions attendance / syllabus. This will just be a change in the module code to differentiate students undertaking their module as part of a degree apprenticeship.

<table>
<thead>
<tr>
<th>Original Code</th>
<th>New Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS629U</td>
<td>ECS629A</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>ECS629U</td>
<td>IOT629U</td>
<td>Artificial Intelligence</td>
</tr>
</tbody>
</table>

2) Rationale for the proposed amendment(s)
The rationale behind this amendment is threefold:

* Firstly, the code with help to denote their campus of study within their degree apprenticeship, with only ECS modules being undertaken by year 1 and 2 students being changed at this time. Remaining code changes will be submitted in the following academic years as students continue their study solely at the IOT campus.
* Secondly, with the creation of a Faculty S+E level budget for apprenticeship modules, this will allow for ease of tracking.
* Thirdly, this will help to differentiate between modules run across the EECS school and the central FS&E Degree Apprenticeship which will further streamline programme processes including extenuation, exam boards, etc.
3) Implications of proposed amendment(s)
Please specify how students’ programme of study might be affected and indicate whether students and/or External Examiners have been consulted on the proposed change. If so, please outline their feedback here.

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).

As no changes are being proposed to the modules and their operation this should not have any additional factors.

4) Updated Content Description
Where amendments are proposed to the content description, please provide the updated description below. Please note that descriptions should be given as continuous text i.e. no lists (70-80 words).

No content is to be updated with regards to these modules.

6) Revised Assessment Profile
Where amendments are proposed to the method of assessment, please provide full details below:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
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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.

**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**
Where amendments are proposed to the method of reassessment, provide full details below.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
7) Revised Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Please 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></td>
<td></td>
</tr>
<tr>
<td>Work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></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.

---

**Approval of Module Amendment**

Head(s) of School / Institute

[Signature]

[Name]

Head of supporting School / Institute

[Signature]

[Name]
| Head of supporting School / Institute |  | Head of supporting School / Institute |
|--------------------------------------|  |--------------------------------------|
| Head of other School / Institute where this module is offered |  | Head of other School / Institute where this module is offered |
Module Amendment Form (UG)

This form should be used to propose any of the following minor changes to an approved module:

- module title (requires a change in module code)
- content description
- method of teaching
- learning outcomes
- method of assessment / changes in relative assessment weightings
- availability as part of QMUL Model

This form cannot be used to change either the level or the credit value of the module. Changes to the level or credit value of a module are considered as a new module proposal form. Some changes may also require cross-school approval.

School / Institute Education Committees will initially consider and approve module amendments. It is the responsibility of the owning School / Institute to seek approval of proposed amendments from any other School / Institute which offers the module as part of their programmes. Only after all signatures have been obtained should the form be passed on to the Academic Secretariat to be recorded and scrutinised.

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

### Summary Information

| Module title: Multiple modules - see descriptor | Module code: |
| Credit value: 15 | Level: 4/5 | Module type: | Scheme: Undergraduate |
| Is the module currently being delivered as part of the QMUL Model: Yes |
| Responsible School / Institute: Other (please specify by typing in box) |

**Schools / Institutes which will also be involved in delivering part of the module:**
- Faculty of Science and Engineering
- School of Electronic Engineering & Computer Science

**Collaborating institutions involved in delivering any part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:**
1) Proposed amendment
Please give precise details of the proposed amendment(s) including the wording of any new title. In the case of changes to the method of assessment / relative assessment weightings for the module, the full details of the existing assessment (description, assessment type, duration, and percentage weighting) should accompany any proposed revisions.

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

All ECSXXXA modules for students undertaking classes at IOT will be changed to IOTXXXXA.

There will be no changes to the module title, learning outcomes, KSBS, assessment patterns, content descriptions attendance / syllabus. This will just be a change in the module code to differentiate students undertaking their modules at the IOT campus through the Degree Apprenticeship Level 6/7 programmes.

Modules to be changed are listed below:

<table>
<thead>
<tr>
<th>Original Code</th>
<th>New Code</th>
<th>Module Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS764A</td>
<td>IOT764P</td>
<td>Applied Statistics</td>
</tr>
<tr>
<td>ECS7025A</td>
<td>IOT7025P</td>
<td>Ethics, Regulation &amp; Law in Advanced Digital Information Processing &amp; Decision Making</td>
</tr>
<tr>
<td>ECS784W</td>
<td>IOT784W</td>
<td>Data Analytics</td>
</tr>
<tr>
<td>ECS708A</td>
<td>IOT708P</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>ECS7005A</td>
<td>IOT7005P</td>
<td>Risk and Decision Making for Data Science and AI</td>
</tr>
<tr>
<td>ECS7015W</td>
<td>IOT7015W</td>
<td>Project Management for Big Data Analysis</td>
</tr>
<tr>
<td>ECS401A</td>
<td>IOT401U</td>
<td>Procedural Programming 15 credits</td>
</tr>
<tr>
<td>ECS419A</td>
<td>IOT419U</td>
<td>Information Systems Analysis 15 credits</td>
</tr>
<tr>
<td>ECS427W</td>
<td>IOT427W</td>
<td>Professional Research Practice (work based) 15 credits</td>
</tr>
<tr>
<td>ECS433W</td>
<td>IOT433W</td>
<td>Business Organisation &amp; Decision Making (work based) 30 credits</td>
</tr>
<tr>
<td>ECS430A</td>
<td>IOT430U</td>
<td>Computer Systems and Networks 15 credits</td>
</tr>
<tr>
<td>ECS414A</td>
<td>IOT414U</td>
<td>Object Oriented Programming 15 credits</td>
</tr>
<tr>
<td>ECS432W</td>
<td>IOT432W</td>
<td>Organisation Environment and Decision Making (work based) 15 credits</td>
</tr>
<tr>
<td>ECS519A</td>
<td>IOT519U</td>
<td>Database Systems 15 credits</td>
</tr>
</tbody>
</table>
2) Rationale for the proposed amendment(s)

The rationale behind this amendment is threefold:

* Firstly, the code with help to denote their campus of study within their degree apprenticeship, with only ECS modules being undertaken by year 1 and 2 students being changed at this time. Remaining code changes will be submitted in the following academic years as students continue their study solely at the IOT campus.
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3) Implications of proposed amendment(s)

Please specify how students' programme of study might be affected and indicate whether students and / or External Examiners have been consulted on the proposed change. If so, please outline their feedback here.

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).

As no changes are being proposed to the modules and their operation this should not have any additional factors.

4) Updated Content Description

Where amendments are proposed to the content description, please provide the updated description below. Please note that descriptions should be given as continuous text i.e. no lists (70-80 words).

No content is to be updated with regards to these modules.

6) Revised Assessment Profile

Where amendments are proposed to the method of assessment, please provide full details below:
<table>
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<th>Sequence</th>
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**Reassessment**
Where amendments are proposed to the method of reassessment, provide full details below.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
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<th>% Weighting</th>
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<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
</table>

7) **Revised Teaching and Learning Profile**
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
</tbody>
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Please 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.
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<th>Total Time Spent (in hours)</th>
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<tbody>
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<td>Scheduled learning and teaching</td>
<td></td>
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</tr>
<tr>
<td>Work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></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.

---

**Approval of Module Amendment**

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

<table>
<thead>
<tr>
<th>Head of supporting School / Institute</th>
<th>Head of supporting School / Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head of other School / Institute where this module is offered</th>
<th>Head of other School / Institute where this module is offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eranjan Padumadasa</td>
<td></td>
</tr>
</tbody>
</table>

Digitally signed by
Dr. Eranjan Padumadasa
Date: 2022.12.12 11:09:45 Z
Module Amendment Form (UG)

This form should be used to propose any of the following minor changes to an approved module:

- module title (requires a change in module code)
- content description
- method of teaching
- learning outcomes
- method of assessment / changes in relative assessment weightings
- availability as part of QMUL Model

This form cannot be used to change either the level or the credit value of the module.

Changes to the level or credit value of a module are considered as a new module proposal form. Some changes may also require cross-school approval.

School / Institute Education Committees will initially consider and approve module amendments. It is the responsibility of the owning School / Institute to seek approval of proposed amendments from any other School / Institute which offers the module as part of their programmes. Only after all signatures have been obtained should the form be passed on to the Academic Secretariat to be recorded and scrutinised.

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

Summary Information

<table>
<thead>
<tr>
<th>Module title: Multiple modules - see descriptor</th>
<th>Module code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value: 15</td>
<td>Level: 4/5</td>
</tr>
<tr>
<td>Is the module currently being delivered as part of the QMUL Model: Yes</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute: Other (please specify by typing in box)</td>
<td></td>
</tr>
</tbody>
</table>

Schools / Institutes which will also be involved in delivering part of the module:

- Faculty of Science and Engineering
- School of Electronic Engineering & Computer Science

Collaborating institutions involved in delivering any part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
Programme(s) of study in which the module is offered:

Bachelor of Science Digital and Technology Solutions (Software Engineering) and Bachelor of Science Digital and Technology Solutions (Data Analyst)

Module update to start from (month & year): September 2023

Module Organiser:

Please specify the component(s) to be amended:

<table>
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<tr>
<th>Module title</th>
<th>Content description</th>
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<tbody>
<tr>
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<tr>
<td>Change in syllabus</td>
<td>Change in relative assessment weightings</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>QMUL Model availability</td>
</tr>
<tr>
<td>QMUL Model Learning Outcomes</td>
<td>Other (please specify below)</td>
</tr>
</tbody>
</table>

1) Proposed amendment

Please give precise details of the proposed amendment(s) including the wording of any new title. In the case of changes to the method of assessment / relative assessment weightings for the module, the full details of the existing assessment (description, assessment type, duration, and percentage weighting) should accompany any proposed revisions.

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

All ECSXXXA modules for students undertaking classes at IOT will be changed to IOTXXXX.

There will be no changes to the module title, learning outcomes, KSBS, assessment patterns, content descriptions attendance / syllabus. This will just be a change in the module code to differentiate students undertaking their modules at the IOT campus through the Degree Apprenticeship Level 6/7 programmes.

Modules to be changed are listed below:

<table>
<thead>
<tr>
<th>Original Code</th>
<th>New Code</th>
<th>Module Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS781A</td>
<td>IOT781P</td>
<td>Cloud Computing (15 credits)</td>
</tr>
<tr>
<td>ECS728A</td>
<td>IOT728P</td>
<td>Business Technology Strategy (15 credits)</td>
</tr>
<tr>
<td>ECS7016W</td>
<td>IOT7016W</td>
<td>Project (60 credits)</td>
</tr>
<tr>
<td>ECS7014W</td>
<td>IOT7014W</td>
<td>End Point Assessment Module (0 credits)</td>
</tr>
</tbody>
</table>

2) Rationale for the proposed amendment(s)

The rationale behind this amendment is threefold:

* Firstly, the code with help to denote their campus of study within their degree apprenticeship, with only ECS modules being undertaken by year 1 and 2 students being changed at this time. Remaining code changes will be submitted in the following academic years as students continue their study solely at the IOT campus.

* Secondly, with the creation of a Faculty S+E level budget for apprenticeship modules, this will allow for ease of tracking.

* Thirdly, this will help to differentiate between modules run across the EECS school and the central FS&E Degree Apprenticeship
which will further streamline programme processes including extenuation, exam boards, etc.

3) Implications of proposed amendment(s)
Please specify how students’ programme of study might be affected and indicate whether students and/or External Examiners have been consulted on the proposed change. If so, please outline their feedback here.

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).

As no changes are being proposed to the modules and their operation this should not have any additional factors.

4) Updated Content Description
Where amendments are proposed to the content description, please provide the updated description below. Please note that descriptions should be given as continuous text i.e. no lists (70-80 words).

No content is to be updated with regards to these modules.

6) Revised Assessment Profile
Where amendments are proposed to the method of assessment, please provide full details below:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
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<th>% Weighting</th>
<th>Final element of assessment?</th>
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</tr>
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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.

**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**
Where amendments are proposed to the method of reassessment, provide full details below.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
7) Revised Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
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<tr>
<td>Total</td>
<td></td>
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Please 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.

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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.

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Approval of Module Amendment

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Page 139 of 473
<table>
<thead>
<tr>
<th>Head(s) of School / Institute</th>
<th>Eranjan Padumasada</th>
<th>Head of supporting School / Institute</th>
</tr>
</thead>
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<tr>
<td>Head of supporting School / Institute</td>
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Schools / Institutes which will also be involved in delivering part of the module:

- Faculty of Science and Engineering
- School of Physical and Chemical Sciences

Collaborating institutions involved in delivering any part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
Programme(s) of study in which the module is offered:

Bachelor of Science Digital and Technology Solutions (Data Analyst)

Module update to start from (month & year): September 2023

Module Organiser:

Please specify the component(s) to be amended:

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Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

All Apprenticeship SPA modules for students undertaking classes at IOT will be changed to DAT

There will be no changes to the module title, learning outcomes, KSBS, assessment patterns, content description attendance / syllabus. This will just be a change in the module code to differentiate students undertaking their modules at the IOT campus through the Degree Apprenticeship Level 6/7 programmes.

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<tr>
<td>SPA4701</td>
<td>DAT4701</td>
<td>Introduction to Data Programming</td>
</tr>
<tr>
<td>SPA5901</td>
<td>DAT5901</td>
<td>Data Analysis and Data Solutions</td>
</tr>
<tr>
<td>SPA5902</td>
<td>DAT5902</td>
<td>Professional Software and Career Practices</td>
</tr>
<tr>
<td>SPA4901</td>
<td>DAT4901</td>
<td>The Data Landscape</td>
</tr>
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2) Rationale for the proposed amendment(s)

The rationale behind this amendment is threefold:

* Firstly, with the creation of a Faculty S+E level budget for apprenticeship modules, this will allow for ease of tracking for the school and faculty.
* Secondly, this will help to differentiate between modules run across the SPCS school and the central FS&E Degree Apprenticeship which will further streamline programme processes including extenuation, exam boards, etc.

The code with help to denote their campus of study within their degree apprenticeship, with only IOT/DAT modules being
undertaken by year 1 and 2 students being changed at this time. Remaining code changes will be submitted in the following academic years as students continue their study solely at the IOT campus.

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</tr>
<tr>
<td>Nature of proposal(s)</td>
<td>Programme Amendment</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Owning Institute</td>
<td>IHSE</td>
</tr>
<tr>
<td>Title of Proposal(s)</td>
<td>Title PgCert Clinical Education (Degree Apprenticeship) (IFATE: ST0477 / LARS code 272 “Academic Professional”)</td>
</tr>
<tr>
<td></td>
<td>• Programme Amendment From</td>
</tr>
<tr>
<td></td>
<td>• Programme Spec</td>
</tr>
<tr>
<td></td>
<td>• Approved Non-Standard Term Dates (for reference)</td>
</tr>
<tr>
<td></td>
<td>• Module</td>
</tr>
<tr>
<td></td>
<td>o Teaching and Learning in the Clinical Context (60 Cr)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board is asked to consider and advise the amendment identified above and detailed in the accompanying documentation. Comments from the TPB DA Sub-Board have been noted on this coversheet.</td>
</tr>
<tr>
<td>Comments and potential issues identified by DGLS</td>
<td>Background</td>
</tr>
<tr>
<td></td>
<td>The Institute wishes to overhaul the current PgCert Clinical Education (DA) programme. Part of the overhaul is a correction to the term dates to align with the requirements of the apprenticeship. The programme will now start in August rather than September to align with the apprentices’ appointment with the employer. These non standard term dates are included and have been approved by EQSB at its March meeting.</td>
</tr>
<tr>
<td></td>
<td>The second amendment is to rectify weaknesses in the existing assessment regime; to both lessen assessment burden and ensure preparation for the externally assessed End Point Assessment.</td>
</tr>
<tr>
<td></td>
<td>Programme Structure</td>
</tr>
<tr>
<td></td>
<td>Currently the programme is variable mode over 12-15 months, to cater for the fact apprentices are permitted up to 3 months to submit their EPA following successful completion of teaching/training.</td>
</tr>
<tr>
<td></td>
<td>The programme mirrors the current non DA PgCert Medical Education programme, which is also the first year of the MA Medical Education programme, formerly entitled Education for Clinical Contexts):</td>
</tr>
<tr>
<td></td>
<td>Three modules – 2 x 15 credits and 1 x 30 credits – are delivered over the academic year and the assessment pattern is:</td>
</tr>
<tr>
<td></td>
<td>IHS7010 (30 credits) - 3000 wd review of teaching + 3000 wd portfolio</td>
</tr>
<tr>
<td></td>
<td>IHS7011 (15 credits) - 3000 wd essay + 500 wd coursework</td>
</tr>
<tr>
<td></td>
<td>IHS7012 (15 credits) - 4000 wd essay</td>
</tr>
<tr>
<td></td>
<td>(For context, the EPA for this standard - identified as IHS7016 in the diet as a placeholder to record the outcome of the externally assessed submission - comprises three elements of assessment:</td>
</tr>
</tbody>
</table>
1 - 7000 wd essay
2 - 1 hour teaching observation
3 - 1 hour professional conversation /viva.)

Currently, students who meet the requirements for a QM PgCert (which included condoned failure) but fail the EPA are awarded the standard PgCert Education for Clinical Context.

Proposed Amendment:
To deliver the programme by a single 60 credit module which stretches across the academic year and into the summer. The revised assessment will still be 5 elements of assessment:

Coursework 100%
1 - 3000word review of teaching (33.3%)
2 - A collection of 10 annotated teaching artefacts, 4500wds in total (33.3%)
3 - 3000 word reflective journal (33.3%)

Practical 0% - Pass/Fail
4- Education assessment interview, 500wd
5- A collection of four videos of teaching practice and accompanying session plans, 4 hours + 1500 words

The proposers have requested the use of the qualifying mark for all elements of the coursework and understands that a narrow fail in one element will mean failure overall. The zero credit assessment must be passed to pass the module.

In addition, the proposers wish to amend the title of the exit award to PgCert Teaching and Learning in the Clinical Context. This will be issued where the EPA is taken and failed or if the student decides not to undertake the EPA.

Comments from the DA Sub-Board:

1) That the two elements of the proposed assessment are themselves constituted of numerous components, which on the surface looks to be 17 items of work.

The proposer has confirmed that the 10 artefacts are submitted as one piece of work, one mark is awarded for this collection of artefacts, and this mark should meet the 50% threshold. The four teaching videos and session plans also constitute one piece of work.

2) That having a zero credit placeholder in the diet to record the EPA could impact compliance; further education/training is not permitted once students have entered gateway, in this case completion of the single 60 credit module.

The addition of the zero credit module as a placeholder in the diet is for Queen Mary to record the outcome of the EPA and to ensure the apprenticeship is not awarded unless this is completed successfully. The
programme specification has been amended to remove the semester in which the EPA is “delivered”, however QMs compliance with CIMA requires us to ensure students are fully aware of what is required to achieve our awards. It was agreed that this was an issue where Queen Mary’s legal obligation was at odds with a regulator and it was agreed that further discussion would be needed with DQT (re programme set up) and the Degree Apprenticeship Office (to ensure compliance with the regulator)

3) The use of zero weighted assessment as summative assessment was discussed and deemed appropriate to both ensure students were prepared for the EPA submission and prevented those from achieving gateway where further work was required.

Issues

1) TPB may wish to discuss the use of the qualifying mark for all assessment, including components. This would mean a narrow fail in any component, despite good marks in others, will put the student into resit.

Alice de Havillan, DGLS
a.l.dehavillan@qmul.ac.uk
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by Taught Programmes Board. For example:

- changes in core, compulsory or elective modules
- changes to programme diets

Programme titles changes must be proposed using the Programme Title Change Form. Amendments to programme durations or modes of study can not be requested via this form.

Summary Information (as previously approved)

Programme title(s): Postgraduate Certificate Clinical Education (Degree Apprenticeship)

Programme and Route code(s): PCPP-QMIHSI1 - PSCLE - X360

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate (PGCert)</td>
<td>Part-time</td>
<td>1 academic year</td>
</tr>
</tbody>
</table>

Responsible School / Institute: Barts and The London School of Medicine and Dentistry

Schools / Institutes who are also involved in teaching part of the programme: 

Details of any collaborative institution(s) involved in delivering any part of the programme:

1) What are the proposed amendments?

Please clearly and fully outline the proposed amendments to the programme and attach the updated Programme Specification. Further information regarding any module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

We would like to amend the programme structure to better align the programme with the requirements of apprenticeship programmes and to address weaknesses in the existing assessment regime. Doing this will also reduce unnecessary burden on our apprentices and create parity with our other postgraduate certificate (PG Cert in Medical Education).

The programme currently consists of three taught modules that are followed by a final, externally assessed, End Point Assessment (EPA) module. EPA is a core part of all apprenticeship programmes, which is identified as a zero credit EPA module in the diet and must be passed for QM to award the Apprenticeship. No training or teaching occurs during this...
zero credit module, it is simply a placeholder in the diet

The current diet & assessment pattern is:

IHS7010 (30 credits): 3000 word review of teaching + 3000 word portfolio based assignment
IHS7011 (15 credits): 3000 word essay + 500 word coursework
IHS7012 (15 credits): 4000 word essay

Successful achievement of the above is required to meet gateway to the externally assessed End Point Assessment:
IHS7016 (0 credits): 7000 word essay + 1 hour teaching observation + 1 hour professional conversation /viva.

IHS7010, IHS7011 and IHS7012 are taught in common with students on the PGCert in Medical Education; however, whilst, students following this other route only have to pass IHS7010, IHS7011 and IHS7012 in order to be awarded a PGCert, the students following the apprenticeship route have to complete double the assessment for the same level of award. This raises questions of parity of assessment - an issue raised at previous staff-student liaison committees.

In order to develop a programme that is more aligned to the needs of an apprenticeship, lessen the assessment burden and bring about parity, we are proposing that we remove IHS7010, IHS7011 and IHS7012 from the Clinical Education (Degree Apprenticeship) and replace these with a new 60 credit module that is specific to the apprenticeship. The new programme will consist of a new 60 credit module followed by the current zero weighted EPA module (IHS7016). The three modules that are being removed from this programme will no longer be part of the Clinical Education (Degree Apprenticeship) but will remain part of the PGCert Medical Education.

The proposed structure is:

Replace current 3 modules with a single 60 credit module called 'Teaching and Learning in the Clinical Context'. This will be taught over a calendar year - Aug-Aug - and must be passed to meet gateway. Students failing at the first attempt will go into resit to undertake resits and will be considered for gateway at the next SEB. The externally assessed EPA module will remain unchanged: IHS7016 (EPA: 0 credits): 7000 word essay + 1 hour teaching observation + 1 hour professional conversation /viva

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>PT - Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Title</strong></td>
<td><strong>Module Code</strong></td>
</tr>
<tr>
<td>Teaching and Learning for Clinical Contexts</td>
<td>IHS7010</td>
</tr>
<tr>
<td>Innovative practices and theories in clinical education</td>
<td>IHS7011</td>
</tr>
<tr>
<td>Clinical Curricula evaluations and development</td>
<td>IHS7012</td>
</tr>
<tr>
<td>Teaching and Learning in the Clinical Context</td>
<td></td>
</tr>
</tbody>
</table>

2) Proposed date of introduction: **August 2023**

3) Who does the proposed amendment apply to: **New students only**
4) Rationale
Please outline the rationale for the proposed amendment(s), and explain why it is to be applied to the cohort(s) of students listed in section 3.

We are making this suggestion for four reasons: to reduce the assessment burden, to create parity of assessment between similar programmes, to more closely align with the apprenticeship funding regulations as set out by the Education Skills Funding Agency (ESFA), and to clearly desegregate this Clinical Education (Apprenticeship) programme from our other PGCert programme.

Our apprenticeship students are busy clinicians and clinical educators. They are committed and our retention rates are high. We regularly outperform UK EPA assessment averages. We are proud of our programme but feel we can do more for our students and offer them a programme that is more focussed on the core part of their learning. All apprenticeships are built around core knowledge, skills, values and behaviours and are assessed in this way. This proposed change would offer a more robust and a more holistic learning and assessment experience. This approach to assessment would mean that we can internally assess candidates as working at Level 7 and externally assess candidates as meeting wider apprenticeship standards.

At present there is some overlap between our two PGCert programmes. This proposal will seek to help apprentices be better supported for success by creating a bespoke programme. At present they share modules and module assessments with our other PGCert programme. By making the proposed changes, there will be a clear distinction between what is studied and what is assessed across these two programmes as all learners will be following a diet of modules that is unique to their programme. This clarity of provision will also be emphasised on QM+ where with distinct modules the apprentices can be given more specific guidance on their development in line with the apprenticeship standards set out by the ESFA.

We have designed this as one taught 60 credit module followed by one externally assessed End Point Assessment module, so that the two elements of the programme are clearly articulated to the apprentices - in that they will gain academic credits for passing the 60 credit module but can only achieve the degree apprenticeship by completing the core EPA module. This two-part model nicely replicates the programme philosophy.

This modification would have no impact on our other PGCert programme, and will help form some distinction between the two similar-but-different programmes.

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

There should be a significant improvement in the professional services and academic programme management resources required to run the programme, as substantial time has been required to oversee and manage the current assessment load. This new proposal mean that we will be more resource-efficient.

6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

All students on this programme are part-time and we feel that the proposed amendment would enhance their learning and assessment experience. The emphasis of the first part of the programme will now be on learning and developing a wide range of artefacts that prove they meet the programme learning outcomes. This will help students with LDD as they will feel less pressure and there will be less of a culture of assessment driving learning - instead they will gain the opportunity to embed themselves in the programme and individualise some of their portfolio tasks. We are not able to change any aspect of EPA as this is an externally set assessment in line with funding requirements - so making changes to the taught part of the programme is our key
7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

This amendment is made based on discussion with the previous cohort's staff student consultative committee - who reported that they felt there was a high assessment load. It has been further supported by the the Associate Director for Simulation at Bart's Health Trust - who are one of the main suppliers of our apprenticeship students - the Associate Director also felt that a simplification in assessment would benefit all concerned. External examiners have also been contacted and are happy with the proposed amendment. We have also consulted colleagues at Loughborough University for guidance as they currently offer their programme along similar lines to the ones we are proposing in this amendment.

8) Provision of information to students
Please specify how the affected students will be made aware of the proposed amendment(s).

This change will not affect current students but we will change our advertised course immediately after approval, so that all future students are fully informed.

We will also inform our employer partners via email and via our regular check-in meetings.

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

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  
N/A

> Has the Programme Specification been revised to take into account the programme amendment(s)?  
Yes

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**Approval of Programme Amendment**

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Elspeth Alstead</th>
<th>Head(s) of School / Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td></td>
<td>Head(s) of supporting School / Institute</td>
</tr>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td></td>
<td>Head(s) of supporting School / Institute</td>
</tr>
</tbody>
</table>
Programme Title: Clinical Education (Degree Apprenticeship)

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: PG Cert in Clinical Education (Degree Apprenticeship)
Name of interim award(s): none
Duration of study / period of registration: Variable mode 12-15 months
Queen Mary programme code(s): PCPP-QMIHS1 - P5CLE - X360
QAA Benchmark Group: IFATE: ST0477 / LARS code 272
FHEQ Level of Award: Level 7
Programme accredited by: 
Date Programme Specification approved: 26/4/23 (by amendment)
Responsible School / Institute: Institute of Health Sciences Education

Schools / Institutes which will also be involved in teaching part of the programme:
Barts and The London School of Medicine and Dentistry

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

The programme consists of one core 60 credit module followed by one core zero-credit module; the 60 credit module will assess your academic knowledge and insight and the zero-credit module will assess your capabilities in relation to the apprenticeship standards. You will need to pass both modules to be successful. The learning delivered will provide the academic background and specialist knowledge and skills required for preparing you to be:

- a teacher, supervisor and learner who possesses insight into the nature and dynamics of teaching and learning in clinical contexts, and the important relationship between high quality education, effective team working and good patient care.
- a creative curriculum developer with a critical understanding and engagement with the professional educational and policy contexts from which curricula arise and are enacted in the clinical setting.
- an active researcher of practice in clinical settings, with the reflexive, intuitive and analytical skills to explore educational practice and the complex relationships between practice and theory.

The unique aspect of this Apprenticeship programme is that it focuses on workplace learning, allowing you to understand the complex relationships between practice and theory, through researching, leading and developing teaching and learning in their own clinical setting. The programme is aimed at dentists, doctors and other clinicians, (e.g. nurses, midwives, physiotherapists, occupational therapists) who are interested in researching and improving their own teaching practice, as well
 Programme Title: Clinical Education (Degree Apprenticeship)

This Apprenticeship is a non-integrated degree apprenticeship programme, which means that the apprenticeship is assessed and awarded through the completion of End Point Assessment. This is an externally examined part of the programme, which doesn’t include any further training/education and success will lead to the award of PGCert. Therefore, while the teaching of the programme will be aimed at academic enhancement we will also provide additional workshops on aspects of the apprenticeship that are not currently fully covered by the PG Cert curriculum, as well as asking you to keep a reflective portfolio evidencing your development as a clinical educator over the course of the programme. Taken together, these components will facilitate End Point Assessment - the process by which an apprenticeship is assessed by an external assessment organisation. Apprenticeship students will also receive workplace supervision in support of their learning.

Aims of the programme

Through engaging in this apprenticeship, you will:
- Develop a deep understanding of the nature and dynamics of teaching and learning in clinical education, and the important relationship between high quality education, effective team working and good patient care.
- Engage in a critical analysis of key educational theories and how this influences assessment theory, curriculum design, and professionalism in education.
- Develop the skills of a creative curriculum developer who possesses a critical understanding and engagement with the professional educational and policy contexts from which clinical curricula arise and are enacted in the clinical setting.
- Demonstrate an ability to be able to critique and develop their own practice as educator (including the roles of teacher, learner, and supervisor/mentor) based on self-analysis, feedback from others and deep analysis of relevant theory.
- Become an active researcher of clinical education, demonstrating the reflexive and analytical skills to explore the complex relationships between practice and theory.

What will you be expected to achieve?

Through this apprenticeship, you will have opportunity to:
- reflect critically on your practice as a clinical educator
- analyse established educational theory and apply theory to teaching, supporting learning and assessment
- design new curricula and develop existing curricula in clinical education
- examine the personal and disciplinary beliefs, values and attitudes that underpin education in your context
- maintain a reflective portfolio evidencing your development as a clinical educator over the course of the programme

Successful completion of the programme will provide the required knowledge, skills and behaviours of the Academic Professional Standard:

<table>
<thead>
<tr>
<th>Academic Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Critique current subject and pedagogic research which support the development of advanced practice in the learning environment (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td>A2</td>
<td>Examine complex information management and advanced digital literacy (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td>A3</td>
<td>Appraise the subject knowledge base and the methods for facilitating learning through engagement with it (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td>A4</td>
<td>Explore the application of a wide range of technologies and digital skills in support of teaching and learning (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td>A5</td>
<td>Analyse the methods required to develop curricula, monitor delivery and evaluate course, award and programme design (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
</tbody>
</table>
Programme Title: Clinical Education (Degree Apprenticeship)

Disciplinary Skills - able to:

B 1 Play a leading role in the development and deployment of innovative teaching and assessment techniques, to deliver HE teaching of high quality across a wide range of modules and to all levels (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)

B 2 Develop innovative HE course materials, monitor delivery and evaluate course, award and programme design (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)

B 3 Design a wide range of teaching environments to facilitate student learning and engagement (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)

B 4 Integrate subject and pedagogic research into teaching and scholarly activity to enhance teaching and support changes of practice (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)

B 5 Analyse and synthesise information and use critical thinking to share insight into their pedagogy and discipline area and improve engagement with excellence initiatives (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)

Attributes:

C 1 Develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice (see FHEQ Level 7 Descriptors)

C 2 Articulate a comprehensive understanding of techniques applicable to their own research or advanced scholarship (see FHEQ Level 7 Descriptors)

C 3 Apply originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline (see FHEQ Level 7 Descriptors)

C 4 Construct a conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses (see FHEQ Level 7 Descriptors)

How will you learn?

This programme has been designed to provide you with opportunities to inquire into and develop your practice as a clinical educator, through engaging in critical reflection and comparison of relevant educational theories and your practice and experience as a teacher and learner. From the outset of the course, you will be engaged in whole day workshop-based teaching. You will prepare for these workshops by reading set texts, and completing reflective tasks focused on your practice as a teacher and learner in your workplace setting. You will also be required to undertake 6 hours of off-the-job (OTJ) learning in the workplace. Further guidance on what constitutes OTJ will be provided in the student handbook and via the virtual learning environment (QM+).

There is one taught module and one externally assessed module.

The main teaching strategies used in workshops will be aimed at fostering learning through critical reflection on experience. These will include:

* individual reflection
* paired work, group work
* responding as critical friends to each other's talk and writing
* seminar discussion
* pre-course and inter-sessional readings
* engagement in a range of practical activities and research
* exploration of specific incidents from your own recent practice as a clinical educator and researcher of educational practice

Work-based learning, a core element of the apprenticeship programme, will be developed through:
Programme Title: Clinical Education (Degree Apprenticeship)

* delivering a range of clinical education sessions and programmes, including:
  - simulation-based education
  - clinical skills teaching
  - communication skills teaching
* supervising/mentoring a colleague in the clinical education context
* leading innovation in clinical education
* being supervised in the clinical education setting by an experienced clinical educator
* maintaining a reflective portfolio

Teaching and learning methods on the course will be underpinned by the following principles:
* commitment to democratic approaches to learning
* respect for individuals and their prior knowledge and experience
* respect for individuals as self-directed, active learners
* an exploratory approach, including to alternative perspectives
* a flexible approach to the needs and interests of students/learners/trainees
* use of students’ prior knowledge and experience as starting points for learning.

There is no further training/education required to complete the externally assessed end point assessment.

How will you be assessed?

There are two core modules:

1. Teaching and Learning in the Clinical Context
2. End Point Assessment

Assessment is used to both test the programme learning outcomes and prepare you for the externally assessed EPA.

Assessments include, but are not limited to, a review of observed teaching, annotated teaching artefacts, a reflective journal, an education assessment interview, videos of teaching practice, and scrutiny of session plans

End Point Assessment is undertaken by an external examiner assessment and will cover all of the knowledge, skills, values and behaviours set out in the Core and Specialist Teacher elements of the Academic Professional Apprenticeship (ST0477) assessment plan.

There will be opportunities for formative assessment throughout the programme, via self assessment, peer assessment and tutor assessment and a final 'Gateway' review will be undertaken to ensure that you are appropriately prepared for End Point Assessment (EPA).

Feedback on module 1 will be given three weeks after submission and will include feedforward guidance. Feedback on module 2 will be given within 25 days of the professional conversation and will include feedforward. There will be clear guidance and assessment criteria for all assignments.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Workplace learning
A significant portion of the learning that takes place on the apprenticeship will occur in the workplace, with support from workplace mentors. You will be asked to keep a reflective log of workplace learning and there will be termly tripartite meetings between you, your workplace mentor and an academic tutor to review progress against the apprenticeship standards.

The programme is delivered on a part-time basis, using full taught, face-to-face days to fit the needs of busy clinical educators. The face-to-face sessions will be supplemented by online sessions at the start and end of the programme. There is an initial online induction programme that runs from August and September. Face-to-face teaching is then delivered over the course of an academic year (October to May) after which you will move into the final phase of the programme where you have three months
Programme Title: Clinical Education (Degree Apprenticeship)

of self-directed learning (supported through one-to-one meetings with the programme team) to develop evidence of the quality of your planning and teaching.

Successful completion of the 60 credit module will enable you to meet gateway, and you will then have a three month window to undertake EPA, this is self directed and doesn't include any further education/training.

The structure of the programme will be as follows:
- Induction programme (online over 7 weeks)
- Teaching and Learning in the Clinical Context (16 teaching days across Semester 1-3)
- Individual/supervised on planning, undertaking and evidencing teaching (3 months)
- EPA Assessment (3 months)

<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>Teaching and Learning in the Clinical Context</td>
<td></td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1-3</td>
</tr>
<tr>
<td>End Point Assessment</td>
<td>IHS7016</td>
<td>0</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

What are the entry requirements?

ESFA Funding rules require apprentices to achieve level 2 English and Maths qualifications (grade A-C) by the end of their programme. NARIC equivalency is accepted for international qualifications. Where proof of achievement cannot be demonstrated, a functional skills test will be required to be sat and passed for admission to the programme. Applicants will also be required to complete a Skills Scan which highlights any prior learning and also sets out how each aspect of the on-programme learning will be applied in the workplace context. This Skills Scan document must be approved by both the academic programme lead and Apprenticeship Manager for the applicant to successfully enrol on programme. Candidates would normally have a medical/health professional qualification from an approved higher education institution and normally have at least one year of experience in clinical practice to enroll on the programme. At a minimum applicants will normally have a medical/health professional undergraduate degree equivalent to UK second-class honours from a recognised academic institution.

Entry level guidelines for English Language: a minimum IELTS score of 7.0 is required for this programme.

Applicants will also have at least one year of experience in practice as a clinical educator to enrol on the programme. This need not be a dedicated educational role, and can include experience teaching in the clinical context.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Institute operates an Annual Programme Review (APR) of taught undergraduate and postgraduate provision. The 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 Action Plan which is the summary of the institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered as part of this process through analysis of the Postgraduate Taught Experience Survey (PTES) and module evaluations.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the Institute and its students. The committee consists of student representatives from each programme in the Institute together with appropriate representation from staff within the Institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.
Programme Title: Clinical Education (Degree Apprenticeship)

The Faculty of Medicine and Dentistry operates a Learning and Teaching Committee, which advises all Institutes on matters relating to the delivery of taught programmes at institute level including monitoring the application of relevant QM policies and reviewing all proposed PGT academic developments. Student views are incorporated in the committee’s work in a number of ways including student membership.

Feedback from the examiner, Advance HE, is provided in regular written report and in regular meetings. This allows for full scrutiny of the assessment and feedback process.

What academic support is available?

- All students will meet the programme leaders at the start of the programme. They will be advised to seek ongoing support from module leads during the programme, but can also meet with the programme leads if they need additional support or advice, at any point in the programme.
- Module leaders will offer students optional tutorial support for the completion of course assignments.
- The employer (the Trust) will provide supervision in the workplace-learning environment.
- QM plus will be used to support the teaching through access to compulsory and additional course materials.
- As QMUL students, participants in this programme will have access to the three libraries and electronic library resources, e-books and journals, with librarians who provide information skills tuition.

- Students have access to QMUL student support services, e.g.
  o Learning Development and study skills
  o Disability and Dyslexia services
  o Counselling services

Programme-specific rules and facts

Students must take and pass the 60 credit module to progress to the End Point Assessment.

Students are required to pass both the 60 credit module and End Point Assessment (externally assessed) to achieve the intended award.

Students who fail the EPA may be eligible for and exit award of a PgCert Teaching and Learning in the Clinical Context.

How inclusive is the programme for all students, including those with disabilities?

Programme Level:

Regular programme leadership meetings are held in addition to the annual curriculum review, which consider both general accessibility and inclusivity issues as well as specific issues raised by individual students, student groups or members of staff. Reading lists form part of this review to ensure that content is available in an accessible format.

The Programme utilises a hybrid approach in which reading material and other learning resources (e.g. video clips) are made available beforehand allowing students time to engage with the resources. Classroom time is then focused on discussing, presenting, troubleshooting, and engaging in a range of artistic and other creative activities to explore a range of educational concepts and their application to clinical education contexts. We believe that the variety of approaches offers students with a diverse range of backgrounds, abilities, personalities and preferences to engage effectively and critically with the material. We also discuss, and encourage debate about, inclusivity issues within clinical education, such as the extent to which postgraduate training curricula are gendered or are blind to (and therefore perpetuate) issues that affect particular individuals or groups.

Feedback is provided in a range of formats and modalities, and students are encouraged to request feedback on up to three specific areas of their learning, which will allow the creation of a dialogical approach, with the student being the driver of the conversation.

Institutional Level:
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 conditions

Links with employers, placement opportunities and transferable skills

The apprenticeship requires apprentices to be in contracted employment. In this case, the apprenticeships will be employed at their Trust.

Programme Specification Approval

| Person completing Programme Specification: | Dr. Erik Blair |
| Person responsible for management of programme: | Dr. Erik Blair |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 8 Feb 2023 |
| Date Programme Specification approved by Taught Programmes Board: | 26/4/23 (by amendment) |
### PgCert Clinical Education (Degree Apprenticeship) Term dates 2023/24 to 2027/28

<table>
<thead>
<tr>
<th></th>
<th>2023/24</th>
<th>2024/25</th>
<th>2025/26</th>
<th>2026/27</th>
<th>2027/28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start date</strong></td>
<td>1st August 2023</td>
<td>1st August 2024</td>
<td>1st August 2025</td>
<td>1st August 2026</td>
<td>1st August 2027</td>
</tr>
<tr>
<td><strong>Easter Break</strong></td>
<td>13 Apr – 2 May</td>
<td>16 Apr – 8 May</td>
<td>18 Apr – 7 May</td>
<td>17 Apr – 6 May</td>
<td>TBC</td>
</tr>
<tr>
<td><strong>End date (12 mth min)</strong></td>
<td>1st August 2024</td>
<td>1st August 2025</td>
<td>1st August 2026</td>
<td>1st August 2027</td>
<td>1st August 2028</td>
</tr>
<tr>
<td><strong>SEB</strong></td>
<td>August 2024</td>
<td>August 2025</td>
<td>August 2026</td>
<td>August 2027</td>
<td>August 2028</td>
</tr>
<tr>
<td><strong>End date (15 mth, max)</strong></td>
<td>1 November 2024</td>
<td>1 November 2025</td>
<td>1 November 2026</td>
<td>1 November 2027</td>
<td>1 November 2028</td>
</tr>
<tr>
<td><strong>SEB</strong></td>
<td>13 December 2024</td>
<td>December 2025</td>
<td>December 2026</td>
<td>December 2027</td>
<td>December 2028</td>
</tr>
</tbody>
</table>

### Proposed structure of 2023/24 academic year (illustrative purposes only)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid July 2023</td>
<td>Confirmation and ATR</td>
<td>Transfers “applicant” to “student records” Standard enrolment processes</td>
</tr>
<tr>
<td>1 August 2023</td>
<td>Programme Start</td>
<td>Includes required skills scan, induction and preparatory training.</td>
</tr>
<tr>
<td>12 Sept 2023</td>
<td>Deadline for students to complete enrolment.</td>
<td>This is the 6-week cut-off date, after which any withdrawals from the DA programme will affect statutory returns</td>
</tr>
<tr>
<td>18 December 2023 – 22 January 2024</td>
<td>Christmas Break</td>
<td>Standard Queen Mary Calendar</td>
</tr>
<tr>
<td>12 April 2024 – 29 April 2024</td>
<td>Easter Break</td>
<td>Standard Queen Mary Calendar</td>
</tr>
<tr>
<td>2 August 2024</td>
<td>Programme end date (12 months, min)</td>
<td>Successful completion of the PgC is required to meet gateway for submission of the EPA</td>
</tr>
<tr>
<td>9 August 2024</td>
<td>IHSE Sub-SEB to consider module results.</td>
<td>Standard PGT SEB window</td>
</tr>
<tr>
<td>Sept Oct 2024</td>
<td>IHSE SEB</td>
<td>To recommend DA awards for those Apprentices able to submit EPAs in August</td>
</tr>
<tr>
<td>7 October 2024</td>
<td>FMD PGT DEB</td>
<td>To approve award. Students attends December graduation</td>
</tr>
<tr>
<td>1 November 2024</td>
<td>Programme end date (15 month, max)</td>
<td></td>
</tr>
<tr>
<td>13 December 2024</td>
<td>IHSE Sub-Board</td>
<td>This Sub-Board already meets to consider the progression/award of the 2 year, January start MSc Physician Associate programme. (Students on this programme must pass all modules to progress to year 2 of the programme).</td>
</tr>
<tr>
<td>Feb/Mar</td>
<td>IHSE SEB</td>
<td>Standard PGT S/DEB windows</td>
</tr>
<tr>
<td>March 2024</td>
<td>FMD PGT DEB</td>
<td>These Boards can confirm awards of resitting students.</td>
</tr>
<tr>
<td>June 2024</td>
<td>IHSE SEB</td>
<td></td>
</tr>
<tr>
<td>July 2024</td>
<td>FMD PGT DEB</td>
<td></td>
</tr>
</tbody>
</table>

Reviewed and Approved at Education Quality and Standards Board, 29 March 2023
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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

### Section 1 - Summary Information

| Module title: | Teaching and Learning in the Clinical Context | Module code: |
| Credit value: | 60 | Level: 7 | Module type: LSR | Scheme: Taught Postgraduate |
| Start date: | September 2023 |
| Proposed HECoS Code: | 100461 higher education |

Further details on HECoS codes can be found [here](#).

**Responsible School / Institute:** Institute of Health Sciences Education

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Medicine and Dentistry</td>
<td>X</td>
</tr>
</tbody>
</table>

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: IHSE</td>
<td>SMD: IHSE PGT</td>
</tr>
</tbody>
</table>
### Module Rationale

Please 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 new module is proposed to replace three current modules, as the current structure is not best aligned to the specific needs of the apprenticeship. Because of the need for apprentices to complete various tracking documents and build evidence of meeting standards, the current programme is assessment heavy. This new module will uphold all the current Level 7 aspects of the modules that it will replace but will reduce the overall assessment burden which is high compared to our non-apprenticeship PGCert. This module will also add one element that is missing from the current module - teaching videos. These are added to emphasis the practical aspects of the apprenticeship programme.

This change will ensure we are compliant with the funding regulations, will enhance parity with our other PGCert, and will offer a clear distinction between the apprenticeship and our other PGCert.

The module will be a core, compulsory module of 60 credits.

The module will include the following assignments:
1. Review of observed teaching (3000 words)
2. A collection of 10 annotated teaching artefacts (equiv. 4500 words)
3. Reflective journal (3000 words)
4. Education assessment interview (500 words)
5. A collection of four videos of teaching practice + accompanying session plans

Assignments 1, 2 and 3 will be used to calculate the overall student grade.
Assignments 4 and 5 are core pass/fail assignments that allow the student to show a more personalised perspective on their wider development.

On completion of this module, and after meeting wider Apprenticeship requirements, apprentices will be put forward for End Point Assessment (externally assessed element)

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Students will need access to an e-portfolio in order to record evidence of their learning over the course of the apprenticeship. This will be provided by QMUL however it will need to be set up to our specific course requirements. This will be undertaken by the lead tutors in consultation with the EPA organisation. The eportfolio is provided by QMUL’s central Apprenticeship Office, managed locally, with oversight from the central team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

---

### Approval of New Module Proposal
The signature of the Head(s) of School(s) / Institute(s) 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

Elspeth Alstead

Digitally signed by Elspeth Alstead
Date: 2023.04.05 15:57:28 +01'00'

Head(s) of supporting School / Institute

Head(s) of supporting School / Institute

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

Module title: Teaching and Learning in the Clinical Context
Module code: 

Credit value: 60  Level: 7  Mode of Delivery: On Campus  Semester: Semester 1 - 3

Module Organiser: Dr Erik Blair

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

1) Content Description
Please 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 key aspects of clinical education. These include planning, teaching, assessing and giving feedback. The module will also cover wider areas of clinical education such as motivation, interaction, mentoring and supervision. All these topics will be learned alongside key educational theories and they will be examined through an analysis of relevant literature.

Topics covered include:
- Reflective Practice
- Session Planning
- Learning Theories
- Observation of Teaching
- Evaluation of Teaching
- Supervision and Mentoring
- Signature Pedagogies
- Individual Pedagogies
- Individual Learning
- Liminal Spaces
- Assessment and Feedback

You will be given the chance to plan and undertake teaching events and use observation feedback as a reflective tool; you will also have the chance to explore the resources that support successful teaching, and look at how these can be differentiated to meet the needs of specific learners.

The module will allow you to relate what you do in your clinical teaching to wider concepts, and will encourage you to enhance your teaching through reflective practice.

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

The aim of this module is to ensure that every apprentice is able to examine the theoretical underpinning of clinical education and apply this to their own teaching events in the workplace. Further, the module aims to ensure every apprentice will be equipped to meet the requirements for ‘Gateway’ (at which point their mentor will sign off to say that they are fully ready for End Point Assessment where they will be examined to see if they can evidence their development against all of the apprenticeship descriptors).
3) Learning Outcomes

Please 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><strong>A1</strong></td>
<td>Critique current subject and pedagogic research which support the development of advanced practice in the learning environment (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Examine and apply complex information management and advanced digital literacy (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>Appraise the subject knowledge base and the methods for facilitating learning through engagement with it (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>Explore the application of a wide range of technologies and digital skills in support of teaching and learning (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
<tr>
<td><strong>A5</strong></td>
<td>Analyse the methods required to develop curricula, monitor delivery and evaluate course, award and programme design (see IFATE APA Level 7 Standards for Teaching Specialist: Knowledge)</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Play a leading role in the development and deployment of innovative teaching and assessment techniques, to deliver HE teaching of high quality across a wide range of modules and to all levels (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Develop innovative HE course materials, monitor delivery and evaluate course, award and programme design (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Design a wide range of teaching environments to facilitate student learning and engagement (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>Integrate subject and pedagogic research into teaching and scholarly activity to enhance teaching and support changes of practice (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)</td>
</tr>
<tr>
<td><strong>B5</strong></td>
<td>Analyse and synthesise information and use critical thinking to share insight into their pedagogy and discipline area and improve engagement with excellence initiatives (see IFATE APA Level 7 Standards for Teaching Specialist: Skills)</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice (see FHEQ Level 7 Descriptors)</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Articulate a comprehensive understanding of techniques applicable to their own research or advanced scholarship (see FHEQ Level 7 Descriptors)</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>Apply originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline (see FHEQ Level 7 Descriptors)</td>
</tr>
<tr>
<td><strong>C4</strong></td>
<td>Construct a conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses (see FHEQ Level 7 Descriptors)</td>
</tr>
</tbody>
</table>
4) Reading List
Please 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.


Lingard, L. (2009) What we see and don’t see when we look at ‘competence’: notes on a god term, Advances in Health Sciences Education, 14(5), pp. 625–628.


5) 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.
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>Time Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug- Sept</td>
<td>Online introductory sessions (lecture, seminar and workshop 42 hours)</td>
</tr>
<tr>
<td></td>
<td>Oct-Dec: Face-to-face teaching (lecture, seminar and workshop 42 hours) + workplace-based learning (42 hours)</td>
</tr>
<tr>
<td></td>
<td>Christmas Break (standard dates)</td>
</tr>
<tr>
<td>Jan – April</td>
<td>Face-to-face teaching (lecture, seminar and workshop 42 hours) + workplace-based learning (42 hours)</td>
</tr>
<tr>
<td></td>
<td>Easter Break (standard dates)</td>
</tr>
<tr>
<td>May</td>
<td>Face-to-face teaching (lecture, seminar and workshop 12 hours) + workplace-based learning (12 hours)</td>
</tr>
<tr>
<td>June</td>
<td>Online briefing sessions (lecture and seminar 8 hours)</td>
</tr>
<tr>
<td>June -July</td>
<td>Supervised one-to-one portfolio development (supervision 40 hours)</td>
</tr>
<tr>
<td></td>
<td>End date (12 mth min): August</td>
</tr>
<tr>
<td></td>
<td>SEB: August</td>
</tr>
<tr>
<td></td>
<td>End date (15 mth, max): November</td>
</tr>
<tr>
<td></td>
<td>SEB : December</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>Time Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>414</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>Time Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

6) **Assessment Profile**

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description of Assessment</td>
<td>Assessment Type</td>
<td>Duration / Length</td>
<td>% Weighting</td>
<td>Final element of assessment?</td>
<td>Qualifying Mark for Individual Assessment</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>-------------</td>
<td>------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Review of observed teaching</td>
<td>Coursework (CWK)</td>
<td>3000 words</td>
<td>33.33</td>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>A collection of 10 annotated teaching artefacts</td>
<td>Coursework (CWK)</td>
<td>4500 words</td>
<td>33.33</td>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Reflective journal</td>
<td>Coursework (CWK)</td>
<td>3000 words</td>
<td>33.33</td>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Education assessment interview</td>
<td>Practical (PRA)</td>
<td>500 words</td>
<td>0</td>
<td>No</td>
<td>Pass</td>
</tr>
<tr>
<td>5</td>
<td>A collection of Four videos of teaching practice + accompanying session plans</td>
<td>Practical (PRA)</td>
<td>4hrs approx. + 1500 words</td>
<td>0</td>
<td>Yes</td>
<td>Pass</td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**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**
Please 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)

**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)'.

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<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment : Introduction of Programme-Level Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Schools / Institutes</td>
<td>School of History</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | History UG Programmes:  
BA History / with a Year Abroad  
BA History and Politics / with a Year Abroad  
BA History and International Relations / with a Year Abroad  
BA Modern and Contemporary History / with a Year Abroad  
BA English and History / with a Year Abroad  
BA Drama and History / with a Year Abroad |
| • Programme Amendment Form  
• Programme-Level Level Assessment Presentation  
• Programme Learning Outcomes mapping to modules /curriculum  
• Programme Specifications  
• Modules  
  o Please see Page 4&5 of this coversheet for a list of modules and their assessment patterns |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the programme amendments 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 Governance and Legal Services | Background  
The School of History with to introduce Programme-Level Assessment (PLA) in their Undergraduate (UG) programmes which means that some learning outcomes will be assessed at programme-level rather than separately through assessment on each module. This has the benefit of reducing the overall amount of assessment, especially by essays, and the bunching of assessments at the end of modules. Simultaneously, the structure of the assessment pattern means that an additional assessment point for students to receive feedback will be created.  
Programme Structure  
For full details of the programme structures, please see the programme specifications. |
There are some 5-credit modules included in the Level 6 diet for some of the Joint Honours programmes namely History & Politics; History & IR; and English & History PSs. This is due to a quirk in the calculation of credits as there is a mismatch between credit values used in the Schools. The School have been asked to clarify how these will work and consider if there is an alternative solution.

**Programme Management**
History is the home School for the majority of the programmes. BA English and History and BA Drama and History including the Year Abroad variants belong to the School of English and Drama. The Programme Amendment Form has been signed by all of the affected Schools.

**Programme Regulations and Progression**
Standard regulations and progression apply to these programmes.

**Admission/Entry Requirements**
There are no changes to the Entry criteria as part of this amendment.

**External Adviser Comments**
Positive comments from the External Examiner are provided on the Programme Amendment Form.

**Modules**
New modules have been supplied for all of Level 4 including those that are content-specific and the History Essay modules. The School will need to submit to TPB the Level 5 and 6 modules at a later date.

Please see the table on page 4&5 of this coversheet for a list of the new modules and a summary of the assessment patterns.

TPB are asked to consider the following idiosyncrasies in the module proposals:
- HST4331 Europe in a Global Context since 1800 is assessed by a 100% Group Presentation
- HST4430 History in Practice and the History Essay modules have no Learning Outcomes written under academic content
- Learning Outcomes have been duplicated verbatim across a number of Programme Specifications and Module Proposals. The
School have said that this is to show better alignment between PLOs and MLOs.

*Issues*
DGLS would like TPB to discuss the following:
- The use of 5-credit modules in Level 6
- The idiosyncrasies in the modules as listed above

To note that TPB will need to receive the Level 5 and Level 6 Module proposal Forms at a later point.

*Alison Dawn*
[a.dawn@qmul.ac.uk](mailto:a.dawn@qmul.ac.uk)
<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit Value</th>
<th>Status</th>
<th>Assessment Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST4130</td>
<td>Europe 1000-1500: The Middle Ages and their Legacy</td>
<td>10 credits</td>
<td>Elective</td>
<td>Source Analysis 1500 words</td>
</tr>
<tr>
<td>HST4130B</td>
<td>Europe 1000-1500: The Middle Ages and their Legacy</td>
<td>15 credits</td>
<td>Associates module</td>
<td>Source Analysis 1500 words 50% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4332</td>
<td>Building the American Nation: 1776-1896</td>
<td>10 credits</td>
<td>Elective</td>
<td>Learning Log 1500 words 100%</td>
</tr>
<tr>
<td>HST4332B</td>
<td>Building the American Nation: 1776-1896</td>
<td>15 credits</td>
<td>Associates module</td>
<td>Learning Log 1500 words 50% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4431</td>
<td>Global Encounters: Conquest and Culture in World History</td>
<td>10 credits</td>
<td>Compulsory for SH</td>
<td>Learning Log 1500 words 90% Seminar Participation 10%</td>
</tr>
<tr>
<td>HST4431A</td>
<td>Global Encounters: Conquest and Culture in World History</td>
<td>15 credits</td>
<td>Associates module</td>
<td>Learning Log 1500 words 40% Seminar Participation 10%</td>
</tr>
<tr>
<td>HST4331</td>
<td>Europe in a Global Context since 1800</td>
<td>10 credits</td>
<td>Elective</td>
<td>Group presentation 100%</td>
</tr>
<tr>
<td>HST4331B</td>
<td>Europe in a Global Context since 1800</td>
<td>15 credits</td>
<td>Associates module</td>
<td>Group presentation 50% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4432</td>
<td>The Foundations of Modern Thought: Introduction to Intellectual History</td>
<td>10 credits</td>
<td>Elective</td>
<td>Source Analysis 1500 words 100%</td>
</tr>
<tr>
<td>HST4432B</td>
<td>The Foundations of Modern Thought: Introduction to Intellectual History</td>
<td>15 credits</td>
<td>Associates module</td>
<td>Source Analysis 1500 words 50% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4430</td>
<td>History in Practice</td>
<td>10 credits</td>
<td>Compulsory for SH and JH</td>
<td>Personal Development Plan 10% Annotated Bibliography 1000 words 50% Seminar Participation 10% Group Presentation 30%</td>
</tr>
<tr>
<td>HST4430A</td>
<td>History in Practice</td>
<td>15 credits</td>
<td>Associates module</td>
<td>Personal Development Plan 10%</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Type</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HST4333</td>
<td>Screening History: Representing the Past in the Contemporary Historical Film</td>
<td>10</td>
<td>Elective</td>
<td>Source Analysis 1500 words 100%</td>
</tr>
<tr>
<td>HST4333B</td>
<td>Screening History: Representing the Past in the Contemporary Historical Film</td>
<td>15</td>
<td>Associates module</td>
<td>Source Analysis 1500 words 50% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4330</td>
<td>Unravelling Britain: British History since 1801</td>
<td>10</td>
<td>Elective</td>
<td>Source Analysis 1500 words 90% Seminar Participation 10%</td>
</tr>
<tr>
<td>HST4330A</td>
<td>Unravelling Britain: British History since 1801</td>
<td>15</td>
<td>Associates module</td>
<td>Source Analysis 1500 words 40% Seminar Participation 10% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4230</td>
<td>Reformation to Revolution: Europe and the World 1500-1800</td>
<td>10</td>
<td>Elective</td>
<td>Source Analysis 1500 words 100%</td>
</tr>
<tr>
<td>HST4230B</td>
<td>Reformation to Revolution: Europe and the World 1500-1800</td>
<td>15</td>
<td>Associates module</td>
<td>Source Analysis 1500 words 50% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4434</td>
<td>Controversies of Science and Technology in the Making of the Modern World</td>
<td>10</td>
<td>Elective</td>
<td>Blog Post 1500 words 100%</td>
</tr>
<tr>
<td>HST4434B</td>
<td>Controversies of Science and Technology in the Making of the Modern World</td>
<td>15</td>
<td>Associates module</td>
<td>Blog Post 1500 words 100% Essay 2000 words 50%</td>
</tr>
<tr>
<td>HST4001</td>
<td>History Essay 1</td>
<td>15</td>
<td>Compulsory for SH</td>
<td>Essay 2000 words 100%</td>
</tr>
<tr>
<td>HST4002</td>
<td>History Essay 2</td>
<td>15</td>
<td>Compulsory for SH</td>
<td>Essay 2000 words 100%</td>
</tr>
<tr>
<td>HST4003</td>
<td>History Essay 3</td>
<td>15</td>
<td>Compulsory for SH</td>
<td>Essay 2000 words 100%</td>
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<tr>
<td>HST4004</td>
<td>History Essay 4</td>
<td>15</td>
<td>Compulsory for SH</td>
<td>Essay 2000 words 100%</td>
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<td>10</td>
<td>Compulsory for JH</td>
<td>Essay 2000 words 100%</td>
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<td>History Essay 2</td>
<td>10</td>
<td>Compulsory for JH</td>
<td>Essay 2000 words 100%</td>
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</tbody>
</table>
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by Taught Programmes Board. For example:

- changes in core, compulsory or elective modules
- changes to programme diets

Programme titles changes must be proposed using the Programme Title Change Form. Amendments to programme durations or modes of study can not be requested via this form.

Hovering over the blank boxes with your cursor will display further guidance.

Summary Information (as previously approved)

Programme title(s): BA History / BA History with Year Abroad / BA Modern and Contemporary History / BA Modern and Contemporary History with Year Abroad / BA Cultural History / BA Cultural History with Year Abroad / BA English and History / BA English and History with Year Abroad / BA Drama and History / BA Drama and History with Year Abroad / BA History and Politics / BA History and Politics with Year Abroad / BA History and International Relations / BA History and International Relations with Year Abroad

Programme and Route code(s): UBAF-QMHIST1 USHST / UBAF-QMHISD1 USHSF / UBAF-QMHIST1 USMCH / UBAF-QMHISD1 USMCF / UBAF-QMHIST1 USCHS / UBAF-QMHISD1 USCHF / UBAF-QMENSH1 UJESHHST / UBAF-QMENSF1 UJESFHSF / UBAF-QMDRAM1 UJDRMHST / UBAF-QMDRAF1 UJDRFHSF / UBAF-QMHIST1 UJHSTPOL / UBAF-QMHISD1 UJHSTPFOF / UBAF-QMHIST1 UJHSTINR / UBAF-QMHISD1 UJHSFINA

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>Full-time</td>
<td>3 academic years</td>
</tr>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>Full-time</td>
<td>4 academic years</td>
</tr>
</tbody>
</table>

Responsible School / Institute: School of History

Schools / Institutes who are also involved in teaching part of the programme:

- School of English & Drama
- School of Politics
Details of any collaborative institution(s) involved in delivering any part of the programme:

1) What are the proposed amendments?
Please clearly and fully outline the proposed amendments to the programme and attach the updated Programme Specification. Further information regarding any module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

The major proposed amendment to History's single and joint programmes is the introduction of programme level assessment in History. This involves substantial modification to the structure of our single and joint degree programmes, with the addition of new compulsory assessment modules and changes to the credit value of our existing modules (which requires their reapproval as "new" modules). These changes are detailed in the accompanying Programme Specification forms, and the rationale for them is provided below. Accompanying MPFs are also submitted for Level 4 modules; those for Level 5 and Level 6 modules will follow at a later date. (Level 5 modules will not be taught until 2025-26 and Level 6 modules until 2026-27).

We have also taken this opportunity to make minor amendments to the text of other sections of the Programme Specification forms to ensure these remain up to date. For example, we have updated the text of our programme learning outcomes to match the wording in QAA's most recent History Subject Benchmark Statement and ensure alignment with QMUL’s Graduate Attributes. These minor amendments don't involve any substantive change to what we currently do in History, rather they ensure that the Programme Specification accurately reflects that existing provision.

2) Proposed date of introduction: September 2024

3) Who does the proposed amendment apply to: New students only

4) Rationale
Please outline the rationale for the proposed amendment(s), and explain why it is to be applied to the cohort(s) of students listed in section 3.

Programme Level Assessment means assessing (some) learning outcomes at programme level rather than separately through assessment on each module. In History, we propose to do this through a sequence of essays. Essays will still be based on teaching within modules, students will receive additional support outside modules (essay clinics, writing
workshops, peer review), and the essays will be spaced so that students receive feedback on one essay in sufficient time to apply it to the writing of the next essay. Students will choose which modules to write programme level assessment essays for, but will also continue to complete at least one piece of modular assessment on every one of their modules, and these will involve a variety of non-essay based assessment methods.

We expect the benefits of programme level assessment to be:
- A reduction in the amount of assessment on our programmes by c.25%, and yet…
- An increase in the number of usable feedback points (by spacing essays throughout the year),
- The maintenance of current "content" classroom hours for modules, plus…
- An increase in "skills" support for assessments.
- A reduction in the (over)use of the essay method of assessment by c.33%, and…
- The preservation of a variety in other methods of assessment (currently 28 in History)
- Better use of QM’s academic calendar, particularly Exam Periods, to maintain student engagement throughout the year, combined with...
- A reduction in the marking burden for staff, and spreading that burden more evenly throughout the year.

Programme Level Assessment will be introduced on a rolling basis, so that it only applies to new students; it is too substantial an amendment to apply to existing students. It will first be applied to Year One from September 2024, then Years One and Two from September 2025, then Years One, Two and Final Year from September 2026. On the advice of DGLS, students on the four-year Year Abroad degrees who are admitted in September 2023 will follow the old programme in Years One and Two and then be given a choice: EITHER take a Year Abroad, and on their return in September 2026 following the Programme Level Assessment curriculum for their Final Year; OR don't take a Year Abroad, and remain on the old programme for their Final Year in September 2025. Students who interrupt or resit-out-of-attendance will also be informed where this will involve them switching to the Programme Level Assessment curriculum on their return to campus learning, so they can make an informed decision.

5) Resource implications of proposed amendment(s)

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

No additional resources are required for the proposed amendment - in fact it will make better use of existing resources, as per the benefits set out in Section 4.

6) Anticipated practical implications of proposed amendment(s)

Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

The pedagogical benefits of programme level assessment have been documented (and endorsed by the University). In particular, it will reduce the assessment burden on students while increasing their access to timely and helpful feedback. These benefits will be of especial value to students with disabilities and those who are neurodiverse. The preservation of a variety of assessment methods is also particularly important for these groups (in fact, because of the overall reduction in assessment, this reform will actually decrease rather than increase the use of essays as a proportion of assessment methods in the School).

We do not have part-time UG students in History.

7) External Examiner(s) and student consultation

Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

Programme level assessment has been developed in response to persistent student complains about too much, and too concentrated, assessment and at the same time too little "timely" and "helpful" feedback (see NSS, Module Evaluation Scheme). Our proposal for solving these problems has been shared with, commented on, and approved by, our Staff-Student Consultative
Committee, and also our Education Committee which includes student representatives.

We have also consulted one of our external examiners, who comments that these are "a very cogent set of proposed reforms" and "echo a great deal of the thinking at [his institution] on managing gluts in assessment and marking across the year."

8) Provision of information to students
Please specify how the affected students will be made aware of the proposed amendment(s).

Applicants for the September 2024 intake will be informed about the proposed amendment of our programmes through the admissions process. On the advice of DGLS, students on the four-year Year Abroad degrees who are admitted in September 2023 will be informed about the consequence of choosing to take a Year Abroad (switching to the Programme Level Assessment curriculum in their Final Year) during their Year Two, and given a chance to switch to a three year programme without Programme Level Assessment. Likewise students wishing to interrupt or resit-out-of-attendance will be informed of the consequences at the point at which they need to make this decision.

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

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? [Yes]

> Has the Programme Specification been revised to take into account the programme amendment(s)? [Yes]

Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Michael McKinnie</th>
<th>Digitally signed by Michael McKinnie Date: 2023.03.14 11:32:10 Z</th>
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<tr>
<td>Head(s) of supporting School / Institute</td>
<td>Scott McCracken</td>
<td>Digitally signed by Scott McCracken Date: 2023.03.15 13:31:59 Z</td>
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<td>Head(s) of supporting School / Institute</td>
<td>Professor David Williams</td>
<td>Digitally signed by Professor David Williams Date: 2023.03.16 13:15:04 Z</td>
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<tr>
<td>Head(s) of School / Institute</td>
<td>Dan Todman</td>
<td>Digitally signed by Dan Todman Date: 2023.03.16 13:56:49 Z</td>
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Programme Level Assessment in History
Problems

• Student perspective
  • Too much, and too concentrated, assessment (inc. no. of extension requests & resits), yet counter-intuitively also...
  • Too little “timely” and “helpful” feedback (NSS, module evaluations)

• Staff perspective
  • Too much marking
  • Decreasing student engagement
Solution: Programme Level Assessment

• PLA means assessing (some) learning outcomes at programme level rather than separately through assessment on each module

• In History, we propose to do this through a sequence of essays

• Essays will be based on teaching within modules, and students will receive additional support outside modules (essay clinics, writing workshops, peer review)

• Students will choose which modules to write essays for (rather than currently writing an essay on almost every module)
PLA deadlines

• L4: 4x 2k essays (mid-Autumn, Jan Exam Period, mid-Spring, May Exam Period)
• L5: 3x 2.5k essays (mid-A, JEP, MEP), 3.5k History Research Project (Spr wk13)
• L6: 2x 3k essays (JEP, Spr wk13), 10k Dissertation (May)

• Essay deadlines spaced so students receive feedback before writing the next
What PLA means for teachers

• You will teach the same lectures and seminars
• You will continue to set a piece of modular assessment (1.5k, variety)
• You will continue to set essay questions for your module

What changes?

• Degree credit structure (Special Subject/dissertation comparison)
• You’ll mark fewer, better quality essays
• Your marking load will spread more evenly
- All students on each module complete 1.5k assessment (e.g. Source Analysis, Learning Log)
- All 1st yr students complete Essay 1 on one L4 module and Essay 2 on another L4 module
- So on any one module, one third of students submit Essay 1, one third of students submit Essay 2, and one third of students do not submit an Essay

<table>
<thead>
<tr>
<th>EXAMPLE: 1st Year, Autumn</th>
<th>Wks 1-6</th>
<th>Reading Week</th>
<th>Wks 8-12</th>
<th>Jan Exam Period</th>
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<tbody>
<tr>
<td>History in Practice</td>
<td>2hr seminars</td>
<td></td>
<td>2hr seminars Module assessment</td>
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</tr>
<tr>
<td>Unravelling Britain</td>
<td>Lectures &amp; seminars</td>
<td>Essay 1</td>
<td>Lectures &amp; seminars Module assessment</td>
<td>Essay 2</td>
</tr>
<tr>
<td>Global Encounters</td>
<td>Lectures &amp; seminars</td>
<td></td>
<td>Lectures &amp; seminars Module assessment</td>
<td></td>
</tr>
</tbody>
</table>
Benefits of PLA

• Reduce amount of assessment (90k to 67k words), and yet...
• Increase in number of usable feedback points
• Maintenance of current “content” classroom hours for modules, plus...
• Increase in “skills” support for assessments
• Reduce (over)use of Essay assessment (c.17 to 11), and...
• Preserve variety in other methods of assessment (currently 28 in History)
• Better use of QM’s academic calendar, particularly Exam Periods, to maintain student engagement throughout the year, plus...
• Marking burden for staff reduced and spread throughout the year
## First Year

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Jan Exam Period</th>
<th>Spring</th>
<th>May Exam Period</th>
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<td>x3 module essay clinics</td>
<td>x3 modules</td>
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<td>Peer review sessions</td>
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<td><strong>Assessment</strong></td>
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<td>2k essay mid-Jan</td>
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<td>2k essay mid-May</td>
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<tr>
<td></td>
<td>1.5k assessment x3</td>
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<td>1.5k assessment x3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>modules wks 9-13</td>
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<td>modules wks9-13</td>
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</tr>
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<td><strong>Weighting</strong></td>
<td>Module A 8.3%</td>
<td>Essay 2 12.5%</td>
<td>Module D 8.3%</td>
<td>Essay 4 12.5%</td>
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<tr>
<td></td>
<td>Module B 8.3%</td>
<td></td>
<td>Module E 8.3%</td>
<td></td>
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<tr>
<td></td>
<td>Module C 8.3%</td>
<td></td>
<td>Module F 8.3%</td>
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</tr>
<tr>
<td></td>
<td>Essay 1 12.5%</td>
<td></td>
<td>Essay 3 12.5%</td>
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## Second Year

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<tr>
<td><strong>Teaching</strong></td>
<td>x3 modules</td>
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<td>x3 modules</td>
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<td>L5 workshops</td>
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<td>Peer review sessions</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>2k essay wk8</td>
<td>2k essay mid-Jan</td>
<td>1.5k assessment x3 modules wks9-12</td>
<td>2k essay mid-May</td>
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<tr>
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<td>1.5k assessment x3 modules wks 9-13</td>
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<td>History Research Project wk13</td>
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<td><strong>Weighting</strong></td>
<td>Module A 8.3%</td>
<td>Essay 2 12.5%</td>
<td>Module D 8.3%</td>
<td>Essay 3 12.5%</td>
</tr>
<tr>
<td></td>
<td>Module B 8.3%</td>
<td></td>
<td>Module E 8.3%</td>
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<td>Module C 8.3%</td>
<td></td>
<td>Module F 8.3%</td>
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<tr>
<td></td>
<td>Essay 1 12.5%</td>
<td></td>
<td>History Research Project 12.5%</td>
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# Third Year

<table>
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<tr>
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<th>Autumn</th>
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<tbody>
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<td>x2 module + Special essay workshops</td>
<td>x2 modules plus Special/diss</td>
<td>Dissertation workshops</td>
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<td>Dissertation workshops</td>
<td>Writing Tutor workshops</td>
<td>Dissertation workshops</td>
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<td>Peer review sessions</td>
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<td><strong>Assessment</strong></td>
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<td>3k essay mid-Jan</td>
<td>1.5k assessment x2 modules wks 9-13</td>
<td>10k dissertation mid-May</td>
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<td></td>
<td>+ Special</td>
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<td>3k essay wk13</td>
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<td>Essay 1 8.3%</td>
<td>Module C 8.3%</td>
<td>Dissertation 25%</td>
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<td>Module B 8.3%</td>
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<td>Module D 8.3%</td>
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<td>(half) Special 12.5%</td>
<td></td>
<td>(half) Special 12.5%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Essay 2 8.3%</td>
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<tr>
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<td>YR1</td>
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<td><strong>MODULE D</strong> (8.3%) – 10cr – 22hrs</td>
<td><strong>MODULE E</strong> (8.3%) – 10cr – 22hrs</td>
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<td></td>
<td><strong>MODULE B</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>MODULE F</strong> (8.3%) – 10cr – 22hrs</td>
<td><strong>MODULE E</strong> (8.3%) – 10cr – 22hrs</td>
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<td></td>
<td><strong>MODULE C</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>ESSAY 3</strong> (mid-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>MODULE F</strong> (8.3%) – 10cr – 22hrs</td>
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<td><strong>ESSAY 1</strong> (mid-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>ESSAY 4</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>ESSAY 3</strong> (mid-semester) – 15cr (12.5%) – 8hrs</td>
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<td><strong>ESSAY 2</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>ESSAY 4</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
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<td><strong>Total</strong> – 60cr – 82hrs</td>
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<td><strong>MODULE D</strong> (8.3%) – 10cr – 22hrs</td>
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<td><strong>MODULE B</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>MODULE F</strong> (8.3%) – 10cr – 22hrs</td>
<td><strong>MODULE E</strong> (8.3%) – 10cr – 22hrs</td>
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<td><strong>MODULE C</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>HISTORY RESEARCH PROJECT (wk13)</strong> – 15cr (12.5%) – 12hrs</td>
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<td><strong>ESSAY 1</strong> (mid-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>ESSAY 3</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>HISTORY RESEARCH PROJECT (wk13)</strong> – 15cr (12.5%) – 12hrs</td>
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<td><strong>ESSAY 2</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>ESSAY 3</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
<td><strong>ESSAY 3</strong> (end-semester) – 15cr (12.5%) – 8hrs</td>
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<td><strong>Total</strong> – 60cr – 82hrs</td>
<td><strong>Total</strong> – 60cr – 82hrs</td>
<td><strong>Total</strong> – 60cr – 82hrs</td>
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<td><strong>SPECIAL SUBJECT</strong> – (full-year) 30cr (25%) – 44hrs</td>
<td><strong>SPECIAL SUBJECT</strong> – (full-year) 30cr (25%) – 44hrs</td>
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<td><strong>DISSERTATION</strong> (full-year) – 30cr (25%) – 26hrs</td>
<td><strong>DISSERTATION</strong> – (full-year) 30cr (25%) – 26hrs</td>
<td><strong>DISSERTATION</strong> – (full-year) 30cr (25%) – 26hrs</td>
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<td><strong>MODULE C</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>MODULE D</strong> – 10cr (8.3%) – 22hrs</td>
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<td></td>
<td><strong>MODULE B</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>MODULE D</strong> – 10cr (8.3%) – 22hrs</td>
<td><strong>MODULE D</strong> – 10cr (8.3%) – 22hrs</td>
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<td><strong>ESSAY 1</strong> (end-semester) – 10cr (8.3%) – 4hrs</td>
<td><strong>ESSAY 2</strong> (wk13) – 10cr (8.3%) – 4hrs</td>
<td><strong>ESSAY 2</strong> (wk13) – 10cr (8.3%) – 4hrs</td>
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<td></td>
<td><strong>ESSAY 2</strong> (end-semester) – 10cr (8.3%) – 4hrs</td>
<td><strong>ESSAY 2</strong> (wk13) – 10cr (8.3%) – 4hrs</td>
<td><strong>ESSAY 2</strong> (wk13) – 10cr (8.3%) – 4hrs</td>
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<tr>
<td></td>
<td><strong>Total</strong> – 60cr – 83hrs</td>
<td><strong>Total</strong> – 60cr – 83hrs</td>
<td><strong>Total</strong> – 60cr – 83hrs</td>
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<tr>
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<td><em>(counting Special &amp; diss half Autumn, half Spring)</em></td>
<td><em>(counting Special &amp; diss half Autumn, half Spring)</em></td>
<td><em>(counting Special &amp; diss half Autumn, half Spring)</em></td>
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</tbody>
</table>

**SINGLE HONOURS STUDENT**

*(counting Special & diss half Autumn, half Spring)*
<table>
<thead>
<tr>
<th></th>
<th>AUTUMN</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td><strong>YR1</strong></td>
<td>MODULE A – 10cr (8.3%) – 22hrs</td>
<td>MODULE C (8.3%) – 10cr – 22hrs</td>
</tr>
<tr>
<td></td>
<td>MODULE B – 10cr (8.3%) – 22hrs</td>
<td>MODULE D (8.3%) – 10cr – 22hrs</td>
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<tr>
<td></td>
<td>ESSAY 1 (end-semester) – 10cr (8.3%) – 8hrs</td>
<td>ESSAY 2 (end-semester) – 10cr (8.3%) – 8hrs</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> – 30cr – 52hrs</td>
<td><strong>Total</strong> – 30cr – 52hrs</td>
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<tr>
<td></td>
<td><em>(compared to single: higher contact hrs overall, lower weighting for essay)</em></td>
<td><em>(compared to single: higher contact hrs overall, lower weighting for essay)</em></td>
</tr>
<tr>
<td><strong>YR2</strong></td>
<td>MODULE A – 10cr (8.3%) – 22hrs</td>
<td>MODULE C – 10cr (8.3%) – 22hrs</td>
</tr>
<tr>
<td></td>
<td>MODULE B – 10cr (8.3%) – 22hrs</td>
<td>HISTORY RESEARCH PROJECT (wk13) – 10cr (8.3%) – 12hrs</td>
</tr>
<tr>
<td></td>
<td>ESSAY 1 (end-semester) – 10cr (8.3%) – 8hrs</td>
<td>ESSAY 2 (end-semester) – 10cr (8.3%) – 4hrs</td>
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<tr>
<td></td>
<td><strong>Total</strong> – 30cr – 52hrs</td>
<td><strong>Total</strong> – 30cr – 38hrs</td>
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<tr>
<td></td>
<td><em>(compared to single: higher contact hrs overall, lower weighting for essay)</em></td>
<td><em>(compared to single: higher contact hrs overall (yr combined), lower weighting for essay &amp; HRP)</em></td>
</tr>
<tr>
<td><strong>YR3</strong></td>
<td>SPECIAL SUBJECT (full-year) – 30cr (25%) – 44hrs</td>
<td>SPECIAL SUBJECT – (full-year) 30cr (25%) – 44hrs</td>
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<tr>
<td>ROUTE 1</td>
<td>DISSEPTION (full-year) – 30cr (25%) – 26hrs</td>
<td>DISSEPTION – (full-year) 30cr (25%) – 26hrs</td>
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<tr>
<td></td>
<td><strong>Total</strong> – 30cr – 35hrs</td>
<td><strong>Total</strong> – 30cr – 35hrs</td>
</tr>
<tr>
<td><strong>YR3</strong></td>
<td>MODULE A – 10cr (8.3%) – 22hrs</td>
<td>MODULE C – 10cr (8.3%) – 22hrs</td>
</tr>
<tr>
<td>ROUTE 2</td>
<td>MODULE B – 10cr (8.3%) – 22hrs</td>
<td>MODULE D – 10cr (8.3%) – 22hrs</td>
</tr>
<tr>
<td></td>
<td>ESSAY 1 (end-semester) – 10cr (8.3%) – 4hrs</td>
<td>ESSAY 2 (end-semester) – 10cr (8.3%) – 4hrs</td>
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<tr>
<td></td>
<td><strong>Total</strong> – 30cr – 48hrs</td>
<td><strong>Total</strong> – 30cr – 48hrs</td>
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</table>
ASSOCIATES/STUDENTS FROM OTHER SCHOOLS

• Will take 15cr A/B versions of 10cr HST modules
• Assessed by standard 1.5k modular assessment (50%) plus 2k essay (50%)

HISTORY STUDENTS TAKING MODULES IN OTHER SCHOOLS

• Yr1: not permitted currently
• Yr2: will still be able to take a 30cr year-long module or 1x 15cr in Autumn and 1x 15cr in Spring (but not 1x 15cr, or 2x 15cr in same semester)
• Yr3: 60cr Special/disso combo on intercollegiate scheme still permitted, but 15cr/30cr in other Schools will not be permitted
Resources:

• Queen Mary Academy, “Programme Level Assessment Design”,
https://www.qmul.ac.uk/queenmaryacademy/educators/resources/assessment-and-feedback/resources/programme-level-assessment-design/

• University of Bradford, “Programme Assessment Strategies (PASS)”,
https://www.bradford.ac.uk/pass/

• University of Nottingham, “Designing Programmes for Learning”,
https://www.nottingham.ac.uk/educational-excellence/services/designing-programmes-for-learning-event.aspx
Map for History Programme Level Assessment curriculum

AC = academic content, DS = disciplinary skills, A = attributes

<table>
<thead>
<tr>
<th>Programme Outcomes</th>
<th>Corresponding Compulsory Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AC1</strong> To demonstrate an understanding of how people have existed, acted and thought in the past</td>
<td>Unravelling &amp; Global Special Subject</td>
</tr>
<tr>
<td><strong>AC2</strong> To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)</td>
<td>Unravelling &amp; Global Special Subject</td>
</tr>
<tr>
<td><strong>AC3</strong> To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations</td>
<td>Unravelling &amp; Global Special Subject</td>
</tr>
<tr>
<td><strong>DS1</strong> To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge</td>
<td>History in Practice PLA Essays</td>
</tr>
<tr>
<td><strong>DS2</strong> To marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence</td>
<td>PLA Essays History Research Project Dissertation</td>
</tr>
<tr>
<td><strong>DS3</strong> To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument</td>
<td>History in Practice Unravelling &amp; Global Special Subject</td>
</tr>
<tr>
<td><strong>DS4</strong> To conduct structured enquiry that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship</td>
<td>History Research Project Dissertation</td>
</tr>
<tr>
<td><strong>DS5</strong> To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose,</td>
<td>History Research Project Special Subject Dissertation</td>
</tr>
</tbody>
</table>

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and recognise that not all statements are of equal validity

| DS6 | To employ effective bibliographic skills | History in Practice PLA Essays History Research Project Dissertation |
| DS7 | To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research | History in Practice Special Subject |
| A1 | To appreciate and engage in contemporary debates relating to global sustainability and global perspectives. | Unravelling & Global Special Subject |
| A2 | To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy | History in Practice PLA Essays History Research Project Dissertation |
| A3 | To show intellectual integrity, maturity and independence, and imaginative insight and creativity | History Research Project Dissertation |
| A4 | To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator | History in Practice History Research Project Dissertation |
| A5 | To reflect on their own progress and make use of feedback provided | PLA Essays History Research Project Dissertation |
| A6 | To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others | PLA Essays History Research Project Dissertation |

**Level 4 History in Practice (10cr) – 6 OUTCOMES**

**DS1** To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge

**DS3** To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

**DS6** To employ effective bibliographic skills

**DS7** To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research

**A2** To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy

**A4** To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator
Level 4 Unravelling Britain; Global Encounters (each 10cr) – 6 OUTCOMES

AC1 To demonstrate an understanding of how people have existed, acted and thought in the past

AC2 To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)

AC3 To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations

DS1 To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge

DS3 To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

A1 To appreciate and engage in contemporary debates relating to global sustainability and global perspectives

Level 5 History Research Project (15cr) – 9 OUTCOMES

DS2 To marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence

DS4 To conduct structured enquirery that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship

DS5 To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity

DS6 To employ effective bibliographic skills

A2 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy

A3 To show intellectual integrity, maturity and independence, and imaginative insight and creativity

A4 To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator

A5 To reflect on their own progress and make use of feedback provided

A6 To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others

Level 6 Special Subjects (30cr) – 8 OUTCOMES [Special & Diss combined have all 16, w/ DS5 duplicated]

AC1 To demonstrate an understanding of how people have existed, acted and thought in the past
AC2 To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)

AC3 To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations

DS1 To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge

DS3 To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

DS5 To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity

DS7 To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research

A1 To appreciate and engage in contemporary debates relating to global sustainability and global perspectives.

Level 6 History Research Dissertation (30cr) – 9 OUTCOMES [Special & Diss combined have all 16, w/ DS5 duplicated]

DS2 To marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence

DS4 To conduct structured enquiry that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship

DS5 To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity

DS6 To employ effective bibliographic skills

A2 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy

A3 To show intellectual integrity, maturity and independence, and imaginative insight and creativity

A4 To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator

A5 To reflect on their own progress and make use of feedback provided

A6 To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others

Levels 4, 5, 6 PLA History Essays (10/15cr) – 6 OUTCOMES
DS1 To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge

DS2 To marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence

DS6 To employ effective bibliographic skills

A2 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy

A5 To reflect on their own progress and make use of feedback provided

A6 To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others
Programme Specification (UG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of award and field of study: BA (Hons) History / BA (Hons) History with a Year Abroad
Name of interim award(s): 
Duration of study / period of registration: Three years / Four years
QMUL programme code / UCAS code(s): V101/V111
QAA Benchmark Group: 
FHEQ Level of Award: Level 6
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: School of History

Programme outline

This programme 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 an understanding of how to study history at university, with a focus on modern British history, global encounters, and an introduction to diverse periods and types of history. In subsequent years, students will have the opportunity to explore the medieval, early modern and modern/contemporary periods, and to choose from political, cultural, religious, social and economic themes drawn from the School’s strengths in British, European, North American, Global and Islamic history. In line with the QAA Subject Benchmark Statement for History, this modular system supports the development of core historical skills while retaining an emphasis on student-centred learning and inclusive education.

For students taking the four year version of the degree, the Year Abroad (in year three) will serve to introduce them to a new culture, and to enhance and consolidate their skills and knowledge-base. Students on this degree will embark on exchange programmes with one of our internationally-renowned partner universities in the United States, Europe, or elsewhere. In these destinations students will undertake a full year of studies. While the majority of the modules will be in History, they would also be able to take some modules in other fields, broadening their horizons and widening their knowledge of their host country.
Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

Aims of the programme

The programmes V101 History / V111 History with a Year Abroad as delivered by the School of History at Queen Mary, University of London aim to:
- 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;
- expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School’s strengths in British, European, North American, Global and Islamic history;
- 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;
- 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?

This programme, in accordance with the relevant QAA Subject Benchmarks, provides a distinct education by cultivating a strong sense of the past, an awareness of the development of differing values, systems and societies, and the fostering of critical yet open-minded attitudes. The study of history instils ways of thinking and habits of learning which are intrinsic to the subject, while being no less transferable. These include an appreciation of the complexity of the past and historical enquiry; a respect for historical context; the ability to conduct robust, rigorous analysis of historical evidence; a raised awareness of the historical processes unfolding in the present time; and a deeper understanding of why the world is as it is today. Students who successfully complete this programme will achieve the learning outcomes specified below.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>To demonstrate an understanding of how people have existed, acted and thought in the past.</td>
</tr>
<tr>
<td>A2</td>
<td>To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present).</td>
</tr>
</tbody>
</table>
Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

A3 To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations.

Disciplinary Skills - able to:

B1 Ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge.

B2 Marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence.

B3 Sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument.

B4 Conduct structured enquiry that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship.

B5 Critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity.

B6 Employ effective bibliographic skills.

B7 Show awareness of the significance of historical research within the wider discipline and evaluate the significance of research.

Attributes:

C1 To appreciate and engage in contemporary debates relating to global sustainability and global perspectives.

C2 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy.

C3 To show intellectual integrity, maturity and independence, and imaginative insight and creativity.

C4 To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator.

C5 To reflect on their own progress and make use of feedback provided.

C6 To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others.

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;

Queen Mary
University of London
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
- Supervision of projects and dissertations
- Feedback on assessment

Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in library collections and on our online learning environment
- Appropriate assessment activities, at both module and programme level
- 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 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 both individual modules and the programme as a whole.

Forms of assessment include:
- Essay
- Dissertation
- Source analysis
- Book review
- Literature review
- Learning log
- Blog post
- Presentation
- Group assessment, such as presentation or project

The study abroad programme will also involve appropriate assessment activities set by the partner university.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g., full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1
Students take modules with a cumulative value of 120 credits from a range of thematic, skills, and assessment modules at Level 4 in the School of History.

Compulsory modules:
HST4430 History in Practice (10 credits)
HST4330 Unravelling Britain: British History since 1801 (10 credits)
HST4431 Global Encounters: Conquest and Culture in World History (10 credits)
HST4001 History Essay 1 (15 credits)
HST4002 History Essay 2 (15 credits)
HST4003 History Essay 3 (15 credits)
HST4004 History Essay 4 (15 credits)
PLUS 30 credits of other HST4*** elective modules

As part of the 30 credits of elective modules, students must take AT LEAST ONE of HST4130 Europe 1000-1500: The Middle Ages and their Legacy (10 credits) and HST4230 Reformation to Revolution: Europe and the World, 1500-1800 (10 credits).

Year 2
Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

Students take modules with a cumulative value of 120 credits from a wide range of modules, with a minimum of 90 credits at Level 5 in the School of History. Module choices are made with the guidance of the student’s academic adviser in History. The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

Compulsory modules:
- HST3000 History Research Project (15 credits)
- HST3001 History Essay 1 (15 credits)
- HST3002 History Essay 2 (15 credits)
- HST3003 History Essay 3 (15 credits)

At the discretion of the School of History and with the permission of the host School/Department, students may take up to 30 of the 120 credits in another School within Queen Mary, providing these are at Level 4 or 5, or another History Department within the University of London, providing these are at Level 5 ("Group 2" in UoL terminology). All School of History modules must be taken at Level 5.

Joint honours History students who have been permitted to transfer to single honours will follow the diet from Year 2, having taken History in Practice and either Unravelling Britain: British History since 1801 or Global Encounters: Conquest and Culture in World History from Year 1.

[Year 3 for students on the Year Abroad version]

Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (European Credit Transfer System) credits (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. To successfully progress from Year 3 to the final year students must take 120 credits while abroad and pass 105 with an average mark of 40.0 (not weighted, in that case). If students fail to meet this requirement they still progress into the final year but are moved back to the non-study abroad version.

Final Year (Year 3 on V101 / Year 4 on V111)

Students take modules with a cumulative value of 120 credits, with a minimum of 120 credits at Level 6 in the School of History if the Special Subject is in the School of History, or a minimum of 60 credits at Level 6 in the School of History if the Special Subject is at another History Department within the University of London. Module choices are made with the guidance of the student’s academic adviser in History.

60 credits must come from a Special Subject, either as a combination of a 30 credit Special Subject and the 30 credit HST6000 History Research Dissertation in the School of History, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London. The Special Subject and dissertation are critical to students’ achievement of programme learning outcomes, particularly those relating to conducting structured research enquiry and critical analysis of primary sources.

Compulsory modules:
- HST6001 History Essay 1 (10 credits)
- HST6002 History Essay 2 (10 credits)

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>
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<tr>
<td>History in Practice</td>
<td>HST4430</td>
<td>10</td>
<td>4</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Unravelling Britain: British History since 1801</td>
<td>HST4330</td>
<td>10</td>
<td>4</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Global Encounters: Conquest and Culture in World History</td>
<td>HST4431</td>
<td>10</td>
<td>4</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

<table>
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<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>
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<tr>
<td>History Essay 1</td>
<td>HST4001</td>
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<td>4</td>
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<td>Semester 1</td>
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<tr>
<td>History Essay 2</td>
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<tr>
<td>History Essay 3</td>
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<td>Semester 2</td>
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<td>History Essay 4</td>
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<td>30 credits of Level 4 HST modules of which students must take at least one of HST4130 or HST4230</td>
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<td>Semester 2</td>
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**Academic Year of Study**  
**FT - Year 2**

<table>
<thead>
<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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<tr>
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<td></td>
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<td>Elective</td>
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<td>Semester 1 or 2</td>
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<tr>
<td>30 credits of Level 5 HST modules, or Level 4 or 5 modules in another School, or Uol. intercollegiate Group 2 modules</td>
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<td>Semester 1 or 2</td>
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<td>History Research Project</td>
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<tr>
<td>History Essay 1</td>
<td>HST5001</td>
<td>15</td>
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<tr>
<td>History Essay 2</td>
<td>HST5002</td>
<td>15</td>
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**Academic Year of Study**  
**FT - Year 3**

<table>
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<tr>
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<th>Semester</th>
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</table>

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**Programme Title:** BA (Hons) History / BA (Hons) History with a Year Abroad

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Module Selection Status</th>
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<th>Semester</th>
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<tbody>
<tr>
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<td>60</td>
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<td>Semester 1</td>
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<td>History Essay 2</td>
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<td>6</td>
<td>Elective</td>
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<td>Semester 1 or 2</td>
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**What are the entry requirements?**

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

Overall administrative responsibility and QMUL accountability for the programme rests with History. The Director(s) of Education is/are responsible for the academic content and quality of the programme and any changes to the curriculum, ensuring consistent quality of teaching across the programme.

The History Office is responsible for the overall administrative delivery of the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

The overall management and enhancement of the programme lies with the Education Committee chaired by the Director of Education.

The Student Voice Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each year together with appropriate representation from staff. It is designed to respond to the needs of students, as well as act as a forum for co-creation, for example in discussing programme and module developments. The Student Voice Committee meet regularly throughout the year.

The School operates an Education Committee which advises the Director(s) of Education 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 and consideration of student surveys.

We constantly encourage innovation in modular content and practice. This includes a preference for the co-creation of module content to ensure the overall programme is responsive to student needs and interests.

The School conducts an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is carried out by the Director(s) of Education and overseen by the Faculty of Humanities and Social Sciences. Schools/institutes are also subject to a periodic process of Enhanced Programme Review, which is organised by the Faculty and encompasses all undergraduate and post-graduate taught programmes. Students’ views are considered in each of these processes through analysis of the NSS, module evaluations and our regular processes of consultation with student representatives.
What academic support is available?

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 advisers will communicate with students on regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic adviser or equivalent. All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress. There is a dedicated Director of Student Support and a Student Experience Manager in the School, both of who work with academic staff to assist students in need of support.

The Director of Student Support, 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.

Dedicated E-Learning Support within the School supports students with their use of online learning environments used on all modules. Dedicated Writing Tutors support students with developing their written skills. Additional support is regularly provided by professional writers working in the University as Royal Literary Fund Fellows.

How inclusive is the programme for all students, including those with disabilities?

All staff in the School of History are required to integrate School principles on equality, diversity and inclusion into the design and planning of teaching modules. This is organised primarily through ‘Inclusive Curriculum’ guidelines, which were developed in 2018-19 through a series of ‘Reflective Practice’ workshops and updated in 2023. They cover a range of steps, including: ‘Locating Ourselves and Our Students’, ‘Assessing Diversity in Module Content’, ‘Ensuring Accessibility’, ‘Setting Expectations’ and ‘Learning With and From Colleagues’. All new module proposals are asked to demonstrate how they have taken these guidelines into account, with the proposals scrutinised by a Committee composed of staff and 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.

Programme-specific rules and facts

A student on a programme with a compulsory year abroad must pass all modules and achieve a minimum weighted average mark of 60.0 rather than 40.0 to progress to the year abroad. Failure to meet that requirement will result in transfer to the version of the programme without a year abroad.

For more information see the University’s Academic Regulations https://arcs.qmul.ac.uk/policy/

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. The School’s dedicated Employability Tutor works with the University’s Careers Service to enhance our students’ career prospects. Queen Mary History graduates often find employment in areas such as business, education, finance, government and the media. Others continue
Programme Title: BA (Hons) History / BA (Hons) History with a Year Abroad

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 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;

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: | Daniel Peart |
| Person responsible for management of programme: | Daniel Peart |
| Date Programme Specification produced / amended by School / Institute Education Committee: | 3 Mar 2023 |
| Date Programme Specification approved by Taught Programmes Board: | |
## Programme Specification (UG)

| 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 / BA (Hons) History and Politics with a Year Abroad |
| Name of interim award(s): | |
| Duration of study / period of registration: | Three years / Four years |
| QMUL programme code / UCAS code(s): | LV21 / LV20 |
| QAA Benchmark Group: | |
| FHEQ Level of Award: | Level 6 |
| Programme accredited by: | |
| Date Programme Specification approved: | |
| Responsible School / Institute: | School of History |

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

- School of Politics and International Relations

### Collaborative institution(s) / organisation(s) involved in delivering the programme:


### Programme outline

This degree is jointly taught by the Schools of History and Politics and International Relations, 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.

For students taking the four year version of the degree, the Year Abroad (in year three) will serve to introduce them to a new culture, and to enhance and consolidate their skills and knowledge-base. Students on this degree will embark on exchange programmes with one of our internationally-renowned partner universities in the United States, Europe, or elsewhere. In these destinations students will undertake a full year of studies. While the majority of the modules will be in History and Politics, they would also be able to take some modules in other fields, broadening their horizons and widening their knowledge of their host country.

### Aims of the programme

The programmes LV21 History and Politics / LV20 History and Politics with a Year Abroad as delivered by the School of History and School of Politics and International Relations at Queen Mary, University of London aims:
Programme Title: BA (Hons) History and Politics / BA (Hons) History and Politics with a Year Abroad

- 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;
- 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 of History’s strengths in British, European, North American, Global and Islamic history and the School of Politics and International Relation’s strengths in British, US, Chinese, South American, South-East Asian, Russian, European and African politics;
- 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 of London, allowing students to pursue multidisciplinary 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?

This programme, in accordance with the relevant QAA Subject Benchmarks, provides a distinct education by cultivating a strong sense of the past and of the present, an awareness of the development of differing values, systems and societies, and the fostering of critical yet open-minded attitudes. The study of history and politics instils ways of thinking and habits of learning which are intrinsic to these subjects, while being no less transferable. These include an appreciation of the complexity of the past and historical enquiry; a respect for historical context; the ability to conduct robust, rigorous analysis of evidence; a raised awareness of the processes unfolding in the present time; and a deeper understanding of why the world is as it is today. Students who successfully complete this programme will achieve the learning outcomes specified below.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

| A1 | To demonstrate an understanding of how people have existed, acted and thought in the past. |
| A2 | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present). |
| A3 | To formulate a grasp of the nature of politics and the operation of different political systems. |

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| A4 | To demonstrate an understanding of key concepts and methods employed in the study of politics. |
| A5 | To demonstrate an understanding of the vocabulary of political debate. |
| A6 | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations. |
| A7 | To demonstrate an understanding of the significance of material gathered within wider disciplines and an ability to evaluate the significance of the material. |
| A8 | To develop a comparative perspective on culture, society and politics. |

### Disciplinary Skills - able to:

| B1 | Ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge. |
| B2 | Marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence. |
| B3 | Sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument. |
| B4 | Conduct structured enquiry that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship. |
| B5 | Critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity. |
| B6 | Employ effective bibliographic skills. |
| B7 | Engage critically with politics and political phenomena. |
| B8 | Show awareness of the significance of historical research within the wider discipline and evaluate the significance of research. |

### Attributes:

| C1 | To appreciate and engage in contemporary debates relating to global sustainability and global perspectives. |
| C2 | To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy. |
| C3 | To show intellectual integrity, maturity and independence, and imaginative insight and creativity. |
| C4 | To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator. |
| C5 | To reflect on their own progress and make use of feedback provided. |
| C6 | To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others. |
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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;

Teaching takes a number of forms:
- Lectures
- Seminars
- Field trips
- Supervision of projects and dissertations
- Feedback on assessment

Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in library collections and on our online learning environment
- Appropriate assessment activities, at both module and programme level
- 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 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 both individual modules and the programme as a whole.

Forms of assessment include:
- Essay
- Examination
- Dissertation
- Source analysis
- Book review
- Literature review
- Learning log
- Blog post
- Presentation
- Group assessment, such as presentation or project

The study abroad programme will also involve appropriate assessment activities set by the partner university.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Year 1
Students select modules with a cumulative value of 120 credits from a range of thematic, skills, and assessment based modules at

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### Programme Title: BA (Hons) History and Politics / BA (Hons) History and Politics with a Year Abroad

<table>
<thead>
<tr>
<th>Level 4 with 60 credits coming from each School.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the School of History:</strong></td>
</tr>
<tr>
<td>Compulsory modules:</td>
</tr>
<tr>
<td>HST4430 History in Practice (10 credits)</td>
</tr>
<tr>
<td>HST4011 History Essay 1 (10 credits)</td>
</tr>
<tr>
<td>HST4012 History Essay 2 (10 credits)</td>
</tr>
<tr>
<td>Plus, EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)</td>
</tr>
<tr>
<td>AND 20 credits from other HST4*** modules (10 credits each)</td>
</tr>
<tr>
<td><strong>In the School of Politics:</strong></td>
</tr>
<tr>
<td>Compulsory module: POL110 Thinking Politically: Introduction to Concepts, Theories and Ideologies (30 credits)</td>
</tr>
<tr>
<td>Plus 30 elective SPIR level 4 credits needed from POL105 Political Analysis (30 credits), POL106 Introduction to International Relations (30 credits), POL113 Politics in Action (15 credits, Sem A), POL108 Background to British Politics (15 credits, Semester B) OR POL109 Global Histories (15 credits, Sem B)</td>
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</table>

### Year 2

Students take Level 5 modules with a cumulative value of 120 credits. 60 credits will come from History and 60 credits will come from Politics. Module choices are made with the guidance of the student's adviser in each School. Students are able to choose from a wide range of modules offered by the Schools and other Politics and History Schools within the University of London ("Group 2" in UoL terminology). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

**Compulsory modules:**

| HSTS010 History Research Project (10 credits) |
| HSTS011 History Essay 1 (10 credits) |
| HSTS012 History Essay 2 (10 credits) |
| Plus, students must take ONE of the following modules: |
| POL263 Modern Political Thought 1 (with the School of Politics) (15 credits) |
| or, HSTS*** History of Modern Political Thought (with the School of History) (10 credits) |
| or, HSTS*** History of Political Thought (with the School of History) (20 credits) |

Within the School of Politics and International Relations students select 60 credits from the School's Level 5 provision. Within the School of History students select 60 credits from the School's Level 5 provision, which must include the compulsory modules listed above.

### Year 3 for students on the Year Abroad version

Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (European Credit Transfer System) credits (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.

**Final Year (Year 3 on LV21 / Year 4 on LV20)**

Students take Level 6 modules to the value of 120 credits, split between the Schools EITHER 60 History / 60 Politics OR 75 History / 45 Politics. Module choices are made with the guidance of the student's adviser in each School. Students must take EITHER 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6000 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London) OR a 45 credit POL318 Dissertation in Politics / International Relations. IF students choose their Special Subject/dissertation in History (60 credits), then they may EITHER

- select 0 additional credits in History, and 60 credits in Politics
- OR, select 15 additional credits in History (comprising a 10 credit HST6*** elective module with associated 5 credit HST6021 History Essay 1), and 45 credits in Politics.

IF students choose POL318 Dissertation in Politics / International Relations (45 credits), then they MUST

- select 15 additional credits in Politics
- AND, select 60 credits in History, which must include HST6001 History Essay 1 (10 credits), HST6002 History Essay 2 (10 credits), and 40 credits of HST6**** elective modules.
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### Academic Year of Study  
**FT - Year 1**

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Module Selection Status</th>
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<th>Semester</th>
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<tr>
<td>History in Practice</td>
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<td>Semester 1</td>
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<td>Thinking Politically: Introduction to Concepts, Theories and Ideologies</td>
<td>POL110</td>
<td>30</td>
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<td>Semesters 1 &amp; 2</td>
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<td>Background to British Politics</td>
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<td>Global Histories</td>
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<td>Semesters 1 &amp; 2</td>
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<td>Politics in Action</td>
<td>POL113</td>
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<td>Semester 1</td>
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<td>History Essay 1</td>
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<td>Semester 1</td>
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<td>History Essay 2</td>
<td>HST4012</td>
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<td>4</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<td>30</td>
<td>4</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1 or 2</td>
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<tr>
<td>British History since 1801 (10 credits) OR HST4431 Global Encounters:</td>
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<tr>
<td>Conquest and Culture in World History (10 credits)</td>
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</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>
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<tbody>
<tr>
<td>60 credits of Level 5 HST modules (including any compulsory modules listed</td>
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<td>5</td>
<td>5</td>
<td>Elective</td>
<td>2</td>
<td>Semester 1 or 2</td>
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<tr>
<td>60 credits of Level 5 POL modules (including any compulsory modules listed</td>
<td></td>
<td>5</td>
<td>5</td>
<td>Elective</td>
<td>2</td>
<td>Semester 1 or 2</td>
</tr>
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<td>below)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Programme Title: BA (Hons) History and Politics / BA (Hons) History and Politics with a Year Abroad

<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>Either HST57** History of Political Thought (20 credits), HST54** History of Modern Political Thought (10 credits) or POL263 Modern Political Thought 1 (15 credits)</td>
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<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1 or 2</td>
</tr>
<tr>
<td>History Research Project</td>
<td>HST5010</td>
<td>10</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>History Essay 1</td>
<td>HST5011</td>
<td>10</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>History Essay 2</td>
<td>HST5012</td>
<td>10</td>
<td>5</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Academic Year of Study       FT - Year 3

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
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<td>EITHER History Research Dissertation (HST6000) + History Special Subject, or Uol. intercollegiate special subject + dissertation</td>
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<td>Compulsory</td>
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<td>OR POL318 Dissertation in Politics / International Relations</td>
<td>POL318</td>
<td>45</td>
<td>6</td>
<td>Core</td>
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What academic support is available?

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 advisers will communicate with students on regular basis (typically via email/skype/phone). Furthermore, the host university will allocate each student an academic adviser or equivalent. All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress. There is a dedicated Director of Student Support and a Student Experience Manager in History and a dedicated Student Experience Manager in Politics who work with academic staff to assist students in need of support. The Director of Student Support, 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. Dedicated E-Learning Support in the School of History supports students in their use of online learning environments used on all modules. Dedicated Writing Tutors in History support students with developing their written skills. Additional support is regularly provided by professional writers working in the University as Royal Literary Fund Fellows.

How inclusive is the programme for all students, including those with disabilities?

All staff in the School of History are required to integrate School principles on equality, diversity and inclusion into the design and planning of teaching modules. This is organised primarily through ‘Inclusive Curriculum’ guidelines, which were developed in 2018-19 through a series of ‘Reflective Practice’ workshops and updated in 2023. They cover a range of steps, including: ‘Locating Ourselves and Our Students’, ‘Assessing Diversity in Module Content’, ‘Ensuring Accessibility’, ‘Setting Expectations’ and ‘Learning With and From Colleagues’. All new module proposals are asked to demonstrate how they have taken these guidelines into account, with the proposals scrutinised by a Committee composed of staff and 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.
Programme Title: BA (Hons) History and Politics / BA (Hons) History and Politics with a Year Abroad

Programme-specific rules and facts

A student on a programme with a compulsory year abroad must pass all modules and achieve a minimum weighted average mark of 60.0 rather than 40.0 to progress to the year abroad. Failure to meet that requirement will result in transfer to the version of the programme without a year abroad.

For more information see the University's Academic Regulations https://arcs.qmul.ac.uk/policy/

Links with employers, placement opportunities and transferable skills

The skills developed by the study of these two related fields give graduates and excellent preparation for a wide range of careers, including those in government, think-tanks, journalism, teaching and the civil service. The School of History's dedicated Employability Tutor works with the University's Careers Service to enhance our students' career prospects. 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 have found work for organisations as diverse as Deloitte, the Royal Bank of Canada, Scodie Deyong, the House of Commons, the Labour Party and UK Home Office.

Grades 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.

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: | Daniel Peart |
| Person responsible for management of programme: | Daniel Peart |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 3 Mar 2023 |
| Date Programme Specification approved by Taught Programmes Board: | |

Queen Mary
University of London
Programme Specification (UG)

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 International Relations / BA (Hons) History and International Relations with a Year Abroad
Name of interim award(s): 
Duration of study / period of registration: Three years / Four years
QMUL programme code / UCAS code(s): VL01 / VL02
QAA Benchmark Group: 
FHEQ Level of Award: Level 6
Programme accredited by: 
Date ProgrammeSpecification approved: 
Responsible School / Institute: School of History

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

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:


Programme outline

This degree is jointly taught by the Schools of History and Politics and International Relations, and reflects the close links between the two schools and their subject areas. It provides an opportunity to understand the modern world by studying relations between nations alongside their historical development.

For students taking the four year version of the degree, the Year Abroad (in year three) will serve to introduce them to a new culture, and to enhance and consolidate their skills and knowledge-base. Students on this degree will embark on exchange programmes with one of our internationally-renowned partner universities in the United States, Europe, or elsewhere. In these destinations students will undertake a full year of studies. While the majority of the modules will be in History and International Relations, they would also be able to take some modules in other fields, broadening their horizons and widening their knowledge of their host country.

Aims of the programme

The programmes VL01 History and International Relations / VL02 History and International Relations with a Year Abroad as delivered by the School of History and School of Politics and International Relations at Queen Mary, University of London 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 key issues in international relations;
- to introduce students to, and encourage them to employ a range of methodological approaches in both History and International Relations 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 of History’s strengths in British, European, North American, Global and Islamic history and the School of Politics and International Relation’s strengths in British, US, Chinese, South American, South-East Asian, Russian, European and African politics;
- to provide the opportunity for students to specialise in areas of history and of international relations
- 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 of London, allowing students to pursue multidisciplinary 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?

This programme, in accordance with the relevant QAA Subject Benchmarks, provides a distinct education by cultivating a strong sense of the past and of the present, an awareness of the development of differing values, systems and societies, and the fostering of critical yet open-minded attitudes. The study of history and international relations instils ways of thinking and habits of learning which are intrinsic to these subjects, while being no less transferable. These include an appreciation of the complexity of the past and historical enquiry; a respect for historical context; the ability to conduct robust, rigorous analysis of evidence; a raised awareness of the processes unfolding in the present time; and a deeper understanding of why the world is as it is today. Students who successfully complete this programme will achieve the learning outcomes specified below.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

### Academic Content:

| A1 | To demonstrate an understanding of how people have existed, acted and thought in the past. |
| A2 | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present). |
| A3 | To formulate a grasp of the nature of international relations and the operation of different international systems. |
Programme Title: BA (Hons) History and International Relations / BA (Hons) History and International Relations with a Year Abroad

A4 To demonstrate an understanding of key concepts and methods employed in the study of international relations.

A5 To develop an understanding of the vocabulary of international relations.

A6 To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations.

A7 To demonstrate an understanding of the significance of material gathered within wider disciplines and an ability to evaluate the significance of the material.

A8 To develop a comparative perspective on culture, society and politics.

Disciplinary Skills - able to:

B1 Ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge.

B2 Marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence.

B3 Sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument.

B4 Conduct structured enquiry that consists of setting tasks, gathering, sifting, selecting, organising, synthesising and analysing appropriate and often large quantities of evidence, including primary sources and secondary scholarship.

B5 Critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity.

B6 Employ effective bibliographic skills.

B7 Engage critically with contemporary international relations

B8 Show awareness of the significance of historical research within the wider discipline and evaluate the significance of research.

Attributes:

C1 To appreciate and engage in contemporary debates relating to global sustainability and global perspectives.

C2 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy.

C3 To show intellectual integrity, maturity and independence, and imaginative insight and creativity.

C4 To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator.

C5 To reflect on their own progress and make use of feedback provided.

C6 To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others.
**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 international relations;
- 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 international relations 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
- Supervision of projects and dissertations
- Feedback on assessment

Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in library collections and on our online learning environment
- Appropriate assessment activities, at both module and programme level
- 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 adviser

The study abroad programme will consolidate the above, while enabling students to further explore in-depth key issues in history and international relations, through the provision of modules in a carefully selected 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 both individual modules and the programme as a whole.

Forms of assessment include:
- Essay
- Examination
- Dissertation
- Source analysis
- Book review
- Literature review
- Learning log
- Blog post
- Presentation
- Group assessment, such as presentation or project

The study abroad programme will also involve appropriate assessment activities set by the partner university.

**How is the programme structured?**

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

**Year 1**
Students select modules with a cumulative value of 120 credits from a range of thematic, skills, and assessment based modules at Level 4 with 60 credits coming from each School.

In the School of History:
Compulsory modules:
HST4430 History in Practice (10 credits)
HST4011 History Essay 1 (10 credits)
HST4012 History Essay 2 (10 credits)
Plus, EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)
AND 20 credits from other HST4*** modules (10 credits each)

In the School of Politics:
Compulsory module: POL106 Introduction to International Relations (30 credits)
And 30 credits from other Level 4 modules in SPIR: POL110 Thinking Politically (30cr), POL105 Political Analysis (30 cr), POL109 Global Histories (15cr), POL108 Background to British Politics (15cr), POL113 Politics in Action (15 cr)

Year 2
Students take Level 5 modules with a cumulative value of 120 credits. 60 credits will come from History and 60 credits will come from Politics. Module choices are made with the guidance of the student's adviser in each School. Students are able to choose from a wide range of modules offered by the Schools and other Politics and History Schools within the University of London ("Group 2" in UoL terminology). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

In the School of History:
Compulsory modules:
HST5010 History Research Project (10 credits)
HST5011 History Essay 1 (10 credits)
HST5012 History Essay 2 (10 credits)
And 30 credits from other HST5*** modules (10 credits each)

In the School of Politics:
Compulsory module: POL251 International Relations Theory (30 credits)
And 30 credits from other Level 5 POL*** modules

[Year 3 for students on the Year Abroad version]
Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (European Credit Transfer System) credits (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.

Final Year (Year 3 on VL01 / Year 4 on VL02)
Students take Level 6 modules to the value of 120 credits, split between the Schools EITHER 60 History / 60 Politics OR 75 History / 45 Politics. Module choices are made with the guidance of the student's adviser in each School.
Students must take EITHER 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6000 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London) OR a 45 credit POL318 Dissertation in Politics / International Relations.
IF students choose their Special Subject/dissertation in History (60 credits), then they may EITHER
- select 0 additional credits in History, and 60 credits in Politics
- OR, select 15 additional credits in History (comprising a 10 credit HST6*** elective module with associated 5 credit HST6021 History Essay 1), and 45 credits in Politics.

IF students choose POL318 Dissertation in Politics / International Relations (45 credits), then they MUST
- select 15 additional credits in Politics
- AND, select 60 credits in History, which must include HST6001 History Essay 1 (10 credits), HST6002 History Essay 2 (10 credits), and 40 credits of HST6*** elective modules.
### Programme Title: BA (Hons) History and International Relations / BA (Hons) History and International Relations with a Year Abroad

### Academic Year of Study  FT - Year 1

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<th>Module Selection Status</th>
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<tr>
<td>History in Practice</td>
<td>HST4430</td>
<td>10</td>
<td>4</td>
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<td>Semester 1</td>
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<tr>
<td>Introduction to International Relations</td>
<td>POL106</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
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</tr>
<tr>
<td>Level 4 POL elective modules</td>
<td>POL***</td>
<td>30</td>
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</tr>
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<td>30 credits of Level 4 HST modules, including EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)</td>
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<td>HST5010</td>
<td>10</td>
<td>5</td>
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<td>International Relations Theory</td>
<td>POL251</td>
<td>30</td>
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Programme Title: BA (Hons) History and International Relations / BA (Hons) History and International Relations with a Year Abroad

Academic Year of Study: FT - Year 3

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For more information see the University's Academic Regulations https://arcs.qmul.ac.uk/policy/

Links with employers, placement opportunities and transferable skills

The skills developed by the study of these two related fields give graduates and excellent preparation for a wide range of careers, including those in government, think-tanks, journalism, teaching and the civil service. The School of History's dedicated Employability Tutor works with the University's Careers Service to enhance our students’ career prospects. 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 have found work for organisations as diverse as Deloitte, the Royal Bank of Canada, Scodie Deyong, the House of Commons, the Labour Party and UK Home Office. 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

Queen Mary
University of London
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.

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:  
Daniel Peart

Person responsible for management of programme:  
Daniel Peart

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:  
3 Mar 2023

Date Programme Specification approved by Taught Programmes Board:  

———
Programme Specification (UG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of award and field of study: BA (Hons) Modern and Contemporary History / BA (Hons) Modern and Contemporary History with a Year Abroad

Name of interim award(s):
Duration of study / period of registration: Three years / Four years
QMUL programme code / UCAS code(s): V140/V141

QAA Benchmark Group:
FHEQ Level of Award: Level 6
Programme accredited by:
Date Programme Specification approved:

Responsible School / Institute: School of History

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

Collaborative institution(s) / organisation(s) involved in delivering 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 will gain an understanding of how to study history at university, with a focus on modern British history, modern European history, global encounters, and an introduction to diverse types of history. In subsequent years, students will have the opportunity to explore the medieval and early modern, as well as the and modern/contemporary periods, and to choose from political, cultural, religious, social and economic themes drawn from the School’s strengths in British, European, North American, Global and Islamic history. In line with the QAA Subject Benchmark Statement for History, this modular system supports the development of core historical skills while retaining an emphasis on student-centred learning and inclusive education.

For students taking the four year version of the degree, the Year Abroad (in year three) will serve to introduce them to a new culture, and to enhance and consolidate their skills and knowledge-base. Students on this degree will embark on exchange programmes with one of our internationally-renowned partner universities in the United States, Europe, or elsewhere. In these destinations students will undertake a full year of studies. While the majority of the modules will be in History, they would also be able to take some modules in other fields, broadening their horizons and widening their knowledge of their host country.
Aims of the programme

The programmes V140 Modern and Contemporary History / V141 Modern and Contemporary History as delivered by the School of History at Queen Mary, University of London aims:

- 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, North American, Global and Islamic 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?

This programme, in accordance with the relevant QAA Subject Benchmarks, provides a distinct education by cultivating a strong sense of the past, an awareness of the development of differing values, systems and societies, and the fostering of critical yet open-minded attitudes. The study of history instils ways of thinking and habits of learning which are intrinsic to the subject, while being no less transferable. These include an appreciation of the complexity of the past and historical enquirey; a respect for historical context; the ability to conduct robust, rigorous analysis of historical evidence; a raised awareness of the historical processes unfolding in the present time; and a deeper understanding of why the world is as it is today. Students who successfully complete this programme will achieve the learning outcomes specified below.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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</thead>
<tbody>
<tr>
<td>A1 To demonstrate an understanding of how people have existed, acted and thought in the past, with particular focus on the modern/contemporary period.</td>
</tr>
<tr>
<td>A2 To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present), with particular focus on the modern/contemporary period.</td>
</tr>
</tbody>
</table>
Programme Title: BA (Hons) Modern and Contemporary History / BA (Hons) Modern and Contemporary History with a Year Abroad

| A3 | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations. |

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<thead>
<tr>
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<td>B1</td>
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<td>C5</td>
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<td>C6</td>
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</tbody>
</table>

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
- Supervision of projects and dissertations
- Feedback on assessment
Learning is supported by:
- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in library collections and on our online learning environment
- Appropriate assessment activities, at both module and programme level
- 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 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 both individual modules and the programme as a whole.
Forms of assessment include:
- Essay
- Dissertation
- Source analysis
- Book review
- Literature review
- Learning log
- Blog post
- Presentation
- Group assessment, such as presentation or project

The study abroad programme will also involve appropriate assessment activities set by the partner university.

**How is the programme structured?**

Please specify the structure of the programme diets for all variants of the programme (e.g., full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

**Year 1**

Students take modules with a cumulative value of 120 credits from a range of thematic, skills, and assessment modules at Level 4 in the School of History.

Compulsory modules:
- HST4430 History in Practice (10 credits)
- HST4330 Unravelling Britain: British History since 1801 (10 credits)
- HST4431 Global Encounters: Conquest and Culture in World History (10 credits)
- HST4331 Europe in a Global Context since 1800 (10 credits)
- HST4001 History Essay 1 (15 credits)
- HST4002 History Essay 2 (15 credits)
- HST4003 History Essay 3 (15 credits)
- HST4004 History Essay 4 (15 credits)
- PLUS 20 credits of other HST4*** elective modules

**Year 2**

Students take modules with a cumulative value of 120 credits from a wide range of modules, with a minimum of 90 credits at
Level 5 in the School of History. Module choices are made with the guidance of the student’s academic adviser in History. The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests.

Compulsory modules:
HST5000 History Research Project (15 credits)
HST5001 History Essay 1 (15 credits)
HST5002 History Essay 2 (15 credits)
HST5003 History Essay 3 (15 credits)

At the discretion of the School of History and with the permission of the host School/Department, students may take up to 30 of the 120 credits in another School within Queen Mary, providing these are at Level 4 or 5, or another History Department within the University of London, providing these are at Level 5 ("Group 2" in UoL terminology). All School of History modules must be taken at Level 5.

Joint honours History students who have been permitted to transfer to single honours will follow the diet from Year 2, having taken History in Practice and either Unravelling Britain: British History since 1801 or Global Encounters: Conquest and Culture in World History from Year 1.

[Year 3 for students on the Year Abroad version]
Students will embark on a year abroad in a carefully selected partner university. There they will select modules of at least 60 ECTS (European Credit Transfer System) credits (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.

Final Year (Year 3 on V140 / Year 4 on V141)
Students take modules with a cumulative value of 120 credits, with a minimum of 120 credits at Level 6 in the School of History if the Special Subject is in the School of History, or a minimum of 60 credits at Level 6 in the School of History if the Special Subject is at another History Department within the University of London. Module choices are made with the guidance of the student’s academic adviser in History.

60 credits must come from a Special Subject, either as a combination of a 30 credit Special Subject and the 30 credit HST6000 History Research Dissertation in the School of History, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London. The Special Subject and dissertation are critical to students’ achievement of programme learning outcomes, particularly those relating to conducting structured research enquiry and critical analysis of primary sources.

Compulsory modules:
HST6001 History Essay 1 (10 credits)
HST6002 History Essay 2 (10 credits)

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>FT - Year 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Module Title</strong></td>
<td><strong>Module Code</strong></td>
</tr>
<tr>
<td>History in Practice</td>
<td>HST4430</td>
</tr>
<tr>
<td>Unravelling Britain: British History since 1801</td>
<td>HST4330</td>
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<tr>
<td>Global Encounters: Conquest and Culture in World History</td>
<td>HST4431</td>
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<tr>
<td>Europe in a Global Context since 1800</td>
<td>HST4331</td>
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### Programme Title: BA (Hons) Modern and Contemporary History / BA (Hons) Modern and Contemporary History with a Year Abroad

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>History Essay 1</td>
<td>HST4001</td>
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<tr>
<td>History Essay 2</td>
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<td>Semester 1</td>
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<tr>
<td>History Essay 3</td>
<td>HST4003</td>
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<tr>
<td>History Essay 4</td>
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<tr>
<td>20 credits of Level 4 HST modules</td>
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**Academic Year of Study**  
**FT - Year 2**

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<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
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<th>Semester</th>
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<tr>
<td>30 credits of Level 5 HST modules</td>
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<td>30</td>
<td>5</td>
<td>Elective</td>
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<td>Semester 1 or 2</td>
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<td>30 credits of Level 5 HST modules, or Level 4 or 5 modules in another School, or UoL intercollegiate Group 2 modules</td>
<td>HST5900</td>
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<td>Semester 1 or 2</td>
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<tr>
<td>History Research Project</td>
<td>HST5000</td>
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<td>Compulsory</td>
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<td>Semester 2</td>
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<td>History Essay 1</td>
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<td>15</td>
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<td>2</td>
<td>Semester 1</td>
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<tr>
<td>History Essay 3</td>
<td>HST5003</td>
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<td>5</td>
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<td>Semester 2</td>
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**Academic Year of Study**  
**FT - Year 3**

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<tr>
<th>Module Title</th>
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<th>Level</th>
<th>Module Selection Status</th>
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<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>History Research Dissertation (HST6000) + History Special Subject, or UoL</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>intercollegiate Level 6 Special Subject + dissertation</td>
<td>HST601</td>
<td>10</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semesters 1 &amp; 2</td>
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<tr>
<td>History Essay 1</td>
<td>HST6001</td>
<td>10</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>History Essay 2</td>
<td>HST6002</td>
<td>10</td>
<td>6</td>
<td>Compulsory</td>
<td>3</td>
<td>Semester 2</td>
</tr>
<tr>
<td>40 credits of Level 6 HST modules</td>
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<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
<td>Semester 1 or 2</td>
</tr>
</tbody>
</table>

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Overall administrative responsibility and QMUL accountability for the programme rests with History. The Director(s) of Education is/are responsible for the academic content and quality of the programme and any changes to the curriculum, ensuring consistent quality of teaching across the programme. The History Office is responsible for the overall administrative delivery of the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme. The overall management and enhancement of the programme lies with the Education Committee chaired by the Director of Education.

The Student Voice Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each year together with appropriate representation from staff. It is designed to respond to the needs of students, as well as act as a forum for co-creation, for example in discussing programme and module developments. The Student Voice Committee meet regularly throughout the year.

The School operates an Education Committee which advises the Director(s) of Education 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 and consideration of student surveys.

We constantly encourage innovation in modular content and practice. This includes a preference for the co-creation of module content to ensure the overall programme is responsive to student needs and interests. The School conducts an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is carried out by the Director(s) of Education and overseen by the Faculty of Humanities and Social Sciences. Schools/institutes are also subject to a periodic process of Enhanced Programme Review, which is organised by the Faculty and encompasses all undergraduate and post-graduate taught programmes. Students’ views are considered in each of these processes through analysis of the NSS, module evaluations and our regular processes of consultation with student representatives.
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For more information see the University’s Academic Regulations https://arcs.qmul.ac.uk/policy/

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. The School’s dedicated Employability Tutor works with the University’s Careers Service to enhance our students’ career prospects. 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;

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

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**Programme Specification Approval**

| Person completing Programme Specification: | Daniel Peart |
| Person responsible for management of programme: | Daniel Peart |
| Date Programme Specification produced / amended by School / Institute Education Committee: | 3 Mar 2023 |
| Date Programme Specification approved by Taught Programmes Board: | |
Programme Specification (UG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: BA (Hons) English and History
Name of interim award(s): 
Duration of study / period of registration: 3 years
QMUL programme code / UCAS code(s): QV31
QAA Benchmark Group: English; History
FHEQ Level of Award: Level 6
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: School of English & Drama

Schools / Institutes which will also be involved in teaching part of the programme:
School of History

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

What is the relationship between a text and its context? How are writers affected by the circumstances in which they live? What influence do literary texts have on social, cultural, and political life? A degree in English and History at Queen Mary gives students the chance to reflect on these questions, and to consider how these disciplines relate to and inform one another. Students will be trained in the key skills needed to study both subjects at degree level, and examine the interaction between writing and society in the periods that interest them most. Queen Mary's work in both English and History is internationally renowned, and students have the opportunity to work with some of the world's leading teachers and researchers.

Aims of the programme

The programme aims to:

• provide a coherent and intellectually stimulating programme with a focus on literary and historical aspects of texts in English and related languages from variety of historical periods;
Programme Title:

- provide a coherent and intellectually stimulating programme designed to develop critical and analytical skills as well as a broad knowledge and understanding of historical methods and techniques based on the study of past societies and cultures;
- use the programme’s interdisciplinary approach to develop not only skills which are appropriate to the two specific disciplines, but also skills which are common to both. In this way, students will come to appreciate that the study of each discipline complements and enriches the study of the other;
- develop skills of literary, historical and cultural analysis, with attention to genre and period;
- encourage engagement with a wide variety of critical and theoretical modes of enquiry;
- introduce students to, and encourage them to employ, a range of methodological approaches;
- enable students to develop independent critical thinking and judgement and to undertake related research tasks;
- develop a range of skills necessary for effective communication of ideas and arguments including an ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency of both oral and written expression; intellectual integrity;
- provide a basis for further study in History, English or related disciplines.

What will you be expected to achieve?

Students completing this programme of study will be able to: [see current list of Learning Outcomes]

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:
Programme Title:

| A1 | To demonstrate understanding of major political, cultural and social systems and different historical periods as well as an understanding of the social and historical contexts for the emergence and the development of a range of literary forms of writing |
| A2 | To demonstrate a familiarity with the nature and history of a range of literary genres |
| A3 | To show awareness of historiographic argument and awareness of the range and variety of approaches to literary study |
| A4 | To deploy accurately established techniques of analysis in relation to literary texts |
| A5 | To demonstrate familiarity with bibliographic skills relevant to English and Historical studies, including accurate citation of sources and consistent use of scholarly conventions |
| A6 | To demonstrate research skills including the gathering together of relevant research materials |

Disciplinary Skills - able to:

| B1 | To show evidence of effective communication skills, both orally and in written assignments |
| B2 | To participate in group discussions |
| B3 | To demonstrate an ability to work independently and to manage time effectively |
| B4 | To acquire a robust and detailed knowledge of at least one other historical period and its primary sources and developed a complex model of the relations between literary form and social and historical contexts |
| B5 | To reflect critically on the nature and history of a range of literary genres |
| B6 | To understand the significance of different historiographical and literary approaches and understood their limited or partial nature |
| B7 | Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought |
| B8 | Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position |

Attributes:

| C1 | Identify and critically evaluate appropriate information in specific contexts in a self-directed way, and reflect on how this might be used and adapted to different contexts |
| C2 | Work independently, demonstrating clarity, initiative, self organisation and time management |
| C3 | Develop a reasoned argument and synthesise information, and communicate this clearly and effectively |
| C4 | Select and use information, including from IT sources |
| C5 | Exercise critical judgement and self-reflection on their own learning, and to use this to adapt to new situations in professional settings |
| C6 | Demonstrate respect for the opinions of others and a willingness to act inclusively |
**How will you learn?**

<table>
<thead>
<tr>
<th>Teaching takes a number of forms, including:</th>
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<tbody>
<tr>
<td>· Lectures, including team-delivered lectures</td>
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<td>· Seminars, involving a variety of forms of group work</td>
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<td>· Small-group tutorials (normally with adviser)</td>
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<tr>
<td>· Field trips, performance and gallery visits;</td>
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<tr>
<td>· Individual guidance and feedback on written work</td>
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<tr>
<td>· Group discussion of written work</td>
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<tr>
<td>· Individual supervision of dissertations;</td>
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<tr>
<td>· Writing retreats, workshops and student-led review sessions.</td>
</tr>
</tbody>
</table>

**Learning is supported by:**

| · Coherently designed and effectively delivered modules; |
| · The provision of detailed guidance about reading for each module; |
| · The provision of key materials, either in libraries, in the bookshop, through on-line resources including the Virtual Learning Environment, or as module-packs; |
| · Widespread availability of lecture recordings |
| · The design of an appropriate range of learning activities and assessment tasks within each module; |
| · Encouraging active participation by all students in seminar discussions and other group work; |
| · Encouraging the use of learning journals, and portfolios; |
| · Regular review of individual student progress by advisers, and detailed guidance in relation to this; |
| · the SED Writing and Reference Guide (an online learning resource); |
| · the work of the Royal Literary Fund Fellows. |

**How will you be assessed?**

<table>
<thead>
<tr>
<th>Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:</th>
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<tbody>
<tr>
<td>· Critical and research essays;</td>
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<td>· Close-reading exercises and critical commentaries;</td>
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<td>· Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);</td>
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<td>· Unseen examinations (open and closed book);</td>
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<td>· Translation exercises;</td>
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<td>· Presentations (group and individual), posters;</td>
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<td>· Portfolios (written and e-portfolios), log books and learning journals;</td>
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<td>· Multi-media (e.g. podcasts, annotated videos, websites);</td>
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<tr>
<td>· Dissertation</td>
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</table>

**How is the programme structured?**

**Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.**

<table>
<thead>
<tr>
<th>Students take 120 credits in each year.</th>
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<tbody>
<tr>
<td>Year 1 / Level 4</td>
</tr>
<tr>
<td>Students take 60 credits ESH modules (all compulsory):</td>
</tr>
<tr>
<td>· ESH126 London Global I (30 credits)</td>
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<tr>
<td>· ESH129 Literatures in Time (15 credits)</td>
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<td>· ESH124 Poetry (15 credits)</td>
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<tr>
<td>And 60 credits HST modules, including:</td>
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<td>Compulsory modules:</td>
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<tr>
<td>HST4430 History in Practice (10 credits)</td>
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<td>HST4011 History Essay 1 (10 credits)</td>
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</table>
Programme Title:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HST4012</td>
<td>History Essay 2 (10 credits)</td>
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<td>Plus, EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)</td>
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<td></td>
<td>And 20 credits from other HST*** modules (10 credits each)</td>
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</tbody>
</table>

Year 2 / Level 5

Students take a total of 120 credits, with a minimum of 90 credits at Level 5. 60 credits will come from HST-prefixed modules and 60 credits will come from ESH-prefixed modules. Normally 60 credits in each semester.

In English, students choose modules from four Lists:
- List 1: a list of modules in the Medieval and Early Modern Subject Area;
- List 2: a list of modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;
- List 3: a list of modules in the Modern, Contemporary and Postcolonial Studies Subject
- List 4 Special Options: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

In English, students choose 60 credits from at least two different lists, and including at least 30 credits from List 1 or List 2. You may take up to 30 credits of ESH modules at level 6 with your advisor's agreement.

In History, compulsory modules:
- HSTS010 History Research Project (10 credits)
- HSTS011 History Essay 1 (10 credits)
- HSTS012 History Essay 2 (10 credits)
- And 30 credits from other HSTS*** modules (10 credits each)

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

You may not take more than 30 credits outside ESH- or HST-prefixed modules.

Year 3

Students take a total of 120 credits, normally 60 credits in each semester. These will be split between the Schools EITHER 60 History / 60 English OR 75 History / 45 English.

Students take EITHER
1. 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6000 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London)
   plus,
   Either 0 additional credits of HST-prefixed modules, and 60 credits of ESH-prefixed modules
   Or 15 additional credits of HST-prefixed modules (comprising 10 credit HST8*** elective module with associated 5 credit HST6021 History Essay 1), and 45 credits of ESH-prefixed modules

OR
2. ESH6000 English Dissertation (30 credits) and 30 credits of ESH-prefixed modules, and 60 credits of HST-prefixed modules, which must include HST6001 History Essay 1 (10 credits), HST6002 History Essay 2 (10 credits), and 40 credits of HST6*** elective modules.

You may not take more than 30 credits outside ESH- or HST-prefixed modules.
Programme Title:

<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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What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each School operates an Education Committee, or equivalent, which advises the School Director of Education 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.

The Student-Staff 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 together with appropriate representation from 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. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

The School hosts a dedicated ‘Your Voice’ page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

What academic support is available?

All students beginning 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 advisors.

Each student’s academic progress and personal welfare is monitored by an adviser in each School with whom regular meetings are scheduled. Advisors are the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated student support administrator in each School who works with academic staff to assist students in need of support.

Both the student support administrator and all advisors are able to refer students, where appropriate to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager in each School supports students in their use of the online learning environments used on all modules.

The School of English and Drama and the School of History collaborate with the Queen Mary Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the Royal Literary Fund Fellows.

Each School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

**How inclusive is the programme for all students, including those with disabilities?**

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.

**Programme-specific rules and facts**

N/A

**Links with employers, placement opportunities and transferable skills**

English and History graduates find opportunities for employment in many different careers, especially those calling for excellent communication and analytical skills. Students will have developed their research skills and understanding of the modern world, all of which are valued by employers. Graduates of the English and History degree might find employment in areas such as business, journalism and the media, education, museums and archives, government or public relations.
Programme Title:

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.

Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers and Enterprise Service).

Every year the Schools see a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

| Person completing Programme Specification: | Professor Michael McKinnie |
| Person responsible for management of programme: | Professor Suzanne Hobson |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 12 December |
| Date Programme Specification approved by Taught Programmes Board: | |

Queen Mary
University of London
Programme Specification (UG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: BA (Hons) Drama and History; BA (Hons) Drama and History With a Year Abroad
Name of interim award(s): 
Duration of study / period of registration: 3 years; 4 years for With a Year Abroad
QMUL programme code / UCAS code(s): TBC
QAA Benchmark Group: Dance, Drama and Performance; History
FHEQ Level of Award: Level 6
Programme accredited by: N/A
Date Programme Specification approved: 
Responsible School / Institute: School of English & Drama

Schools / Institutes which will also be involved in teaching part of the programme:
School of History

Collaborative institution(s) / organisation(s) involved in delivering the programme:
International Exchange partners where delivering a semester/Year abroad.

Programme outline
The BA (Hons) Drama and History programme gives students the opportunity to explore theatre and the times and places in which it has happened. Students will investigate the fascinating relationship between performance and history, through lectures, seminars, making performance, field work and more. They will study core History and Drama modules, while gaining increasing freedom to study the topics and historical periods that interest them most over the course of the degree—whether that’s discovering what it was like to go to the theatre in nineteenth-century London, delving into the relationship between empire and performance, and more. Students will be taught by some of the world’s leading academics and artists, who will help them develop into informed critics, historians, performance makers and writers. Queen Mary’s work in both Drama and History is internationally renowned, with some of the world’s leading academics and artists in both subjects, who will help students develop into informed critics, historians, performance makers and writers.

Aims of the programme
The programme aims to:
• provide a coherent and intellectually stimulating programme with a focus on theatre and performance in different historical
Programme Title: BA (Hons) Drama and History

cultures, periods and places;

- provide a coherent and intellectually stimulating programme designed to develop critical and analytical skills as well as a broad knowledge and understanding of historical methods and techniques based on the study of past societies and cultures;

- use the programme's interdisciplinary approach to develop not only skills which are appropriate to the two specific disciplines, but also skills which are common to both. In this way, students will come to appreciate that the study of each discipline complements and enriches the study of the other;

- develop skills of theatrical, historical and cultural analysis, with attention to form and period;

- explore historical cultures through performance

- encourage engagement with a wide variety of critical and theoretical modes of enquiry;

- introduce students to, and encourage them to employ, a range of methodological approaches;

- enable students to develop independent critical thinking and judgement and to undertake related research tasks;

- develop a range of skills necessary for effective communication of ideas and arguments including an ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency of both oral, written and creative expression; intellectual integrity;

- provide a basis for further study in History, Drama or related disciplines.

What will you be expected to achieve?

Students completing this programme of study will be able to: [see current list of Learning Outcomes]

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.
Programme Title: BA (Hons) Drama and History

### Academic Content:

| A1 | To demonstrate understanding of major political, cultural and social systems and different historical periods as well as an understanding of the social and historical contexts for the emergence and the development of a range of performance practices |
| A2 | To show awareness of historiographic argument and awareness of the range and variety of approaches to the study of theatre and performance |
| A3 | To demonstrate familiarity with bibliographic skills relevant to Drama and Historical studies, including accurate citation of sources and consistent use of scholarly conventions |
| A4 | To demonstrate research skills including the gathering together of relevant research materials |
| A5 | To reflect critically on how the theory and practice of performance inform one another |
| A6 | Develop a complex model for the relationship between theatre and performance and their social and historical contexts |
| A7 | Use performance skills as a mode of critical and historical inquiry |

### Disciplinary Skills - able to:

| B1 | To show evidence of effective communication skills, in oral, written and performance-based assignments |
| B2 | To demonstrate an ability to work collaboratively, whether in class or on group projects |
| B3 | To demonstrate an ability to work independently and to manage time effectively |
| B4 | To acquire a robust and detailed knowledge of at least one other historical period and its primary sources and developed a complex model of the relations between theatre and performance and their social and historical contexts. |
| B5 | To reflect critically on the nature and history of a range of different performance practices |
| B6 | To understand the significance of different historiographical and theatrical approaches and understand their limits and partial nature |
| B7 | Demonstrate mature and confident styles for writing, performance and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought |
| B8 | Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position. |

### Attributes:

| C1 | Identify and critically evaluate appropriate information in specific contexts in a self-directed way, and reflect on how this might be used and adapted to different contexts |
| C2 | Work independently, demonstrating clarity, initiative, self-organisation and time management |
| C3 | Develop a reasoned argument and synthesise information, and communicate this clearly and effectively |
Programme Title: BA (Hons) Drama and History

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<td>C4</td>
<td>Select and use information, including from IT sources</td>
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<td>C5</td>
<td>Exercise critical judgement and self-reflection on their own learning, and to use this to adapt to new situations in professional settings</td>
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<tr>
<td>C6</td>
<td>Demonstrate respect for the opinions of others and a willingness to act inclusively.</td>
</tr>
<tr>
<td>C7</td>
<td>Collaborate effectively with others, in team or group work, for example through group projects, workshops and seminars</td>
</tr>
</tbody>
</table>

**How will you learn?**

The programme is taught in accordance with both Schools' Teaching and Learning Strategies. As home school the School of English and Drama is committed to developing, maintaining and supporting good and innovative teaching practice, and to fostering independent learning and critical thinking in our students. Our strategy is informed by the overall framework set out in the Queen Mary Teaching and Learning Strategy, and within this we consider the following areas to be of central strategic importance:

Teaching takes a number of forms:
- Lectures, including team-delivered lectures
- Seminars, involving a variety of forms of group work
- Creative writing workshops
- Screenings
- Drama workshops, including physical techniques, use of technologies and materials
- Small-group tutorials (normally with advisor)
- Presentations by and discussions with visiting artists and writers
- Field trips, performance and gallery visits;
- Individual guidance and feedback on written work (where requested)
- Group discussion of written and practical work
- Individual supervision of dissertations/Practice-based Research Projects;
- Writing retreats, workshops and student-led review sessions.

Learning is supported by:
- Coherently designed and effectively delivered modules;
- The provision of detailed guidance about reading for each module;
- The provision of key materials, either in libraries, in the bookshop, through on-line resources including the Virtual Learning Environment, or as module packs;
- Widespread availability of lecture recordings;
- The inclusion in the timetable of scheduled sessions for student-led group and independent learning and the further availability of bookable spaces for students wishing to work outside timetabled sessions;
- The design of an appropriate range of learning activities and assessment tasks within each module;
- Encouraging active participation by all students in seminar discussions and other group work;
- Encouraging the use of learning journals, and portfolios;
- Regular review of individual student progress by advisors, and detailed guidance in relation to this;
- the SED Writing and Reference Guide (an online learning resource);
- the work of the Royal Literary Fund Fellows.

**How will you be assessed?**

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- Critical and research essays;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Unseen examinations (open and closed book);
- Translation exercises;
Programme Title: BA (Hons) Drama and History

- Presentations (group and individual), posters;
- Portfolios (written and e-portfolios), log books and learning journals;
- Performance projects (group and individual);
- Multi-media (e.g. podcasts, annotated videos, websites);
- Dissertation (written or practice-based)

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students take 120 credits in each year.

Year 1 / Level 4
Students take 60 credits DRA modules (all compulsory):
DRA114 London/Culture/Performance (15 credits)
DRA121 Beyond Acting (30 credits)
DRA123 Power Plays (15 credits)

And 60 credits HST modules, including:
Compulsory modules:
HST4430 History in Practice (10 credits)
HST4011 History Essay 1 (10 credits)
HST4012 History Essay 2 (10 credits)
Plus, EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)
And 20 credits from other HST4*** modules (10 credits each)

Year 2 / Level 5
Students take a total of 120 credits. Minimum 90 credits at level 5, maximum 30 credits at level 6, normally 60 credits in each semester.

For Drama:
In Drama, select 30 credits from DRA-prefixed 30-credit modules at level 5 and minimum 15 credits/maximum 45 credits from DRA-prefixed 15-credit modules at level 5. Selection must include at least one of DRA273 Culture, Power and Performance (15 credits) or DRA242 Group Practical Project (30 credits).

For History:
Compulsory modules:
HST5010 History Research Project (10 credits)
HST5011 History Essay 1 (10 credits)
HST5012 History Essay 2 (10 credits)
And 30 credits from other HST5*** modules (10 credits each)

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

Students may not take more than 30 credits outside DRA- or HST-prefixed modules.

Year 3/Level 6/Final Year

Students take a total of 120 credits. Minimum 90 credits at level 6, maximum 30 credits at level 5, normally 60 credits in each semester.

Students must take either:
1. 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6000 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London). In addition, 60 credits of DRA-prefixed modules (excluding DRA329).
2. Or

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University of London

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Programme Title: BA (Hons) Drama and History

2. 60 credits of DRA prefixed modules including DRA329 Written Research Project (30 credits) and/or DRA344 Practice Based Research Project (30 credits) with remaining of those credits to be chosen from DRA prefixed Level 6 modules. In addition, 60 credits of HST prefixed modules, which must include HST6001 History Essay 1 (10 credits), HST6002 History Essay 2 (10 credits), and 40 credits of HST6**** elective modules.

Minimum 0/Maximum 30 credits of optional modules may be chosen from modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student’s advisor.

Students may not take more than 30 credits outside DRA- or HST prefixed modules.

Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The School operates an Education Committee, which considers and advises 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 consideration of student surveys.

The School undertakes Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the National Student Survey results and module evaluations, and consideration of Student-Staff Liaison Committee minutes.

How do we listen to and act on your feedback?

The Student-Staff 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 together with appropriate
representation from 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. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, formative module feedback, the SSLC, and through national surveys.

The School hosts a dedicated ‘Your Voice’ page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

**What academic support is available?**

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme, specific inductions in the use of the online learning environment and the library. These events also include opportunities for social interaction, and scheduled small group and individual meetings with advisors.

Each student’s academic progress and personal welfare is monitored by an advisor.

All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and progress.

Both the Director of Student Support and all advisors are able to refer students, where appropriate, to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, Counselling.

There are dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Learning Manager and Student Support Officer work with academic staff to assist students in need of support; 2) The E-Strategy Manager supports students in the use of the online learning environments used on all modules.

The School collaborates with Queen Mary’s Thinking Writing team and Language Centre to support students in the development of writing skills. Additional support is provided by the Royal Literary Fund Fellows.

The School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

**How inclusive is the programme for all students, including those with disabilities?**

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.

**Programme-specific rules and facts**

A student on a programme with a compulsory year abroad must pass all modules and achieve a minimum weighted average mark of 60.0 rather than 40.0 to progress to the year abroad. Failure to meet that requirement will result in transfer to the version of the programme without a year abroad.

For more information see the University’s Academic Regulations https://arcs.qmul.ac.uk/policy/
Links with employers, placement opportunities and transferable skills

A BA in Drama and History encourages students to develop a life-long love for learning and equips you with a set of rigorous analytical, communication and performance skills, research skills and understanding of the modern world, negotiating and leadership skills that come with the experience of working in groups, and respect for the opinions of others and a willingness to act inclusively. This gives graduates some particularly sought-after qualities in the workplace. Graduates of the Drama and History degree might find employment in areas such as theatre and performance, cultural industries, the third sector, business, journalism and the media, education, museums and archives, government or public relations.

The programme capitalises on London’s outstanding theatre and performance resources and, particularly, the School’s links with a variety of organisations including Artangel, Barbican, Live Art Development Agency, London International Festival of Theatre, National Theatre, People’s Palace Projects, Project Phakama, and Shakespeare’s Globe. These links often bring artists, administrators, managers and other professionals into the programme as guest speakers, workshop leaders and performers. They also facilitate students’ participation in the cultural sector, and will form the basis for the further development of work-specific learning opportunities.

The programme aims to provide a range of career prospects for its graduates, and includes specific career-focused activities, designed to maximise the employability of its graduates.

Students are notified of placement opportunities via our link with QProjects (part of QMUL’s Careers Service).

Every year the Schools see a number of students progress to take higher degrees, both at QMUL and elsewhere.

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Professor Michael McKinnie, Director of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>Professor Dominic Johnson, Head of Drama</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</td>
<td>12 December 2022</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board:</td>
<td></td>
</tr>
</tbody>
</table>

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University of London

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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)

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Europe 1000-1500: The Middle Ages and their Legacy
Module code: HST4130
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</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>
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<td>999</td>
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<tr>
<td>2025/26</td>
<td>100</td>
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<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>100</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

Pre-modern Europe was, by and large, an intolerant society. Discrimination based on gender, religion or ethnicity was commonplace, as was the active persecution of minority groups. This created a unique challenge in ensuring inclusivity, as the vast majority of sources from the period were created by and for a small section within society. This would be addressed explicitly throughout the module. Students will engage with the 'Formation of a Persecuting Society', and challenge ideas of intolerance. Whenever possible minority groups, dissenting voices or gender balance would be sought, looking to challenge traditional narratives and hegemonic voices. Accessibility would be facilitated by providing all sources in translation, by not assuming any previous knowledge of the period, and through ongoing support in seminar groups. Writing and reading exercises would aim to create a level playing field for students from different backgrounds and abilities.
## Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

### For QMUL Model modules only

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

### Approval of New Module Proposal

The signature(s) of the Head(s) 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 / Institute</th>
<th>Digitally signed by Dan Todman Date: 2023.03.20 13:59:54 Z</th>
<th>Head(s) of supporting School / Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 2 - Module Specification

Module title: Europe 1000-1500: The Middle Ages and their Legacy
Module code: HST4130
Credit value: 10
Level: 4
Mode of delivery: On Campus
Semester: Semester 2
Module Organiser(s): Eyal Poleg

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

Medieval institutions, ideas and practices still greatly influence the shape of modern Europe. Europe's languages, rituals, religious beliefs, political institutions, urban infrastructure and universities are deeply marked by their medieval origins. This module offers an introduction to Europe's medieval past in its full diversity and complexity. It will introduce men and women, laypeople and priests, warriors, traders and farmers, offering learners information and insights into the continent's formative past. Students will gain an insight into poorly-documented historical pasts, and will explore the techniques and approaches employed by medieval historians.

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

The aim of the module is to provide a clear, wide-ranging introduction to the history of medieval Europe for all students who may be interested (and all those who have chosen the medieval history degree). It will offer a clear chronological framework while introducing many thematic topics, which have also been selected with a view to whetting students' appetites for the main areas of medieval history that we teach at higher levels. This Level 4 module introduces learners to a time and place most will not have studied before. It demonstrates the tasks of gathering and sharing information as evidence as training in their own tasks of research and writing in course work. While the lectures raise historical problems and suggest answers to them, the classes allow learners to develop their own ideas, voice reasoned views and respond to the views of others in a supportive environment. In all its parts the module shares with learners the scope as well as the limits of historical knowledge for the period, demonstrating intellectual integrity as well as imaginative insight into poorly documented historical pasts. Despite the challenges of evidence, lectures will use visual sources from the period, music, maps, and statistical tables.
3) Learning Outcomes
Please 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 2010](#) 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>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>To demonstrate an understanding of how people have existed, acted and thought in the past</td>
</tr>
<tr>
<td>A2</td>
<td>To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)</td>
</tr>
<tr>
<td>A3</td>
<td>To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument</td>
</tr>
<tr>
<td>B2</td>
<td>To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
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<th></th>
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</thead>
<tbody>
<tr>
<td>C1</td>
<td>To show intellectual integrity, maturity and independence, and imaginative insight and creativity</td>
</tr>
</tbody>
</table>

4) Reading List
Please 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.

- Steven Epstein, An Economic and Social history of Later Medieval Europe (Cambridge: Cambridge University Press, 2009).
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>22</td>
<td>22</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source Analysis</td>
<td>Coursework</td>
<td>1500</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.

**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**
Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</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)'.

Page 7 of 11
Module title: Europe 1000-1500: The Middle Ages and their Legacy
Module code: HST4130B
Module Organiser(s): Eyal Poleg

Pre-requisite modules

Co-requisite modules

Overlapping modules

Credit value: 15
Level: 4
Mode of delivery: On Campus
Semester: Semester 2

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

Medieval institutions, ideas and practices still greatly influence the shape of modern Europe. Europe's languages, rituals, religious beliefs, political institutions, urban infrastructure and universities are deeply marked by their medieval origins. This module offers an introduction to Europe's medieval past in its full diversity and complexity. It will introduce men and women, laypeople and priests, warriors, traders and farmers, offering learners information and insights into the continent's formative past. Students will gain an insight into poorly-documented historical pasts, and will explore the techniques and approaches employed by medieval historians.

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

The aim of the module is to provide a clear, wide-ranging introduction to the history of medieval Europe for all students who may be interested (and all those who have chosen the medieval history degree). It will offer a clear chronological framework while introducing many thematic topics, which have also been selected with a view to whetting students' appetites for the main areas of medieval history that we teach at higher levels. This Level 4 module introduces learners to a time and place most will not have studied before. It demonstrates the tasks of gathering and sharing information as evidence as training in their own tasks of research and writing in course work. While the lectures raise historical problems and suggest answers to them, the classes allow learners to develop their own ideas, voice reasoned views and respond to the views of others in a supportive environment. In all its parts the module shares with learners the scope as well as the limits of historical knowledge for the period, demonstrating intellectual integrity as well as imaginative insight into poorly documented historical pasts. Despite the challenges of evidence, lectures will use visual sources from the period, music, maps, and statistical tables.
3) Learning Outcomes

Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

| A1 | To demonstrate an understanding of how people have existed, acted and thought in the past |
| A2 | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present) |
| A3 | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations |

### Disciplinary Skills - able to:

| B1 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |
| B2 | To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity |

### Attributes:

| C1 | To show intellectual integrity, maturity and independence, and imaginative insight and creativity |

4) Reading List

Please 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

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</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>
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<tr>
<td>Work-based learning</td>
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<td>0</td>
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<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</td>
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<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>Sequence</th>
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<th>Assessment Type</th>
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<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
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<td>for individual assessment</td>
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</tbody>
</table>
**Reassessment**
Where amendments are proposed to the method of reassessment, provide full details below.
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
</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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Building the American Nation: 1776-1896
Module code: HST4332
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
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</tbody>
</table>

Page 1 of 11
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>
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</tr>
<tr>
<td>2025/26</td>
<td>150</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale
Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

School of History principles regarding diversity and inclusion were central to the redesign of the module for 2019-20. Beyond the range of actors, voices, and topics covered, and the associated range of primary and secondary sources from scholars working in these contexts, the module will centre the racialised, gendered and classed occlusions that characterised US history during this period, asking who is being left out, who is being silenced, who benefits from ‘development’ and who suffers.

- The learning outcomes of this module will be prominently displayed in the QMplus site.
- The QMplus site will be clearly organised and will provide access to all core teaching and study materials for the module. The reading list will be available on QMplus and will make use of the Talis Aspire reading list software if practicable.
Resource Requirements

| By School / Institute responsible for module: | Existing |
| By any other School / Institute or collaborating institution: |

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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 School / Institute

Head(s) of supporting School / Institute

Digitally signed by Dan Todman
Date: 2023.03.20 14:10:20 Z
Section 2 - Module Specification

Module title: Building the American Nation: 1776-1896  
Module code: HST4332

Credit value: 10  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 2

Module Organiser(s): Joanna Cohen, Noam Maggor, and Daniel Peart

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

1) Content Description
Please 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 the turbulent development of the United States from its inception in 1776 with the Declaration of Independence through to its ascendance as an industrial and imperial world power in 1896. We will explore the history of this young nation from the writing of the Constitution, through contests over democracy, slavery and the Civil War, to an era of mass immigration and industrial capitalism. Throughout the module our studies will be guided by four themes which were central to the building of an American nation and which continue to divide opinion today: expansion, race, capitalism, and democracy. Students will gain an understanding of different approaches to studying American history and will demonstrate an ability to marshal historical knowledge to make a convincing case in favour of their own critical interpretation of the past.

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

To provide students with a broad understanding of key themes and topics in US history between 1776 and 1896.  
To engage students in a debate on the evolution and nature of the American democratic system.  
To introduce students to the historiographical debates that engage scholars of US history.  
To provide students with the opportunity to ask critical questions on topics in US history.  
To offer students a forum in which they can learn to critically assess primary and secondary sources on topics in US history.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

| A1 | To demonstrate an understanding of how people have existed, acted and thought in the past |
| A2 | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present) |
| A3 | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations |

### Disciplinary Skills - able to:

| B1 | To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity |
| B2 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |

### Attributes:

| C1 | To show intellectual integrity, maturity and independence, and imaginative insight and creativity |

4) Reading List
Please 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.

- George B. Tindall and David E. Shi, America: A Narrative History (2000)
- Daniel K. Richter, Facing East from Indian Country: A Native History of Early America (2002)
- David Brion Davis, The Problem of Slavery in the Age of Revolution, 1770-1823 (1975)
- Peter Kolchin, American Slavery (1993)
- Eugene D. Genovese, Roll Jordan Roll (1975)
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
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</tr>
<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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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</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
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</tr>
<tr>
<td>Work-based learning</td>
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<td>0</td>
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<tr>
<td>Independent Study</td>
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<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Log</td>
<td>Coursework</td>
<td>1500</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.**

**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
Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflective Report</td>
<td>Coursework</td>
<td>1500 words</td>
<td>100</td>
<td>Yes</td>
<td></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 title: Building the American Nation: 1776-1896
Module code: HST4332B
Module Organiser(s): Joanna Cohen, Noam Maggor, and Daniel Peart

Pre-requisite modules | Co-requisite modules | Overlapping modules
---|---|---

Credit value: 15
Level: 4
Mode of delivery: On Campus
Semester: Semester 2

1) Content Description
Please 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 the turbulent development of the United States from its inception in 1776 with the Declaration of Independence through to its ascendance as an industrial and imperial world power in 1896. We will explore the history of this young nation from the writing of the Constitution, through contests over democracy, slavery and the Civil War, to an era of mass immigration and industrial capitalism. Throughout the module our studies will be guided by four themes which were central to the building of an American nation and which continue to divide opinion today: expansion, race, capitalism, and democracy. Students will gain an understanding of different approaches to studying American history and will demonstrate an ability to marshal historical knowledge to make a convincing case in favour of their own critical interpretation of the past.

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

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To engage students in a debate on the evolution and nature of the American democratic system.
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To offer students a forum in which they can learn to critically assess primary and secondary sources on topics in US history.
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<td>A3</td>
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<tr>
<th>Disciplinary Skills - able to:</th>
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<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>
</tbody>
</table>

4) Reading List
Please 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.

George B. Tindall and David E. Shi, America: A Narrative History (2000)
Hugh Brogan, The Longman History of the United States of America (1985)
Daniel K. Richter, Facing East from Indian Country: A Native History of Early America (2002)
David Brion Davis, The Problem of Slavery in the Age of Revolution, 1770-1823 (1975)
Peter Kolchin, American Slavery (1993)
Eugene D. Genovese, Roll Jordan Roll (1975)
Sven Beckert, Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896 (2001)
Steven Hahn, A Nation Under Our Feet: Black Political Struggles in the South from Slavery to the Great Migration (2003)
C. Van Woodward, Origins of the New South, 1877-1913 (1951)
Richard Hofstadter, The Age of Reform (1955)
Frederick Jackson Turner, The Frontier in American History (1920)

5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional / industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Category</th>
<th>Time Spent (in hours)</th>
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<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</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.

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<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
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</thead>
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<td>Scheduled learning and teaching</td>
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<tr>
<td>Work-based learning</td>
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<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
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<td>85.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<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.

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Log</td>
<td>Coursework</td>
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<td>50</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework</td>
<td>2000 words</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

- Standard Reassessment
- Synoptic Reassessment

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<tr>
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<tbody>
<tr>
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<td>Coursework</td>
<td>1500 words</td>
<td>50</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework</td>
<td>2000 words</td>
<td>50</td>
<td>Yes</td>
<td></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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Global Encounters: Conquest and Culture in World History
Module code: HST4431
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024/25</td>
<td>270</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>270</td>
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<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>270</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History’s adoption of Programme Level Assessment and the associated School curriculum review.

This is a Level 4 module for first year students. It will be compulsory for single honours students. The module offers an introduction to encounters between civilizations, cultures and societies in world history, based on examples drawn from India, the Middle East, Africa and North America, from the medieval period up to the early 20th century. It will develop understanding of patterns of cultural contact in global history and an introduction to approaches within the field of global history. It will also impart basic general knowledge of the major civilizations of the world. It will serve as a pathway towards level 5 and 6 modules in the field of Islamic and Middle Eastern history, colonial history in the early modern and modern period, and African history. The module seeks to redress the relative absence of non-European history from A-level examinations, so as to provide first-year students with a basic foundation in world history.

### 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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

The School of History’s principles regarding diversity and inclusion sit at the core of this module, which has been designed to introduce students to global history. As such, the module offers an extremely wide range of individuals’ and groups’ perspectives to students, emanating from a number of different cultural contexts. To give some examples; Zheng He, one of our historical protagonists from the medieval period, is from China and, likewise, we deal with Kings of Dahomey, such as Agonglo and Tegbesou, in the early modern era. We will ensure that our readings are taken from authors from a variety of backgrounds. In addition, as module convenors, in designing the module we will ensure guest lecturers address the previous profusion of male protagonists by including girls’ and women’s histories. We will also ensure that, wherever possible, LGBTQI+ histories will feature in this module.
Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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).

Dan Todman
Digitally signed by Dan Todman
Date: 2023.03.20 14:16:42 Z
Section 2 - Module Specification

Module title: Global Encounters: Conquest and Culture in World History
Module code: HST4431

Credit value: 10  Level: 4  Mode of delivery: On Campus  Semester: Semester 1

Module Organiser(s): Simon Layton and Reuben Loffman

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

1) Content Description
Please 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 offers an introduction to encounters between civilizations, cultures and societies in world history, based on examples drawn from the medieval, early modern and modern periods. It seeks to develop understanding of patterns in world history and an introduction to approaches within the field of global history. It will introduce specific case-studies, from the Arab conquest of the Muslim Spain and Chinese exploration of the Indian Ocean, through colonial encounters in Africa, America and India, to the Balfour Declaration in 1917. Students discuss the meeting of civilizations, cultures, and societies in world history, covering examples from the medieval period up to the modern day. They develop a global perspective, form professional and informed attitudes, and consider the methodology of global history. Students complete a learning log, in which they discuss the process of absorbing new ideas, approaches, and perspectives, and articulate the ways in which the lectures, seminars, and readings have changed their view of world history.

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

To provide an introduction to the meeting of civilizations, cultures and societies in world history, covering examples from the medieval period up to the modern day.
To impart basic general knowledge of the major civilizations of the world.
To develop understanding of general patterns in world history and to introduce students to approaches within the field of global history.
To develop the generic skills of historical analysis and writing which will lay the foundations for level 5 and 6 modules in non-European history.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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

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

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

4) Reading List
Please 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.

- F. Donner, Muhammad and the believers : at the origins of Islam (Cambridge, Mass. ; London : Belknap, 2010.)
- G.W. Bowersock, Mosaics as history : the Near East from late antiquity to early Islam (Cambridge, MA , 2006).
- Ch. Robinson, Abd al-Malik (Oneworld, 2006).
Marshall Sahlin, Islands of history (1985)
Glyn Williams, The Death of Captain Cook (2008)
Radhika Singha 'Providentinal circumstances: The thuggee campaign of the 1830sand legal innovation', Modern Asian Studies, 27, 1 (1993) 83-146
 Parama Roy ‘Discovering India, Imagining Thuggee’, The Yale Journal of Criticism, 9, 1 (Spring 1996) 121-145
Joseph Miller, Way of Death (1988)
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td><strong>Total</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>22</td>
<td>22</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td><strong>Total</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

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Log</td>
<td>Coursework</td>
<td>1500</td>
<td>90</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>Practical</td>
<td>10</td>
<td>No</td>
<td></td>
<td></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.**

**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**

Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflective Report</td>
<td>Coursework</td>
<td>1000</td>
<td>100</td>
<td>Yes</td>
<td></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)'.

- **Module title:** Global Encounters: Conquest and Culture in World History
- **Module code:** HST4431A
- **Module Organiser(s):** Simon Layton and Reuben Loffman
- **Pre-requisite modules:**
- **Co-requisite modules:**
- **Overlapping modules:**
- **Credit value:** 15
- **Level:** 4
1) Content Description
Please 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 offers an introduction to encounters between civilizations, cultures and societies in world history, based on examples drawn from the medieval, early modern and modern periods. It seeks to develop understanding of patterns in world history and an introduction to approaches within the field of global history. It will introduce specific case-studies, from the Arab conquest of the Muslim Spain and Chinese exploration of the Indian Ocean, through colonial encounters in Africa, America and India, to the Balfour Declaration in 1917. Students discuss the meeting of civilizations, cultures, and societies in world history, covering examples from the medieval period up to the modern day. They develop a global perspective, form professional and informed attitudes, and consider the methodology of global history. Students complete a learning log, in which they discuss the process of absorbing new ideas, approaches, and perspectives, and articulate the ways in which the lectures, seminars, and readings have changed their view of world history.

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

To provide an introduction to the meeting of civilizations, cultures and societies in world history, covering examples from the medieval period up to the modern day.
To impart basic general knowledge of the major civilizations of the world.
To develop understanding of general patterns in world history and to introduce students to approaches within the field of global history.
To develop the generic skills of historical analysis and writing which will lay the foundations for level 5 and 6 modules in non-European history.

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 2010 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To demonstrate an understanding of how people have existed, acted and thought in the past</td>
</tr>
<tr>
<td>A2</td>
<td>To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)</td>
</tr>
<tr>
<td>A3</td>
<td>To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

B1  To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge

B2  To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

Attributes:

C1  To appreciate and engage in contemporary debates relating to global sustainability and global perspectives

4) Reading List
Please 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. Gordon, The rise of Islam (Greenwood Press, 2005)
G.W. Bowersock, Mosaics as history : the Near East from late antiquity to early Islam (Cambridge, MA , 2006).
Ch. Robinson, Abd al-Malik (Oneworld, 2006).
Marshall Sahlns, Islands of history (1985)
Glyn Williams, The Death of Captain Cook (2008)
Parama Roy ‘Discovering India, Imagining Thuggee’, The Yale Journal of Criticism, 9, 1 (Spring 1996) 121-145
Joseph Miller, Way of Death (1988)
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>150</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>
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<td>14.7</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Log</td>
<td>Coursework</td>
<td>1500</td>
<td>40</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Seminar Participation</td>
<td>Practical</td>
<td>10</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Essay</td>
<td>Coursework</td>
<td>2000</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
☐ Standard Reassessment
☒ Synoptic Reassessment

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Reflective Report</td>
<td>Coursework</td>
<td>2000</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Europe in a Global Context since 1800
Module code: HST4331
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here.

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>
Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024/25</td>
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<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>150</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>150</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

Delivery of the module will be based on the premise that students have no prior knowledge of European history, either in the time period under investigation or more generally. Reading lists have been modified to include perspectives other than those of white men, for both primary and secondary source material. Course content is focused around Europe's interactions with the wider world: this includes influences upon Europe as well as the
### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

**For QMUL Model modules only**

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

---

### Approval of New Module Proposal

The signature(s) of the Head(s) 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**  
Dan Todman  
Digitally signed by Dan Todman  
Date: 2023.03.20 14:08:54 Z

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

Module title: Europe in a Global Context since 1800
Module code: HST4331
Credit value: 10
Level: 4
Mode of delivery: On Campus
Semester: Semester 2
Module Organiser(s): Joseph Cronin and Natalya Chernyshova

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

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

In the period covered by this module, Europe rose to global dominance and then entered a gradual process of relative decline, which is still underway. Any history of Europe in the period must also therefore take account of Europe's interactions – military, economic and intellectual – with the wider world. During the period of expansion, Europeans envisaged themselves as embodying a superior civilisation, which exemplified ideals of modernity and progress. But these ideals also had darker side which resulted in Europeans perpetrating acts of the most extraordinary violence, upon each other and on others. In the nineteenth century, nationalist ideas were associated with progress, emancipation and liberalism but in the twentieth century they became vectors of exclusion, authoritarianism and even genocide. If there has been no general war in Europe since 1945, as ideas of a united Europe have taken root, Cold War, local wars and inter-ethnic conflicts have mutated and endured. These are some of the themes and contradictions that this module will seek to explore. Students consider key trends and discontinuities in the international and global history of Europe since 1800. They discuss and evaluate the interpretations which have been put forward to explain this historical period, and construct their own interpretations which draw upon them.

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

To give students a foundational understanding of the major social, political, international and international histories of Europe in the period since 1800, both as a basis for subsequent study in this subject area and as part of a first year in which they will develop a broader sense of historical chronology.
To introduce students to key topics in this subject area and to encourage them to assess the degree to which British history was one of singularity in these regards.
To teach key historical knowledge and skills including, but not limited to: chronology, key themes, the location, use and critical assessment of primary and secondary sources and the construction and criticism of argument.
To teach wider transferable skills with reference to QMUL's Graduate Attributes, with particular reference to critical engagement with knowledge, continuous learning in a changing world, clear communication, research and information expertise.
To inspire and excite students with the potential of study and research in modern British history, by demonstrating the enthusiasm and intellectual passion of staff, the sophistication required to advance understanding and the variety of approaches to research adopted within the School of History.
3) Learning Outcomes
Please 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 2010 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><strong>A1</strong> To demonstrate an understanding of how people have existed, acted and thought in the past</td>
</tr>
<tr>
<td><strong>A2</strong> To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)</td>
</tr>
<tr>
<td><strong>A3</strong> To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong> To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity</td>
</tr>
<tr>
<td><strong>B2</strong> To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong> To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator</td>
</tr>
</tbody>
</table>

4) Reading List
Please 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.

Eric Hobsbawn, Age of Revolution: 1789-1848 (1975)
Eric Hobsbawn, Age of Empire: 1875-1914 (1987)
Ian Kershaw, To Hell and Back: Europe 1914-1949 (2015)
Vandana Joshi, Revisiting Modern European History: 1789-1945 (2016)
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional/industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and/or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>11</td>
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<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>
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</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
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<td>Work-based learning</td>
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<td>0</td>
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<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.
Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final.

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
Please 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)

---

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)'.

---

Page 7 of 11
Module title: Europe in a Global Context since 1800
Module code: HST4331B
Module Organiser(s): Joseph Cronin and Natalya Chernyshova

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

In the period covered by this module, Europe rose to global dominance and then entered a gradual process of relative decline, which is still underway. Any history of Europe in the period must also therefore take account of Europe's interactions – military, economic and intellectual – with the wider world. During the period of expansion, Europeans envisaged themselves as embodying a superior civilisation, which exemplified ideals of modernity and progress. But these ideals also had darker side which resulted in Europeans perpetrating acts of the most extraordinary violence, upon each other and on others. In the nineteenth century, nationalist ideas were associated with progress, emancipation and liberalism but in the twentieth century they became vectors of exclusion, authoritarianism and even genocide. If there has been no general war in Europe since 1945, as ideas of a united Europe have taken root, Cold War, local wars and inter-ethnic conflicts have mutated and endured. These are some of the themes and contradictions that this module will seek to explore. Students consider key trends and discontinuities in the international and global history of Europe since 1800. They discuss and evaluate the interpretations which have been put forward to explain this historical period, and construct their own interpretations which draw upon them.

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

To give students a foundational understanding of the major social, political, international and international histories of Europe in the period since 1800, both as a basis for subsequent study in this subject area and as part of a first year in which they will develop a broader sense of historical chronology.
To introduce students to key topics in this subject area and to encourage them to assess the degree to which British history was one of singularity in these regards.
To teach key historical knowledge and skills including, but not limited to: chronology, key themes, the location, use and critical assessment of primary and secondary sources and the construction and criticism of argument.
To teach wider transferable skills with reference to QMUL’s Graduate Attributes, with particular reference to critical engagement with knowledge, continuous learning in a changing world, clear communication, research and information expertise.
To inspire and excite students with the potential of study and research in modern British history, by demonstrating the enthusiasm and intellectual passion of staff, the sophistication required to advance understanding and the variety of approaches to research adopted within the School of History.
3) Learning Outcomes

Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

![Table of Learning Outcomes]

A1 To demonstrate an understanding of how people have existed, acted and thought in the past
A2 To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)
A3 To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations

Disciplinary Skills - able to:

B1 To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity
B2 To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

Attributes:

C1 To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator

4) Reading List

Please 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.

Eric Hobsbawn, Age of Revolution: 1789-1848 (1975)
Eric Hobsbawm, Age of Empire: 1875-1914 (1987)
Ian Kershaw, To Hell and Back: Europe 1914-1949 (2015)
Vandana Joshi, Revisiting Modern European History: 1789-1945 (2016)
Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998)
Anne Applebaum, Red Famine: Stalin’s War on Ukraine, 1921-1933 (2017)
Tony Judt, Postwar: A History of Europe since 1945 (2005)
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

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<thead>
<tr>
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<th>Category</th>
<th>Time Spent (in hours)</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>Seminar</td>
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<td>Guided independent study</td>
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<td>128</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
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</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.

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<tr>
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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.
## Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.

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

- **Standard Reassessment**
- **Synoptic Reassessment**

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
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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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

### Section 1 - Summary Information

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Further details on HECoS codes can be found [here](#).

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<tr>
<th>Responsible School / Institute:</th>
<th>School of History</th>
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</thead>
</table>

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

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<thead>
<tr>
<th>Responsible School / Institute</th>
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<td>School of History</td>
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Anticipated Student Registrations

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<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

In line with the School’s approach to reflective practice for improving diversity and inclusion, this module has been designed to encourage the study of texts beyond those white, male authors commonly associated with the canon of the history of political thought. The module incorporates female authors and voices from outside UK, Europe and North America. Among the thinkers studied are Mary Wollstonecraft, Germaine de Staël, Gandhi and Arendt. A substantial part of the core reading touches on themes of racism, imperialism and sexism. Suggested reading for the
Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
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</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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

Dan Todman
Digitally signed by Dan Todman
Date: 2023.03.20 14:18:18 Z

Head(s) of supporting School / Institute

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

Module title: The Foundations of Modern Thought: Introduction to Intellectual History
Module code: HST4432
Credit value: 10
Level: 4
Mode of delivery: On Campus
Semester: Semester 2

Module Organiser(s): Waseem Yaqoob, Georgios Varouxakis, and Andrew Fitzmaurice

1) Content Description
Please 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 is a module in the history of ideas that introduces students to important shifts in the ways in which history, society and politics have been thought about from the Renaissance to the twentieth century. The module will cover key figures in the history of political thought and philosophy, including Niccolo Machiavelli, Mary Wollstonecraft, Karl Marx, Mohandas Gandhi and Hannah Arendt, and will address influential debates about such issues as the relationship between politics and morality, the justification for violence, the nature and causes of inequality, the rise of capitalism, imperialism and the rights of women. Attention throughout will be focused on a careful scrutiny of primary sources. By the end of the module, students will have deepened their understanding of some of the critical issues that have dominated modern history.

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

This module is designed to introduce students to intellectual history and the history of political thought, a subject that most do not have an opportunity to study prior to university. It will prepare them for further study in these fields at Level 5 and Level 6.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<td><strong>A2</strong></td>
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<td><strong>A3</strong></td>
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<table>
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<td><strong>B1</strong></td>
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<th>Attributes:</th>
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<tbody>
<tr>
<td><strong>C1</strong></td>
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</tbody>
</table>

4) Reading List
Please 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.

Declaration of the Rights of Man and the Citizen (1789).
Johann Sommerville, Thomas Hobbes: Political Ideas in Historical Context
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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<td>Seminar</td>
<td>11</td>
</tr>
<tr>
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<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
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<th>Final element of assessment</th>
<th>Qualifying Mark for individual assessment</th>
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</thead>
<tbody>
<tr>
<td>Source Analysis</td>
<td>Coursework</td>
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<td>100</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
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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.

**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**

Please 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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<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
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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 title:** The Foundations of Modern Thought: Introduction to Intellectual History

**Module code:** HST4432B

**Module Organiser(s):** Waseem Yaqoob, Georgios Varouxakis, and Andrew Fitzmaurice
1) **Content Description**

Please 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 is designed to introduce students to intellectual history and the history of political thought, a subject that most do not have an opportunity to study prior to university. It will prepare them for further study in these fields at Level 5 and Level 6.

2) **Module Aims**

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

This module is designed to introduce students to intellectual history and the history of political thought, a subject that most do not have an opportunity to study prior to university. It will prepare them for further study in these fields at Level 5 and Level 6.

3) **Learning Outcomes**

Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.
Academic Content:

A1  To demonstrate an understanding of how people have existed, acted and thought in the past

A2  To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)

A3  To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations

Disciplinary Skills - able to:

B1  To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

B2  To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity

Attributes:

C1  To show intellectual integrity, maturity and independence, and imaginative insight and creativity

4) Reading List
Please 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.


Declaration of the Rights of Man and the Citizen (1789).


5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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<td>Scheduled</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Guided independent study</td>
<td>Independent</td>
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</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>22</td>
<td>14.7</td>
</tr>
<tr>
<td>Activity Type</td>
<td>Total Time Spent (in hours)</td>
<td>Percentage of Time Spent</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source Analysis</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework</td>
<td>2000</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

- 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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: History in Practice
Module code: HST4430
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024

Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute | Subject Exam Board responsible for the module
--- | ---
School of History | History (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>2024/25</td>
<td>300</td>
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<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>300</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>300</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

## Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History’s adoption of Programme Level Assessment and the associated School curriculum review.

This is a compulsory Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

## 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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

In terms of diversity, this module contains gender-balanced secondary and further reading lists for each week (indicated by the authors’ first names in the bibliographies) and considerable and ongoing effort is made to incorporate more works by historians of Black and minority ethnic backgrounds. Both the primary readings and the weekly topics across the module collectively engage with a range of perspectives, in terms of gender, race, ethnicity, religion and class. This includes Jewish, Muslim, Bangladeshi, Somali, women's and working class experiences and voices.

- The learning outcomes of this module will be prominently displayed in the QMplus site.
## Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

**For QMUL Model modules only**

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

## Approval of New Module Proposal

The signature(s) of the Head(s) 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 / Institute</th>
<th>Head(s) of School / Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Toddman</td>
<td></td>
</tr>
<tr>
<td>Digitally signed by Dan Toddman Date: 2023.03.20 14:13:56 Z</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 2 - Module Specification

Module title: History in Practice  
Module code: HST4430

Credit value: 10  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 1

Module Organiser(s): Daniel Peart

Pre-requisite modules

Co-requisite modules

Overlapping modules

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

History in Practice (HiP) explores the history of the East End, the fascinating and ever-changing location of Queen Mary University of London. The module progresses chronologically, beginning with the medieval origins of the East End, through its waves of immigration, financial growth and political resistance, and ending with its representations in film. In this module, you will develop your analytical skills by examining written documents, objects, photographs and oral testimonies, and your practical skills in how to research essays and articulate ideas in presentations at university level. HiP is your introduction to studying history and the skills you need as a historian: you will reflect on what historians do, and how you can shape your own journey at QMUL.

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

To provide a practical introduction to studying history that will offer students training in some of the key skills of historical research, including the use of scholarly apparatus such as footnotes and bibliography, the location of diverse primary sources, the ability to analyze a range of those primary sources and an ability to critically assess argument in secondary sources.
To provide an introduction to writing argument driven and evidenced based essays on topics in history.
To encourage students to prepare themselves to plan and write the essays required by their other modules.
To introduce students to understanding and using historiography and historical methods.
To enable students to consider and discuss the key issues that underpin the practice of history in academia as well as the value of history beyond the academy.
3) **Learning Outcomes**

Please 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 2010** and **Queen Mary Statement of Graduate Attributes** should also be used as a guiding framework for curriculum design.

**Academic Content:**

**Disciplinary Skills - able to:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td></td>
</tr>
</tbody>
</table>

B1 To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge

B2 To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument

B3 To employ effective bibliographic skills

B4 To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research

**Attributes:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy</td>
</tr>
</tbody>
</table>

C2 To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator

4) **Reading List**

Please 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.

- Tony Kushner and Nadia Valman (eds), *Remembering Cable Street: Fascism and Anti-Fascism in British Society* (1999)
- Caron Lipman, *The Sephardic Jewish Cemeteries at Queen Mary, University of London* (2012)
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional/industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and/or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>22</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>22</td>
<td>22</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
</table>
Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final.

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

Please 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>Sequence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reflective Report</td>
<td>Coursework</td>
<td>1000</td>
<td>100</td>
<td>Yes</td>
<td></td>
<td></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)'.

Module title: History in Practice

Module code: HST4430A

Module Organiser(s): Daniel Peart
1) Content Description
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

History in Practice (HiP) explores the history of the East End, the fascinating and ever-changing location of Queen Mary University of London. The module progresses chronologically, beginning with the medieval origins of the East End, through its waves of immigration, financial growth and political resistance, and ending with its representations in film. In this module, you will develop your analytical skills by examining written documents, objects, photographs and oral testimonies, and your practical skills in how to research essays and articulate ideas in presentations at university level. HiP is your introduction to studying history and the skills you need as a historian: you will reflect on what historians do, and how you can shape your own journey at QMUL.

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

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To enable students to consider and discuss the key issues that underpin the practice of history in academia as well as the value of history beyond the academy.

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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

A 1
Disciplinary Skills - able to:

| B1 | To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge |
| B2 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |
| B3 | To employ effective bibliographic skills |
| B4 | To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research |

Attributes:

| C1 | To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy |
| C2 | To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator |

4) Reading List

Please 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.

- Dan Cruickshank, Spitalfields: The History of a Nation in a Handful of Streets (2016)
- Tony Kushner and Nadia Valman (eds), Remembering Cable Street: Fascism and Anti-Fascism in British Society (1999)
- Caron Lipman, The Sephardic Jewish Cemeteries at Queen Mary, University of London (2012)
- Louise Raw, Striking a Light: The Bryant and May Matchwomen and their Place in History (2009)
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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<table>
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<tr>
<th>Activity Type</th>
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<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>22</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></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.

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</thead>
<tbody>
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<td>14.7</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</td>
</tr>
<tr>
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6) Assessment Profile
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<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal Development Plan</td>
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<td>10</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography</td>
<td>Coursework</td>
<td>1000</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>Practical</td>
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<td></td>
</tr>
<tr>
<td>-----------------------</td>
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<td>----</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>Coursework</td>
<td>2000</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Reassessment**

Where amendments are proposed to the method of reassessment, provide full details below.

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

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
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<td></td>
<td>Reflective Report</td>
<td>Coursework</td>
<td>2000</td>
<td>100</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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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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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Screening History: Representing the Past in the Contemporary Historical Film

Module code: HST4433

Credit value: 10

Level: 4

Module type: LSR

Scheme: Undergraduate

Start date: September 2024

Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024/25</td>
<td>125</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
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</tr>
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</table>

### Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History’s adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

### 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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPLus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPLus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

The reading list for this module is configured on Talis, and all required readings are available on the internet. The films studied are available on Box of Broadcasts and therefore can be watched online. The content of the module covers a wide range of contemporary historical films, emphasizing the recent prevalence of alternative voices - for example, films centering on African American, gay and women's histories. The reading list also emphasizes a diverse range of perspectives on historical topics and films (including many books and articles by women and non-white authors). Assessments centre on both visual and written analyses of films, and therefore offer students the opportunity to develop and demonstrate a wide range of skills and abilities. SensusAccess will be utilized on all appropriate materials.
### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

**For QMUL Model modules only**

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

---

### Approval of New Module Proposal

The signature(s) of the Head(s) 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 / Institute</th>
<th>[Signature] Dan Todman</th>
<th>Date: 2023.03.20 14:19:46 Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td>[Signature]</td>
<td></td>
</tr>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>
Section 2 - Module Specification

Module title: Screening History: Representing the Past in the Contemporary Historical Film
Module code: HST4433

Credit value: 10  Level: 4  Mode of delivery: On Campus  Semester: Semester 2

Module Organiser(s): Mark Glancy

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

Historical films are one of the principal means through which the public engages with history, yet they are also a continuous source of controversy. This module offers an introduction to the historical film genre by examining American, British, European and Japanese films made during the past 20 years. It considers the debates surrounding the representation of history on film, and the influence and impact that historical films have on the public imagination and understanding of history. Throughout, we will explore the aesthetic pleasures that historical films offer to audiences, as well as the wider public discussion and debate that historical films provoke among scholars, critics and journalists in print and online. Films studied may include 12 Years a Slave (2013), Dunkirk (2017), The Social Network (2010) and Suffragette (2015).

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

This module introduces students to the study of film history and encourages students to think about the relevance of, and enthusiasm for, history beyond academia. It will offer students training in the visual analysis of films and the use of newspaper, magazine and online writing as primary sources for historical analysis. The module is thus designed to link the study of history at university with wider public discourses on history, as well as introducing students to key skills that they will develop further in level 5 and level 6 modules.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

| Academic Content: |
|-------------------|--------------------------------------------------|
| A1                | To demonstrate an understanding of how people have existed, acted and thought in the past |
| A2                | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present) |
| A3                | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations |

<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>
</tbody>
</table>

4) Reading List
Please 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.

- Tom Brown and Belen Vidal, The Biopic in Contemporary Film Culture (2012).
- Sheldon Hall and Steve Neale, Epics, Spectacles and Blockbusters (2012).
- Marcia Landy, The Historical Film: History and Memory in Media (2001).
Robert Rosenstone, History on Film, Film on History (2006).
Robert Rosenstone and Constantine Parvulescu (eds), A Companion to the Historical Film (2016).
Pierre Sorlin, The Film in History: Restaging the Past (1980).

5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>22</td>
<td>22</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.
Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final.

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

Please 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)
Module title: Screening History: Representing the Past in the Contemporary Historical Film

Module code: HST4433B

Module Organiser(s): Mark Glancy

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

Historical films are one of the principal means through which the public engages with history, yet they are also a continuous source of controversy. This module offers an introduction to the historical film genre by examining American, British, European and Japanese films made during the past 20 years. It considers the debates surrounding the representation of history on film, and the influence and impact that historical films have on the public imagination and understanding of history. Throughout, we will explore the aesthetic pleasures that historical films offer to audiences, as well as the wider public discussion and debate that historical films provoke among scholars, critics and journalists in print and online. Films studied may include 12 Years a Slave (2013), Dunkirk (2017), The Social Network (2010) and Suffragette (2015).

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

This module introduces students to the study of film history and encourages students to think about the relevance of, and enthusiasm for, history beyond academia. It will offer students training in the visual analysis of films and the use of newspaper, magazine and online writing as primary sources for historical analysis. The module is thus designed to link the study of history at university with wider public discourses on history, as well as introducing students to key skills that they will develop further in level 5 and level 6 modules.
3) Learning Outcomes
Please 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 2010 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>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
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</table>

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

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

4) Reading List
Please 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.

Tom Brown and Belen Vidal, The Biopic in Contemporary Film Culture (2012).
Sheldon Hall and Steve Neale, Epics, Spectacles and Blockbusters (2012).
Marnie Hughes-Warrington, History Goes to the Movies: Studying History on Film (2007).
Marcia Landy, The Historical Film: History and Memory in Media (2001).
Robert Rosenstone, History on Film, Film on History (2006).
Robert Rosenstone and Constantine Parvulescu (eds), A Companion to the Historical Film (2016).
Pierre Sorlin, The Film in History: Restaging the Past (1980).

5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and/or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</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>
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<tr>
<td>Work-based learning</td>
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<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
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<td>85.3</td>
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<td><strong>150</strong></td>
<td><strong>100</strong></td>
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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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source Analysis</td>
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<td>No</td>
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</tr>
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<td></td>
<td>Essay</td>
<td>Coursework</td>
<td>2000</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Reassessment**

Where amendments are proposed to the method of reassessment, provide full details below.

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

- [ ] Standard Reassessment
- [x] 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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: History in Practice
Module code: HST4430
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>
Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024/25</td>
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<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>300</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>300</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale
Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

| This is a revised 10 credit version of an existing 20 credit module, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review. |
| This is a compulsory Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study. |

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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

| In terms of diversity, this module contains gender-balanced secondary and further reading lists for each week (indicated by the authors’ first names in the bibliographies) and considerable and ongoing effort is made to incorporate more works by historians of Black and minority ethnic backgrounds. Both the primary readings and the weekly topics across the module collectively engage with a range of perspectives, in terms of gender, race, ethnicity, religion and class. This includes Jewish, Muslim, Bangladeshi, Somali, women's and working class experiences and voices. |
| - The learning outcomes of this module will be prominently displayed in the QMplus site. |
### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

**For QMUL Model modules only**

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

---

### Approval of New Module Proposal

The signature(s) of the Head(s) 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**

Dan Todman

Digitally signed by Dan Todman
Date: 2023.03.20 14:13:56 Z

**Head(s) of supporting School / Institute**

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**Head(s) of supporting School / Institute**

---
Section 2 - Module Specification

Module title: History in Practice  
Module code: HST4430  

Credit value: 10  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 1  

Module Organiser(s): Daniel Peart

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

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

History in Practice (HiP) explores the history of the East End, the fascinating and ever-changing location of Queen Mary University of London. The module progresses chronologically, beginning with the medieval origins of the East End, through its waves of immigration, financial growth and political resistance, and ending with its representations in film. In this module, you will develop your analytical skills by examining written documents, objects, photographs and oral testimonies, and your practical skills in how to research essays and articulate ideas in presentations at university level. HiP is your introduction to studying history and the skills you need as a historian: you will reflect on what historians do, and how you can shape your own journey at QMUL.

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

To provide a practical introduction to studying history that will offer students training in some of the key skills of historical research, including the use of scholarly apparatus such as footnotes and bibliography, the location of diverse primary sources, the ability to analyze a range of those primary sources and an ability to critically assess argument in secondary sources. To provide an introduction to writing argument driven and evidenced based essays on topics in history. To encourage students to prepare themselves to plan and write the essays required by their other modules. To introduce students to understanding and using historiography and historical methods. To enable students to consider and discuss the key issues that underpin the practice of history in academia as well as the value of history beyond the academy.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

| A 1 |

Disciplinary Skills - able to:

| B 1 | To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge |
| B 2 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |
| B 3 | To employ effective bibliographic skills |
| B 4 | To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research |

Attributes:

| C 1 | To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy |
| C 2 | To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator |

4) Reading List
Please 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.

Dan Cruickshank, Spitalfields: The History of a Nation in a Handful of Streets (2016)
Tony Kushner and Nadia Valman (eds), Remembering Cable Street: Fascism and Anti-Fascism in British Society (1999)
Caron Lipman, The Sephardic Jewish Cemeteries at Queen Mary, University of London (2012)
Alan Palmer, The East End: Four Centuries of London Life (2014)
Louise Raw, Striking a Light: The Bryant and May Matchwomen and their Place in History (2009)
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional/industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and/or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>22</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>
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<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
</table>
Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final.

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

Please 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>Sequence</th>
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<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Report</td>
<td>Coursework</td>
<td>1000</td>
<td>100</td>
<td>Yes</td>
<td></td>
<td></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)'.

Module title: History in Practice

Module code: HST4430A

Module Organiser(s): Daniel Peart
1) Content Description

History in Practice (HiP) explores the history of the East End, the fascinating and ever-changing location of Queen Mary University of London. The module progresses chronologically, beginning with the medieval origins of the East End, through its waves of immigration, financial growth and political resistance, and ending with its representations in film. In this module, you will develop your analytical skills by examining written documents, objects, photographs and oral testimonies, and your practical skills in how to research essays and articulate ideas in presentations at university level. HiP is your introduction to studying history and the skills you need as a historian: you will reflect on what historians do, and how you can shape your own journey at QMUL.

2) Module Aims

To provide a practical introduction to studying history that will offer students training in some of the key skills of historical research, including the use of scholarly apparatus such as footnotes and bibliography, the location of diverse primary sources, the ability to analyze a range of those primary sources and an ability to critically assess argument in secondary sources. To provide an introduction to writing argument driven and evidenced based essays on topics in history. To encourage students to prepare themselves to plan and write the essays required by their other modules. To introduce students to understanding and using historiography and historical methods. To enable students to consider and discuss the key issues that underpin the practice of history in academia as well as the value of history beyond the academy.

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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.
Disciplinary Skills - able to:

| B1 | To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge |
| B2 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |
| B3 | To employ effective bibliographic skills |
| B4 | To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research |

Attributes:

| C1 | To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy |
| C2 | To work independently, while engaging with supervision and guidance, and as part of a team as an effective collaborator |

4) Reading List
Please 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.

Dan Cruickshank, Spitalfields: The History of a Nation in a Handful of Streets (2016)
Tony Kushner and Nadia Valman (eds), Remembering Cable Street: Fascism and Anti-Fascism in British Society (1999)
Caron Lipman, The Sephardic Jewish Cemeteries at Queen Mary, University of London (2012)
Alan Palmer, The East End: Four Centuries of London Life (2014)
Louise Raw, Striking a Light: The Bryant and May Matchwomen and their Place in History (2009)
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>22</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</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>22</td>
<td>14.7</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development Plan</td>
<td>Practical</td>
<td></td>
<td>0</td>
<td>10</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Coursework</td>
<td></td>
<td>1000</td>
<td>15</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### Seminar Participation
| Practical | 10 | No |

| Group Presentation | Practical | 15 | No |

| Essay | Coursework | 2000 | 50 | Yes |

### Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.

- Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
  - [ ] Standard Reassessment
  - [x] Synoptic Reassessment

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Report</td>
<td>Coursework</td>
<td>2000</td>
<td>100</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### 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)

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Reformation to Revolution: Europe and the World 1500-1800
Module code: HST4230
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>

Page 1 of 12
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>2024/25</td>
<td>170</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>170</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>170</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

The topics of encounter, gender, and race/racism all are discussed in depth in their own particular week in the second part of term. But they aren't confined to those weeks, which would artificially create the impression that the norm is white and male and European history, while POC, women, and globalisation are a niche interest. Therefore, the first part of this module which introduces students to the entire period and charts the main changes, includes discussion of the growth of global empires, the situation of women within a changing Christianity, the pressures of masculinity, etc.
Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

For QMUL Model modules only

Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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

Dan Todman
Digitally signed by Dan Todman
Date: 2023.03.20 14:01:05 Z

Head(s) of supporting School / Institute

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

Module title: Reformation to Revolution: Europe and the World 1500-1800
Module code: HST4230

Credit value: 10  Level: 4  Mode of delivery: On Campus  Semester: Semester 2

Module Organiser(s): Liesbeth Corens

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Understanding the early modern period (c.1500-1800) is crucial to understanding the formation of the modern world. In the course of three centuries, Protestant and Catholic Reformations reshaped the religious landscape in Europe, Asia and the Americas; new scientific theories led to the foundation of modern disciplines; rulers centralised their power through bureaucracy and warfare; overseas exploration forged global trade empires; and revolutions rocked the world order. This module examines changes and continuities in European cultural, social, religious, political and economic life. It accesses the histories of famous and ordinary people, and introduces students to the approaches and conceptual frameworks needed to understand early modern history.

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

The module aims to provide a comprehensive and structured introduction to early modern European history in the period 1500-1800, set within the context of European expansion over this period.

In addition to general knowledge of the period, the module also aims to develop the generic skills of historical analysis and writing which will lay the foundations for level 5 and 6 modules on this period – as well as for medieval and late-modern ones.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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

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

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

4) Reading List
Please 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.

We plan to use two textbook as core reading:
Other Indicative Bibliography:
David Armitage & Sanjay Subrahmanyan (eds), The Age of Revolutions. C. 1760-1840 (2010).
M. Berg, Luxury and Pleasure in Eighteenth-Century Britain (2005)
Richard Bonney, The European Dynastic States 1494-1660 (1992)
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes
activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>22</td>
<td>22</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source Analysis</td>
<td>Coursework</td>
<td>1500</td>
<td>100</td>
<td>Yes</td>
<td>For individual assessment</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.

**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
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment?</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 title: Reformation to Revolution: Europe and the World 1500-1800

Module code: HST4230B

Module Organiser(s): Liesbeth Corens

Pre-requisite modules | Co-requisite modules | Overlapping modules
-----------------------|----------------------|---------------------|
|                       |                      |                     |

Credit value: 15
Level: 4
Mode of delivery: On Campus
1) Content Description
Please provide a description of the module as it will appear in the Module Directory and on the Student
Information System (approx. 70-80 words).

Understanding the early modern period (c.1500-1800) is crucial to understanding the formation of the modern world. In the
course of three centuries, Protestant and Catholic Reformations reshaped the religious landscape in Europe, Asia and the
Americas; new scientific theories led to the foundation of modern disciplines; rulers centralised their power through bureaucracy
and warfare; overseas exploration forged global trade empires; and revolutions rocked the world order. This module examines
changes and continuities in European cultural, social, religious, political and economic life. It accesses the histories of famous and
ordinary people, and introduces students to the approaches and conceptual frameworks needed to understand early modern
history.

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

The module aims to provide a comprehensive and structured introduction to early modern European history in the period
1500-1800, set within the context of European expansion over this period.

In addition to general knowledge of the period, the module also aims to develop the generic skills of historical analysis and
writing which will lay the foundations for level 5 and 6 modules on this period – as well as for medieval and late-modern ones.

3) Learning Outcomes
Please 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 2010 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To demonstrate an understanding of how people have existed, acted and thought in the past</td>
</tr>
<tr>
<td>A2</td>
<td>To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present)</td>
</tr>
<tr>
<td>A3</td>
<td>To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>To critically and empathetically analyse primary sources, addressing questions of genre, content, perspective and purpose, and recognise that not all statements are of equal validity</td>
</tr>
</tbody>
</table>

Attributes:

| C1  | To show intellectual integrity, maturity and independence, and imaginative insight and creativity |

4) Reading List

Please 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.

We plan to use two textbook as core reading:

Other Indicative Bibliography:
David Armitage & Sanjay Subrahmanyan (eds), The Age of Revolutions. C. 1760-1840 (2010).
M. Berg, Luxury and Pleasure in Eighteenth-Century Britain (2005)
Richard Bonney, The European Dynastic States 1494-1660 (1992)
E. Cameron, The European Reformation (1991)
P. Dear, Revolutionizing the Sciences: European Knowledge and its Ambitions 1500–1700 (2001)
Jean Delumeau, Catholicism between Luther and Voltaire (1977)
A.G. Dickens, The English Reformation (1964)
A.G. Dickens, The Counter-Reformation (1968)
S. Dunn, Sister Revolutions: French Lightning, American Light (1999)
E. Eisenstein, The Printing Press as an Agent of Change in Early Modern Europe (1979)
J. Flandrin, Families in Former Times (1979)
E. J. Hobsbawm, The Age of Revolution, 1789-1848 (1962)
R. A. Houston, Literacy in Early Modern Europe (2002)
Anne Hughes, The Causes of the English Civil War (1998)
C. Jones, The Great Nation: France from Louis XV to Napoleon (2002)
Benjamin Kaplan, Divided by Faith (2007)
N. Matar, Islam in Britain, 1558-1685 (1998)
5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</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.

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</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
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<td>Percentage of Time Spent</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</td>
</tr>
<tr>
<td>Total</td>
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<td>100</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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Coursework</td>
<td>2000</td>
<td>50</td>
<td>Yes</td>
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</tbody>
</table>

Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.

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

- 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).

If you wish to change the title of a module, please use the Module Amendment Form.

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>Controversies of Science and Technology in the Making of the Modern World</th>
<th>Module code:</th>
<th>HST4434</th>
</tr>
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<tbody>
<tr>
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<td>Level:</td>
<td>4</td>
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<td>Module type:</td>
<td>LSR</td>
<td>Scheme:</td>
<td>Undergraduate</td>
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<td>Start date:</td>
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<td></td>
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<tr>
<td>Proposed HECoS Code:</td>
<td>100302 history</td>
<td></td>
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</tr>
</tbody>
</table>

Further details on HECoS codes can be found [here](#).

**Responsible School / Institute:** School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
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<td>999</td>
</tr>
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<td>2025/26</td>
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<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>120</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a revised 10 credit version of an existing 20 credit module, introduced as part of History’s adoption of Programme Level Assessment and the associated School curriculum review.

This is an elective Level 4 module for first year students. It is designed to give students a grounding in this subject area in order to equip them for further, more specialist study at Levels 5 and 6. In combination with other Level 4 courses in the School of History, it will also introduce them to key methods of historical analysis and academic skills as part of their transition from A-levels (or equivalent) to undergraduate study.

### 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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

Diversity is practised and thematised right from the first lecture and seminar readings. Students engage thoroughly with key seminar reading introducing perspectives associated with feminism and feminist scholarship. Readings throughout the module feature leading scholarship by female authors. First names are always given in bibliographies. Avoiding gender essentialism and stereotyping of areas of scholarship by gender, readings by female scholars feature topics that do not necessarily concern the history of gender or women, but “hard science” and “tech.” Part II of the module addresses diversity by examining “Making Ourselves,” with weeks devoted to history of sex and sexuality; scientific and medical constructions of “normal” and deviant in relation to rights and identity activism; and race and empire – an additional week on
Resource Requirements

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By School / Institute responsible for module:</td>
<td>Existing</td>
</tr>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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: Dan Todman
Digital signature: Dan Todman
Date: 2023.03.20 14:21:29 Z

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

Module title: Controversies of Science and Technology in the Making of the Modern World  
Module code: HST4434

Credit value: 10  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 2

Module Organiser(s): Andrew Mendelsohn

### 1) Content Description

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

We live in a world profoundly shaped by science and technology. Yet few are equipped to analyse these aspects of the modern world, understand how they arose historically, and construct and assess arguments concerning the problems they raise. This module gives you the intellectual tools to do so — to live in and contribute to such a world as a historian and citizen. Accessible to students with no science background, each topic begins from a familiar controversy, newsworthy problem, or ‘challenge’ in today’s world. Topics are drawn from controversy over the environment, animal rights, science and religion, race in science, modern sexuality, climate change, ‘sustainability’, IQ testing, technological disaster, eugenics, automation and robotics (in the workplace, medicine, and war), human experimentation, clinical trials in Africa and Asia, scientific experts in democratic societies, population and famine, intellectual property and biopiracy, what counts as a disease. The module introduces students to history of science, technology and medicine (STM) and their reciprocal relations with society, politics, government, economy, culture.

### 2) Module Aims

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

Provide an introduction to history of science, technology and medicine (STM) and their reciprocal relations with society, politics, government, economy, culture, using examples understandable to students without a science background.

Enable students to analyse controversial aspects of STM in the modern world, understand how they arose historically, and use historical understanding to construct and assess arguments concerning the public problems they raise.

Enable students to differentiate among the following and illustrate each by example: (1) controversies over historical origins and causes; (2) controversies featuring use of historical example to justify a policy; (3) controversies around concepts created over time by the sciences and social sciences; (4) controversies involving not historical arguments, but ethical or political arguments with their own histories; (5) controversies shaped by longer histories or repeating much older patterns than usually realised.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

| A1 | To demonstrate an understanding of how people have existed, acted and thought in the past |
| A2 | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present) |
| A3 | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations |

### Disciplinary Skills - able to:

| B1 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |
| B2 | To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research |

### Attributes:

| C1 | To appreciate and engage in contemporary debates relating to global sustainability and global perspectives |

4) Reading List
Please 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.

**Environment**

- Rachel Carson, Silent Spring (1962)
- Naomi Oreskes and Erik M Conway, Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming (New York: Bloomsbury Press, 2010)
Technology, organisations, automation

Merritt Roe Smith and Leo Marx (eds), Does Technology Drive History? The Dilemma of Technological Determinism (MIT Press, 2001)
David F. Noble, Forces of Production: A Social History of Industrial Automation (New York: Knopf, 1984)

Human experiment, clinical trials, occupational health

David Rosner and Gerald E Markowitz, Deadly Dust: Silicosis and the on-Going Struggle to Protect Workers’ Health (Ann Arbor: University of Michigan Press, 2006)

Intellectual property, media, bioprospecting


Population, reproduction

Matthew Connelly, Fatal Misconception: The Struggle to Control World Population (Harvard University Press, 2008)

Science


Experts in democracies, evidence and risk/cost-benefit analysis

Animal rights

Hilda Kean, Animal Rights: Political and Social Change in Britain Since 1800 (Reaktion Books, 2000)

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Richard Lewontin, Biology as Ideology: The Doctrine of DNA (New York, 1993)

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Emotions

Rob Boddice, The History of Emotions (Manchester University Press, 2018)
Peter Stearns and Susan Matt (eds), Doing Emotions History (University of Illinois Press, 2013)

Making of modern sexuality

Thomas Laqueur, Making Sex: Body and Gender from the Greeks to Freud (Cambridge, Mass.: Harvard UP, 1992)
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>11</td>
</tr>
<tr>
<td>Seminar</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>
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</tr>
<tr>
<td>Work-based learning</td>
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<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog Post</td>
<td>Coursework</td>
<td></td>
<td>1500</td>
<td>100</td>
<td>Yes</td>
<td><strong>individual assessment</strong></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.

**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**

Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</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 title: Controversies of Science and Technology in the Making of the Modern World

Module code: HST4625B

Module Organiser(s): Andrew Mendelsohn
We live in a world profoundly shaped by science and technology. Yet few are equipped to analyse these aspects of the modern world, understand how they arose historically, and construct and assess arguments concerning the problems they raise. This module gives you the intellectual tools to do so — to live in and contribute to such a world as a historian and citizen. Accessible to students with no science background, each topic begins from a familiar controversy, newsworthy problem, or ‘challenge’ in today’s world. Topics are drawn from controversy over the environment, animal rights, science and religion, race in science, modern sexuality, climate change, ‘sustainability’, IQ testing, technological disaster, eugenics, automation and robotics (in the workplace, medicine, and war), human experimentation, clinical trials in Africa and Asia, scientific experts in democratic societies, population and famine, intellectual property and biopiracy, what counts as a disease. The module introduces students to history of science, technology and medicine (STM) and their reciprocal relations with society, politics, government, economy, culture.

Provide an introduction to history of science, technology and medicine (STM) and their reciprocal relations with society, politics, government, economy, culture, using examples understandable to students without a science background.

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Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.
Academic Content:

| A1 | To demonstrate an understanding of how people have existed, acted and thought in the past |
| A2 | To demonstrate an appreciation of the complexity and diversity of situations, events and mentalities in the past (and, by extension, present) |
| A3 | To demonstrate an understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and ways to evaluate them; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; and comprehension of the limitations of knowledge and dangers of simplistic explanations |

Disciplinary Skills - able to:

| B1 | To sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, to amend views as necessary in the light of evidence and argument |
| B2 | To show awareness of the significance of historical research within the wider discipline and evaluate the significance of research |

Attributes:

| C1 | To appreciate and engage in contemporary debates relating to global sustainability and global perspectives |

4) Reading List

Please 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.

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Thomas Laqueur, Making Sex: Body and Gender from the Greeks to Freud (Cambridge, Mass.: Harvard UP, 1992)

5) Teaching and Learning Profile

Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Category</th>
<th>Time Spent (in hours)</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
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</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>11</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>128</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.

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<th>Activity Type</th>
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<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>22</td>
<td>14.7</td>
</tr>
<tr>
<td>Work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>128</td>
<td>85.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>
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<td></td>
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<td>Coursework</td>
<td>1500</td>
<td>50</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework</td>
<td>2000</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment
Where amendments are proposed to the method of reassessment, provide full details below.
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

- 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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: History Essay 1
Module code: HST4001

Credit value: 15
Level: 4
Module type: LSR
Scheme: Undergraduate

Start date: September 2024

Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute | Subject Exam Board responsible for the module
--- | ---
School of History | History (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>2024/25</td>
<td>200</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>200</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a compulsory Programme Level Assessment Essay for students on single honours History programmes, introduced as part of History’s adoption of Programme Level Assessment and the associated School curriculum review.

PLA means assessing some learning outcomes at programme level rather than separately through assessment on each module. In History we do this through a sequence of essays. Essays will be based on teaching within modules, and students will receive additional support outside modules (e.g. writing workshops). Deadlines will be spaced so that students can receive feedback on each essay before writing the next one.

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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMplus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMplus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

The learning outcomes of this essay assessment will be prominently displayed in the QMplus site. The QMplus site will be clearly organised and will provide access to all core study materials. The teaching of academic content for this essay assessment will be provided on other modules, and the accessibility and inclusivity considerations for those modules are listed on their respective MPFs.
Resource Requirements

By School / Institute responsible for module:

By any other School / Institute or collaborating institution:

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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

Dan Todman

Digitally signed by Dan Todman
Date: 2023.03.20 08:37:03 Z

Head(s) of supporting School / Institute

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

Module title: History Essay 1  
Module code: HST4001

Credit value: 15  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 1

Module Organiser(s): Daniel Peart

<table>
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<tr>
<th>Pre-requisite modules</th>
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1) Content Description
Please 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 is a Programme Level Assessment essay for students on single honours History programmes. Programme Level Assessment means assessing some learning outcomes at programme level rather than separately through assessment on each module. In History we do this through a sequence of essays. Essays will be based on your teaching and learning in modules, and you will receive additional support outside modules (e.g. writing workshops). Deadlines will be spaced so that you can receive feedback on each essay before writing the next one.

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

The aims of programme level assessment essays are to reduce the burden of assessment on students while improving their access to timely and helpful feedback. These essays will assess some of our programme learning outcomes at programme level rather than separately through assessment on each module. The specific learning outcomes to be assessed are listed below.
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Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
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Please 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 teaching of academic content for this essay assessment will be provided on other modules, and the reading lists for those modules are listed on their respective MPFs and QMplus sites.
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Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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<td><strong>Total</strong></td>
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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.

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

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**Reassessment**
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- 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)**

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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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

**Section 1 - Summary Information**

**Module title:** History Essay 2

**Module code:** HST4002

**Credit value:** 15

**Level:** 4

**Module type:** LSR

**Scheme:** Undergraduate

**Start date:** September 2024

**Proposed HECoS Code:** 100302 history

Further details on HECoS codes can be found [here](#)

**Responsible School / Institute:** School of History

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

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Module Rationale
Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

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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). Considerations of this nature should include the following:
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Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

## Approval of New Module Proposal

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Date: 2023.03.20 08:38:04 Z |
| Head(s) of supporting School / Institute |  |
| Head(s) of supporting School / Institute |  |
Section 2 - Module Specification

Module title: History Essay 2  Module code: HST4002
Credit value: 15  Level: 4  Mode of delivery: On Campus  Semester: Semester 1
Module Organiser(s): Daniel Peart

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

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

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

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

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Page 7 of 7
Module Proposal Form (UG)

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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

Module title: History Essay 3

Module code: HST4003

Credit value: 15

Level: 4

Module type: LSR

Scheme: Undergraduate

Start date: September 2024

Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here.

Responsible School / Institute: School of History

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

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Head(s) of School / Institute

Dan Todman

Digitally signed by Dan Todman
Date: 2023.03.20 08:39:06 Z

Head(s) of supporting School / Institute

Head(s) of supporting School / Institute

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

Module title: History Essay 3  
Module code: HST4003

Credit value: 15  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 2

Module Organiser(s): Daniel Peart

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Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

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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.

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

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Page 6 of 7
Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final.

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Reassessment

Please 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)'.

Page 7 of 7
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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: History Essay 4
Module code: HST4004
Credit value: 15
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024

Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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

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<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
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<tr>
<td>2024/25</td>
<td>200</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
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<td>999</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

This is a compulsory Programme Level Assessment Essay for students on single honours History programmes, introduced as part of History’s adoption of Programme Level Assessment and the associated School curriculum review.

PLA means assessing some learning outcomes at programme level rather than separately through assessment on each module. In History we do this through a sequence of essays. Essays will be based on teaching within modules, and students will receive additional support outside modules (e.g. writing workshops). Deadlines will be spaced so that students can receive feedback on each essay before writing the next one.

### 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). Considerations of this nature should include the following:

- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service’s website.

The learning outcomes of this essay assessment will be prominently displayed in the QMplus site. The QMplus site will be clearly organised and will provide access to all core study materials. The teaching of academic content for this essay assessment will be provided on other modules, and the accessibility and inclusivity considerations for those modules are listed on their respective MPFs.
Resource Requirements

By School / Institute responsible for module:

By any other School / Institute or collaborating institution:

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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

Dan Todman

Digitally signed by Dan Todman
Date: 2023.03.20 08:40:08 Z

Head(s) of supporting School / Institute

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

Module title: History Essay 4
Module code: HST4004
Credit value: 15
Level: 4
Mode of delivery: On Campus
Semester: Semester 2
Module Organiser(s): Daniel Peart

Pre-requisite modules
Co-requisite modules
Overlapping modules

1) Content Description
Please 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 is a Programme Level Assessment essay for students on single honours History programmes. Programme Level Assessment means assessing some learning outcomes at programme level rather than separately through assessment on each module. In History we do this through a sequence of essays. Essays will be based on your teaching and learning in modules, and you will receive additional support outside modules (e.g. writing workshops). Deadlines will be spaced so that you can receive feedback on each essay before writing the next one.

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

The aims of programme level assessment essays are to reduce the burden of assessment on students while improving their access to timely and helpful feedback. These essays will assess some of our programme learning outcomes at programme level rather than separately through assessment on each module. The specific learning outcomes to be assessed are listed below.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<tr>
<td>A1</td>
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<tr>
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<td>C1 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy</td>
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Please 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.

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Page 7 of 7
Module Proposal Form (UG)

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Section 1 - Summary Information

Module title: History Essay 1
Module code: HST4011
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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## Approval of New Module Proposal

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<td>Digitally signed by Dan Todman Date: 2023.03.20 08:41:46 Z</td>
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Section 2 - Module Specification

Module title: History Essay 1  Module code: HST4011
Credit value: 10  Level: 4  Mode of delivery: On Campus  Semester: Semester 1
Module Organiser(s): Daniel Peart

<table>
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A1

### Disciplinary Skills - able to:

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4) Reading List
Please 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.

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</tr>
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Page 6 of 7
Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final.

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
Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for individual assessment</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)'.

Page 7 of 7
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)

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: History Essay 2
Module code: HST4012
Credit value: 10
Level: 4
Module type: LSR
Scheme: Undergraduate
Start date: September 2024
Proposed HECoS Code: 100302 history

Further details on HECoS codes can be found here

Responsible School / Institute: School of History

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History</td>
<td>History (UG)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024/25</td>
<td>100</td>
<td>1</td>
<td>999</td>
</tr>
<tr>
<td>2025/26</td>
<td>100</td>
<td>1</td>
<td>999</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 elective 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.

If this is a QMUL Model module, please clearly indicate in this section which group(s) of students the module should be made available to.

---

This is a compulsory Programme Level Assessment Essay for students on joint honours History programmes, introduced as part of History's adoption of Programme Level Assessment and the associated School curriculum review.

PLA means assessing some learning outcomes at programme level rather than separately through assessment on each module. In History we do this through a sequence of essays. Essays will be based on teaching within modules, and students will receive additional support outside modules (e.g. writing workshops). Deadlines will be spaced so that students can receive feedback on each essay before writing the next one.

---

### 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). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's website.

---

The learning outcomes of this essay assessment will be prominently displayed in the QMplus site. The QMplus site will be clearly organised and will provide access to all core study materials. The teaching of academic content for this essay assessment will be provided on other modules, and the accessibility and inclusivity considerations for those modules are listed on their respective MPFs.
Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By any other School / Institute or collaborating institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

For QMUL Model modules only
Please provide details of any non-standard timetable requirements. Please note that the meeting of such requests cannot be guaranteed. However, if no information is provided and non-standard timetable requests are submitted later in the academic year, it is less likely that they will be able to be accommodated.

Approval of New Module Proposal

The signature(s) of the Head(s) 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

Dan Todman
Digitally signed by Dan Todman
Date: 2023.03.20 08:42:50 Z

Head(s) of supporting School / Institute

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

Module title: History Essay 2  
Module code: HST4012

Credit value: 10  
Level: 4  
Mode of delivery: On Campus  
Semester: Semester 2

Module Organiser(s): Daniel Peart

Pre-requisite modules  
Co-requisite modules  
Overlapping modules

1) Content Description
Please 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 is a Programme Level Assessment essay for students on joint honours History programmes. Programme Level Assessment means assessing some learning outcomes at programme level rather than separately through assessment on each module. In History we do this through a sequence of essays. Essays will be based on your teaching and learning in modules, and you will receive additional support outside modules (e.g. writing workshops). Deadlines will be spaced so that you can receive feedback on each essay before writing the next one.

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

The aims of programme level assessment essays are to reduce the burden of assessment on students while improving their access to timely and helpful feedback. These essays will assess some of our programme learning outcomes at programme level rather than separately through assessment on each module. The specific learning outcomes to be assessed are listed below.
3) Learning Outcomes
Please 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 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

A1

Disciplinary Skills - able to:

B1 To ask relevant, cogent, and focused historical questions, and know where and how to access relevant and precise historical knowledge
B2 To marshal an argument in pursuit of meaningful questions about the past and, by implication, the present and future, and support it by using valid and relevant evidence
B3 To employ effective bibliographic skills

Attributes:

C1 To exhibit structure, coherence and clarity of oral and written expression, as well as digital literacy
C2 To reflect on their own progress and make use of feedback provided
C3 To show awareness of academic integrity and ethical issues and responsibilities that arise from research and the reuse of the research and writing of others

4) Reading List
Please 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 teaching of academic content for this essay assessment will be provided on other modules, and the reading lists for those modules are listed on their respective MPFs and QMplus sites.
5) Teaching and Learning Profile
Please 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. You may wish to refer to the QAA guidance on contact hours when completing this section.

If the module requires students to undertake any proportion of their scheduled activities outside of a QMUL campus, in a workplace environment, please clearly indicate this below. Work-based learning includes activities such as placements, internships, professional /industrial experience, and volunteering. Please provide this information for all modules, including those which are elective, and / or non-credit bearing.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Classes and workshops</td>
<td>8</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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>8</td>
<td>8</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</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
Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
</table>

Page 6 of 7
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- Synoptic Reassessment

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

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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)'.

Page 7 of 7
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Institutes</td>
<td>William Harvey Research Institute</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc/PgDip/PgCert Perioperative Medicine, FT an PT by distance learning</td>
</tr>
<tr>
<td></td>
<td>• P2PF</td>
</tr>
<tr>
<td></td>
<td>• PS</td>
</tr>
<tr>
<td></td>
<td>• External Adviser comments <em>(highlighted comments relate to the DL proposal)</em></td>
</tr>
<tr>
<td></td>
<td>• Modules</td>
</tr>
<tr>
<td></td>
<td>o 1. Perioperative Medicine in Theory and Practice (15 cr; S1)</td>
</tr>
<tr>
<td></td>
<td>o 2. The Preoperative Journey (15 cr; S1)</td>
</tr>
<tr>
<td></td>
<td>o 3. Post-Operative Care (15 cr; S2)</td>
</tr>
<tr>
<td></td>
<td>o 4. Medicine for perioperative practice (15 cr; S2)</td>
</tr>
<tr>
<td></td>
<td>o 5. Perioperative care of surgical specialties (15 cr; S2)</td>
</tr>
<tr>
<td></td>
<td>o 6. Applied Perioperative Medicine (15 cr, S3)</td>
</tr>
<tr>
<td></td>
<td>o 7. Dissertation (60 cr: FY)</td>
</tr>
<tr>
<td></td>
<td>o 2x existing 15 credit modules</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal 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>Comments on the proposal and potential issues identified by DGLS</td>
<td>The Board will note that the Part one proposal for DL delivery was submitted on the 24th Feb 2023. This has not yet been processed and therefore the DL version of the programme is not currently being advertised or opened for applications.</td>
</tr>
</tbody>
</table>

**Background**

The Institute wishes to introduce the attached DL version of the onsite clinical program seen at the last Board. This will also run alongside their current MSc Critical Care DL programme and mirror the design of the onsite version of the programme.

The proposal is in response to recent reports from the Dept of Heath and Chief Medical Officer to improve perioperative care. Therefore, the programme is aimed at healthcare professionals already working to deliver care in the perioperative pathway. It will provide comprehensive training in key issues and recent advances in perioperative care to reinforce technical and behavioural competencies in patient safety.

**Programme Structure**

Following the common structure of programmes within the Institute there...
are no electives and students undertake 8 x 15 credit taught modules (one of which is an existing module, and a 60 credit dissertation;

**Full time students**

<table>
<thead>
<tr>
<th></th>
<th>Sem 1</th>
<th>Sem 2</th>
<th>Sem 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>45 taught</td>
<td>45 taught</td>
<td>30 taught</td>
</tr>
<tr>
<td></td>
<td>credits</td>
<td>credits</td>
<td>credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>60 credit dissertation</td>
</tr>
</tbody>
</table>

**Part time students: MSC**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem 1</td>
<td>Sem 1, 15 credits</td>
</tr>
<tr>
<td></td>
<td>Any 75 credits from the remaining 105 taught modules</td>
</tr>
<tr>
<td>Year 2</td>
<td>Remaining 30 taught credits</td>
</tr>
<tr>
<td></td>
<td>60 Credit Dissertation</td>
</tr>
</tbody>
</table>

**Part time students: PgDip**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem 1</td>
<td>Sem 1, 15 credits</td>
</tr>
<tr>
<td></td>
<td>Any 45 credits from the remaining 105 credits</td>
</tr>
<tr>
<td>Year 2</td>
<td>Remaining 60 credits</td>
</tr>
</tbody>
</table>

**Part time students: PgCert**

<table>
<thead>
<tr>
<th>Sem A</th>
<th>Sem B</th>
<th>Sem C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any 60 credits taken from any semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part-time students select their modules at the start of the academic year and are confirmed in line with common practice. The Institute provides a full timetable for the delivery of all modules, therefore the proposers believe that students then arrange their work around their studies accordingly.

Each module is block taught, sequentially, four week with online tutorials scheduled in weeks 2 & 3. All material is made available at the start of the module to enable students to study at their own pace. The proposers aim to rotate synchronous tutorials based upon the time zones of all student. In all events the sessions are recorded for those unable to attend online and remain available for all students to access. Teaching is delivered in Sem 3, and the proposers confirm that marking will be completed for the June SEB.

**Assessment**

Modules are assessed by either a single essay or use presentation and short answer questions. MCQs are used as formative assessments, with feedback, to aid the learning for some modules.

**Admission & Entry Requirements**

Student are expected to have a medical degree or minimum of a 2.2 for allied
health professionals. All applicants must have at least one year experience working in a hospital.

**Issues**

1) The Board will note that the onsite Observership module is replaced in the DL programme with a new module *Applied Perioperative Medicine*.

2) The DL Programme also requires teaching in the 3rd Semester.

*Alice de Havillan, ARCS  
a.l.dehavillan@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 submitted with the documentation listed below, to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board:

- Programme Specification
- External Adviser Feedback Form(s)
- Module Proposal Forms for any new modules forming part of the proposed programme
- Draft Memorandum of Agreement (for any programme proposals involving a collaborative partner)

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

Summary Information

Proposed Programme Title: Perioperative medicine (DL)

Proposed Programme and Route Code(s): Part one submitted 27.2.23, not yet processed

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance learning (full-time)</td>
<td>1 calendar year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance learning (part-time)</td>
<td>2 calendar years</td>
</tr>
<tr>
<td>Postgraduate Diploma (PGDip)</td>
<td>Distance learning (full-time)</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Postgraduate Diploma (PGDip)</td>
<td>Distance learning (part-time)</td>
<td>2 academic years</td>
</tr>
<tr>
<td>Postgraduate Certificate (PGCert)</td>
<td>Distance learning (part-time)</td>
<td>1 academic year</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023

Proposed term dates: Standard QMUL term dates

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

Will this programme be available to Science & Engineering Foundation (SEFP) students after completion of the foundation year? No
1) Programme Management

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

Please complete either section a) for programmes delivered by one QMUL School / Institute or section b) for programmes delivered by more than one QMUL School / Institute. Programme management arrangements for collaborative programmes should also be reflected in the Memorandum of Agreement with the partner institution.

a) Single School / Institute Delivery

The programme will be delivered by the Critical Care and Perioperative Medicine Research group (CCPMG) based at the William Harvey Research institute. The group has a wealth of knowledge and experience in perioperative medicine, as well as education at master’s level with much of the faculty also teaching on the critical care MSc at QMUL.

The core elements of the course will be overseen by the programme director and substantive academic staff of the CCPMG. The majority of the teaching will be delivered by clinical staff holding both NHS contracts at Barts Health NHS trust, and honorary QMUL equivalents. The programme will receive dedicated administrative support from the WHRI education administration team, under the supervision of the Education manager. All induction, registration and student communication will take place through these personnel. As with all WHRI programmes, this course will be subject to an internal annual review. The course will also be continuously quality-reviewed by the Core Course Management Team. This will include peer review of taught components, student feedback on lecture and module content and delivery.

The programme will be expected to adhere to all local regulations and guidelines for best practice, including those relating to student engagement, communication, assessment and feedback. Students representatives will be nominated, and will be invited to attend the WHRI PGT SSLC committee.

b) Joint School / Institute Delivery

For programmes that are delivered jointly between more than one QMUL School / Institute or for programmes that utilise modules from other QMUL Schools / Institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools / Institutes should also be provided. This should identify the respective responsibilities of each QMUL School / Institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

N/A
2) Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this programme, including those with
disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this
nature should include the following:
- Are the learning outcomes for the programme and each module clear?
- Have all reading lists been reviewed in the last academic year with consideration given to texts that are
available electronically as well as in hard copy?
- Have all reading lists been included on the Reading Lists Online resource available from Library Services?
- How much of the teaching will be made available via Q-Review and when will recordings be released to
students?
- Has consideration been given to using QMPlus to post audio content for students to relisten to?
- Has QMPlus content been checked for accessibility standards with the E-Learning Unit?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's
website.

All effort will go into making the course as inclusive as possible. 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 such as 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

Specific to the course:
1. The learning outcomes for each module will be made explicitly clear. This will be available at the beginning of the module.
2. All reading material will be identified and most will be online (electronic), but also some will be on hard copy through library
services at QMUL or purchase of text book. All reading material and resources will be checked to ensure that they are fully
accessible.
3. Each module will have a reading list with the above guarantees.
4. All lectures will be recorded and available on QMPlus.
5. Much of the course material, timetables, learning outcomes, reading material and recorded podcasts and videos will be on
dedicated QM+ pages. These will be on a modular basis with each module having it’s own page specially built for the course.
6. Assessments will take into consideration special arrangements for specific students as required.

3) 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. Please provide information about how this will be managed for
the programme.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (Turnitin).
Staff will be made aware of plagiarism when marking. Students will be given substantial feedback on assignment writing. As
part of this training, students will be introduced to Turnitin.

4) Academic Staffing for the programme (non-QMUL staff)
Please list any academic staff that are not employed or managed by QMUL that will be involved in the
teaching or assessment of the programme. For collaborative programmes, this list should include staff from
the partner institution(s) who will be involved in delivering the proposed programme.

Staff with substantive contracts with Barts Health NHS Trust will be teaching on the course:
5) Distance Learning Programmes (if applicable)
If the programme is to be delivered via distance learning, please describe the specific arrangements in place to ensure the quality of distance learning provision. Particular consideration should be given to enrolment, assessment, provision of learning materials, and student support. All proposals for new distance learning programmes should be discussed with the e-Learning team.

The group has significant experience in providing distance learning through the critical care MSc and has been delivering an entire MSc through the QMPlus platform developed in conjunction with the e-Learning team. For this purpose we propose the following methods of teaching:

The taught part of the course will be delivered online via the SMD e-learning platform. QMPlus. All student related-data will be managed and coordinated by the William Harvey education administration team. Enrollment will be administered in accordance with agreed QMUL admissions/registry procedures, and within agreed time-frames.

- Overall course information, including student handbook and timetables, will be distributed through the learning platform
- Induction material and a welcome chatroom session and/or online discussion thread will be set up at the start of the course between the distance learning students and the Programme Director.
- A variety of teaching strategies will be employed, most of which will be administered via the learning platform

- Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Plan for assessment
  - A live-chat tutorial will be conducted per module by one the academic staff
  - Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via an ATHENS log-on in the same way as on-site students.

1) Lectures – screen capture with audio soundtrack. These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

2) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

3) Online Seminars / Tutorials. Some topics will be covered in real-time online seminars, delivered by Skype (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice / video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones. The sessions will be recorded so that students who were unable to tune in at the time, can have access to the discussions and the learning material.

All teaching modules include assignments in the form of a written essay, short answer questions and structured assessments such as MCQs. The average marks of all modules will constitute a summative assessment. The mark scheme and assessment rubric will be made available to students and the faculty.

Crucially, the observership module will be replaced by a Clinical Application of Perioperative Medicine module (see module proposal forms).

6) Subject Examination Board Details
Please 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.
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

> Has at least one External Adviser Feedback Form been submitted with the Part 2? Yes

> If any special regulations are required for the proposed programme, have these 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 submitted with the Part 2? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School(s) / Institute(s) 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

Panos Deloukas
Digitally signed by Panos Deloukas
Date: 2023.02.22 15:19:45 Z

Head(s) of supporting School

Professor Sir Mark Caulfield
Digitally signed by Professor Sir Mark Caulfield
Date: 2023.03.07 16:14:22 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board
Once a programme has passed Part 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been signed. This will be arranged by the Academic Secretariat.
Programme Title: Perioperative Medicine (distance learning)

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and title: MSc Perioperative Medicine  
PGDip Perioperative Medicine  
PGCert Perioperative Medicine  
Name of interim award(s):  
Duration of study / period of registration: MSc (1Y FT/2Y PT), PgDip (9M FT /18M PT), PgCert (9M PT) by DL
Queen Mary programme code(s): 
QAA Benchmark Group: 
FHEQ Level of Award: Level 7
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: William Harvey Research Institute

Schools / Institutes which will also be involved in teaching part of the programme: William Harvey Research Institute

Collaborative institution(s) / organisation(s) involved in delivering the programme: N/A

Programme outline

This programme is for healthcare professionals working to deliver care within the perioperative pathway such as nurses, doctors, and operating department nurses or assistants. It is intended to provide course participants with comprehensive training in recent advances and key issues in the perioperative care of the surgical patient. It will provide a theoretical framework for gaining competence and confidence in managing patients in the perioperative period, as well as developing relevant skills and competencies such as critical appraisal and research activities.

Perioperative medicine is a rapidly growing and innovative field with increasing importance for the delivery of healthcare in the surgical setting. Advances in medicine, surgery, and critical care have demonstrated the need to have a holistic overview of multiple areas, where marginal gains can lead to better outcomes and experiences for patients. The course will be delivered by the Critical Care and Perioperative Medicine Research Group (CCPMG) at QMUL who are a world leading research group in perioperative medicine, and will aim to train the future perioperative practitioners to deliver better healthcare and promote innovation and research in the field.
Programme Title: Perioperative Medicine (distance learning)

Aims of the programme

The aims of the programme are to provide the students with a distillation and examination of the background and the latest evidence base in this developing field. It will equip the students in the skills to apply this knowledge to directly help improve surgical outcomes. The course also aims to provide the students with skills to carry out high quality research, audit and quality improvement projects to inform the evidence base in perioperative medicine and deliver high standards of care for an increasingly complex group of patients. Having completed this higher degree, the students will be able to take on leadership roles in clinical, research and teaching position locally and nationally.

What will you be expected to achieve?

The students will be expected to acquire a wide breadth and depth of knowledge in perioperative medicine that includes general medicine as applied to perioperative patients, provision of anaesthesia and analgesia, care of the unconscious patient, and some detailed knowledge of surgical specialities and special patient groups. They will also gain an understanding of critical appraisal, basic research skills, data analysis and statistics. The final compulsory module of the MSc will be the Applied Perioperative Medicine module which will bring in the aspects of multidisciplinary team working, communication, and organisation. The dissertation will allow the students to carry out an in-depth study which may be basic science or part of a clinical trial, or a systematic review of a relevant topic.

Academic Content:

A1 Demonstrate an understanding of perioperative medicine and the role of the perioperative clinician in improving outcomes for surgical patients.
A2 Understand the importance of preoperative assessment and optimisation of high risk surgical patients.
A3 Develop a thorough working knowledge of anaesthesia and analgesia, and the role of the anaesthesia team in the provision of safe intraoperative surgical care.
A4 Have a thorough knowledge and understanding of the role of surgical care bundles and other safety initiatives to improve care of surgical patients.
A5 Clear understanding of intra-operative and post-operative care of patients after major surgery (including cancer, vascular, abdominal, cardiac), as well as after major trauma.
A6 Demonstrate the appropriate use of clinical information for diagnosis and management of perioperative patients.
A7 Have a thorough knowledge of how to monitor and care for the unconscious patient during anaesthesia.
A8 Be able to describe and critically appraise the evidence base for enhanced perioperative care after major surgery and the role of these in reducing morbidity and mortality, as well as lengths of stays.

Disciplinary Skills - able to:

B1 Analyze, synthesize and communicate clinical information to a multi-disciplinary team.
B2 Use critical appraisal of research evidence as a framework for high level, prompt clinical decision making.
Understand the tools and methodologies for conducting research and how to formulate a structured and critical argument for a research question with the submission of a dissertation relevant to critical care.

To communicate with other physicians and health care workers in a collaborative way to plan patient care.

Attributes:

C1 Develop the leadership skills required to co-ordinate an effective team approach to the delivery of perioperative medicine

C2 Demonstrate appropriate and comprehensive practical and theoretical skills as well as advanced communication expertise- allowing decision making in complex and unpredictable situations

C3 Can act autonomously in planning and implementing tasks at a professional level

C4 Demonstrate autonomy in self directed learning and realise their scope of practice

How will you learn?

The taught part of the course will be delivered online via the FMD e-learning platform QMPlus.

- Overall course information, including student handbook and timetables, will be distributed through the learning platform

- Induction material and a welcome chatroom session and / or online discussion thread will be set up at the start of the course between the distance learning students and the Programme Director.

- A variety of teaching strategies will be employed, most of which will be administered via the learning platform

- Each module is presented on-line as:
  - Summary of the module
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2) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

3) Online Seminars / Tutorials. Some topics will be covered in real-time online seminars, delivered by MSTeams (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice / video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones. The sessions will be recorded so that students who were unable to tune in at the time, can have access to the discussions and the learning material. The time of these tutorials will be rotated through the year to cater for all the student time zones to allow everyone access to live tutorials.

4) All the educational material for the module will be made available at the start of the module organised in a weekly fashion to assist the students if they would like to follow a pre-specified plan.

How will you be assessed?

Assessment for the course will include, but is not limited to the following and will vary between modules:

1. Quiz/MCQ: This will test the breadth and some of the details of knowledge gained in the modules. Marks and feedback will be
provided instantly as soon as the students have completed the quiz.

2. Essays: This will enable student to critically appraise and distill the evidence base around chosen topics chosen. It will also give students the opportunity to improve their writing skills, be able to present information in figures and tables, as well as work to a deadline. Marks and feedback will be provided in a timely manner to help the students with development of their skills.

3. Short answer questions and case based studies: These will assess knowledge and the ability to write succinctly on a range of topics. These assessments test a breadth of relevant topics.

4. Oral presentations: these will test both knowledge and the ability to impart information to peers and teachers. Presentations are an important part of daily interactions, teaching, and discussions around provision of care. These assessments will help students to practice and develop these skills. The distance learning students will receive instruction on how to record their own presentations and submit as assessments.

All of these assessments will be designed with "teaching through assessment” principles to enrich the learning for the students. The essays will have grading rubrics to help focus the structure and depth required.

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

- Full Time student must complete all the modules of the MSc: 8 taught modules (each of 15 credits at level 7) and a dissertation (60 credits).

- Part time Students must take Perioperative Medicine in Theory and Practice in year one and (MSc students) must take the Dissertation in the second year. A further 75 credits (5x15 credits) to be taken in year one, and the remaining 30 taught credits (2x15 credit modules) to be taken in year two.

PGDip:
- Full Time student must complete: 8 taught modules (120 credits) in one academic year.
- Part Time student must complete: 4 taught modules (60 credits) in year 1 and 4 taught modules (60 credits) in year 2 (students are allowed to select taught modules in order of their preference).

PgCert
Students must complete 4 x 15 taught modules

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>Perioperative Medicine in Theory and Practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>The preoperative journey</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Care of the Unconscious Patient</td>
<td>WHR7712</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Post-Operative Care</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
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</table>
## Programme Title: Perioperative Medicine (distance learning)

<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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</thead>
<tbody>
<tr>
<td>Medicine for perioperative practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Perioperative care of surgical specialties</td>
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<td>15</td>
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<td>Semester 2</td>
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<tr>
<td>Research and Audit Methodology</td>
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<td>Semester 3</td>
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<tr>
<td>Applied perioperative medicine</td>
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<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>60</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semesters 1-3</td>
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</table>

### Academic Year of Study  PT - 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>Perioperative Medicine in Theory and Practice</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MSC students take 75 credits</td>
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<td>Compulsory</td>
<td>1</td>
<td>Semesters 1-3</td>
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<tr>
<td>PgDip Student take 45 credits</td>
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### Academic Year of Study  PT - 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>
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</thead>
<tbody>
<tr>
<td>MSc Student take remaining 30 credits</td>
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<tr>
<td>PgDip Students take remaining 60 credits</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation (Msc students only)</td>
<td></td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>2</td>
<td>Year</td>
</tr>
</tbody>
</table>

### What are the entry requirements?

Applicants will normally possess a medical degree, a 2:2 or above at undergraduate level in Nursing, Physiotherapy or other related allied health professional degrees. Non-UK degrees are marked on a grading scale and must be equivalent to UK 2:2 degree. Also, at least one year experience working in a hospital as a health professional is essential.

English requirements:
How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The course will be continuously quality-reviewed by the Core Course Management Team made up of the faculty of the course, the external examiner as well as the education committee at the William Harvey Research institute. This process will include peer review of taught components, reviewing student feedback on lecture and module content and delivery, as well as information from PTES. A course participant will be invited to join the Student-Staff Liaison Committee.

Periodically, the continuing validity of the course aims and outcomes will be reviewed both internally and if necessary by involving external experts to ensure that appropriate actions are taken to remedy any identified shortcomings.

What academic support is available?

Precourse: All students will receive pre-course induction material including an online video outlining the course structure background, and planned assessments. They will also be provided with a yearly timetable of module dates and teaching times.

Induction: An online induction meeting with the programme director will be provided prior to the start of the course with plenty of time allocated for questions. A specific course handbook will also be provided.

All students will be allocated personal tutors whose role is to assist them with personal problems and to advise on pastoral issues.

There will be instructional videos on how to use QM+. The QM+ landing page will include the following:
- Details of facilities at QMUL including IT services, library services, welfare, accommodation, finance etc.
- Instructions on basics of scientific reading, writing and critical appraisal
- Time management instructions

The programme director and faculty contact details will be made available to all the students. The students can access help directly from the faculty via email or in person.

Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via an ATHENS log-on in the same way as on-site students.

Education management team will be available via email or online to resolve any issues relating to course registration, fees, and problems and issues arising during the course.

Other services:
- Access to student counselors within Queen Mary University of London.
- Access to Teaching and Learning Support Services, which provides assistance and guidance e.g. dyslexia

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

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 such as dyslexia
- Applying for funding through the disabled Students’ Allowance (DSA)
Programme Title: Perioperative Medicine (distance learning)

- 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

Specific to the course:
1. The learning outcomes for each module will be made explicitly clear. This will be available at the beginning of the module.
2. All reading material will be identified and most will be online (electronic), but also some will be on hard copy through library services at QMUL or purchase of text book. All reading material and resources will be checked to ensure that they are fully accessible.
3. Each module will have a reading list with the above guarantees.
4. All lectures will be recorded and available on Q-Review.
5. Much of the course material, timetables, learning outcomes, reading material and recorded podcasts and videos will be on dedicated QM+ pages. These will be on a modular basis with each module having it’s own page specially built for the course.
6. Assessments will take into consideration special arrangements for specific students as required.

Links with employers, placement opportunities and transferable skills

Healthcare providers, including the National Health Service, will benefit from employing students who have successfully completed this MSc. The aim of this course is to provide advanced specialist instruction to a higher qualification in perioperative medicine. The Chief Medical Officer Report “Safer Medical Practice” and Department of Health documents “High Quality Care For All” & “High Quality Workforce” emphasise and recommend Simulation, Clinical Skills Training and application of innovative approaches to education. Recent patient safety data from the National Patient Safety Agency (NPSA) suggests 1:10 patients are harmed in hospital by some complication, a significant proportion of these being caused by medical and nursing mistakes. This MSc will consolidate clinical training to a high level and reinforce technical and behavioural competencies essential for patient safety.

Programme Specification Approval

Person completing Programme Specification: Dr Parjam Zolfaghari

Person responsible for management of programme: Dr Nina Ravic

Date Programme Specification produced / amended by School / Institute Education Committee: 2/2/2023

Date Programme Specification approved by Taught Programmes Board:
External Adviser Feedback Form

Purpose

External Advisers are usually members of academic staff external to Queen Mary, who are asked to comment on proposals for new undergraduate or postgraduate taught programmes in accordance with the above guidelines.

External Advisers should expect to receive and review:
- Part 2 Programme Proposal Form
- Programme Specification
- Module Proposal Forms for any new modules

Scope

External Advisers are asked to provide feedback on each of the areas listed below, in relation to the proposed programme. Please note that this list is not exhaustive, and Advisers are encouraged to comment on any aspect of the proposal; drawing on their own knowledge and experience. As a guide, an external advisor’s report for a standard undergraduate or taught masters programme would normally be in the region of two to four sides of A4.

External Adviser details

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser:</th>
<th>Professor Iain Moppett</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Professor and Consultant Anaesthetist, University of Nottingham; Critical Illness Attachment Lead</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:Iain.moppett@nottingham.ac.uk">Iain.moppett@nottingham.ac.uk</a></td>
</tr>
<tr>
<td>I confirm that I have received and reviewed the documentation listed above:</td>
<td>☒</td>
</tr>
</tbody>
</table>

Items highlighted refer to the DL proposal

1. Aims, objectives and learning outcomes
   - Does the programme have clearly articulated aims and learning outcomes which appear to meet the needs of students and equip them for further study or employment?
   - Do the academic standards in subject content and teaching and learning match the aims and learning outcomes?
   - Are all programme learning outcomes met within modules?
   - Are the learning outcomes and the expectations of students clearly developed throughout the programme?

The programme has clearly articulated aims and meets a need for Masters level education in perioperative care.

In general, the academic standards match the aims and learning objectives. There may be nuances to how QMUL interprets code-words in the outcomes, but it feels as though some are less than masters level or inconsistent. For example, A3 is ‘to develop a knowledge’ whilst A7 is ‘Have a thorough knowledge’. A8 is ‘to describe the evidence base’ but at masters level I would expect to see something about critical appraisal not just description. However, this is better explained within the individual module descriptions. A1 has a surprising focus on surgical outcomes – whereas the programme itself is rather more patient-centric. Could this be changed to ‘outcomes for surgical patients’?
The programme follows a sensible structure.

### 2.a. Curriculum, design, content and organisation
- Does the design and content of the curricula support student learning, and the achievement of the intended learning outcomes?
- Does the content and design of the curricula aid progression through the programme?
- Is the specialist content of the programme up to date and comparable with that of similar programmes elsewhere?
- Is the structure of the programme clearly defined and explained?
- Is the credit structure appropriate for a programme of the assigned level?
- Is the student workload appropriately balanced across the academic year?
- Does the programme include appropriate careers education?
- Is consideration given to work-based and placement learning?
- Are professional practice requirements noted where relevant?
- Have equal opportunities been considered in the development?

There are clear programme aims and learning outcomes for each of the eight modules. It is a little unclear from the proposal how the distance learning students will be catered for, given statements about in person lectures. I think the programme team have that in hand, but as written is unclear.

**UPDATED COMMENTS FOLLOWING REVIEW OF DISTANCE LEARNING MODULE**

The observership is a compulsory part of the MSc for local students.

The distance learning proposal is a parallel stream with almost identical structure. The necessary replacement for the observership with a taught programme is appropriate and sensibly planned. I wonder whether the balance (as written) is a bit too weighted towards the theoretical. There would seem to be scope for more exploration of experience in the students’ local environment. Two one-hour tutorials feels quite light if the aim is to mirror the observership. The students will have done lots of theory elsewhere in the course, so maybe reimagine the approach a bit?

The 'medicine’ module mentions frailty in its objectives but then largely goes down a condition-based description. This might be something to develop.

There doesn’t seem to be much about regional anaesthesia – but again maybe this will be developed.

The surgical module references the ‘10’ surgical specialties but this excludes gynaecology which is an important omission of a specialty relevant to 50% of the population.

### 2.b. For collaborative programmes only
- Is there a clear rationale for developing this collaborative arrangement in the proposed way?
- If any academic credit is to be recognised from / by the partner institution, is the credit structure of all awards clear and appropriate?
- Is there an appropriate balance of content between each partner?
- Are the academic and administrative responsibilities of each partner clear and appropriate?

### 2. Learning, teaching and assessment strategies
- Is there a clear and workable learning and teaching strategy?
- Is there a clear and workable assessment strategy?
- Do the teaching, learning and assessment methods allow students to demonstrate their achievement of the aims and learning outcomes?
- Is there an appropriate range of assessment methods used?
- Do the proposed assessment methods suitably evaluate the attainment of the intended learning outcomes?

The faculty developing and delivering the programme are clearly highly experienced in the field and have significant teaching experience. This will provide the course with much depth and teaching expertise. The anticipated student profile is clearly described along with appropriateness of entry requirements and likely careers. The combination of lectures, problem based learning and online tutorials will provide excellent teaching opportunities.

Not all of the learning outcomes are likely to be assessed with the current format. For example in ‘the pre-operative journey’ outcome C3: ‘Be able to communicate effectively on provision of pre-operative assessment with key stakeholders’ is not really assessable with MCQs and SAQs.

However, looking across the whole programme there is a balance of assessment approaches.

### 3. External reference points
- Has reference been made to Benchmark Statements where applicable?
- Has reference been made to Framework for Higher Education Qualifications (FHEQ)?
- Does every award in the programme meet the expectations of the FHEQ?
- Has reference been made to any relevant Professional and Statutory Regulatory Bodies (PSRBs)?
- Has reference been made to the Southern England Consortium for Credit Accumulation and Transfer (SEEC) credit level descriptors?

The contents of the course are expected to meet all the benchmark requirements. The contents are mapped to perioperative medicine professional standards and much of the learning will be based around national and international standards.

4. Admission, progression and achievement
- Are the entry requirements appropriate and clearly identified?
- Are clear arrangements in place for the induction of new students?
- Are there details of any special educational needs requirements?

The entry requirements are ‘normally possess a medical, nursing or allied health professional qualification’. It is unclear what this means. Are students acceptable without one (which does seem unlikely)? Is there any expectation of amount of experience? Could a UG student intercalate into this course?

Academic / scientific references seems a little odd. Most applicants will be clinical staff without easy (or meaningful) access to such a referee. May create an inadvertent barrier to diverse entrants.

Course specific induction is clearly identified and appropriate. There is emphasis on essay writing and critiquing of scientific papers. Students are to be directed to the appropriate material on-line and on QMPlus.

5. Learning resources and facilities
- Have indicative reading lists been supplied and are they appropriate?
- Have any future resources requirements been clearly articulated?
- Has the use of QMPlus (the QM Virtual Learning Environment (VLE)) been clearly articulated?
- Is there use of distance or blended learning? If so, is this appropriately supported?
- Are their details of and arrangements with placement providers where relevant?

Each module has a specified reading list for that module. These are standard textbook and scientific / educational publications. QMPlus has been identified as the learning environment. The e-learning team will guide the course development and training of the key staff.

6. Student guidance and support
- Are there clear arrangements in place for supporting students with specific learning requirements?
- Are there suitable arrangements for dealing with academic misconduct?
- Are there workable academic support arrangements at school and institution level?
- Are there administrative arrangements for student support?

The proposal sits in the context of QMUL’s support for students with specific learning needs and I am sure the faculty are sensitive and supportive to these needs. Academic misconduct will be addressed as per QMUL rules and policies.

7. Quality management and enhancement
- Are appropriate arrangements in place for programme management?
- Are clear quality assurance measures in place?
- For joint programmes, are the responsibilities of all contributing schools / institutes clearly articulated?
- Are details of continued currency and viability of the programme included?
- Are effective mechanisms in place for capturing and utilising the student voice?

There is regular feedback planned for each of the modules which will include the individual components of the module, assessment and general setup. The course team already have experience in running the Critical Care MSc and I am sure will use that to develop this programme.

8. Other
- Please use this space to provide any additional feedback not covered in other sections.
Overall, this is a well organised and highly structured course. Although I have made what I hope are constructive comments, these are nothing to stand in the way of the course. I am happy to endorse.

<table>
<thead>
<tr>
<th>For QMUL use only</th>
</tr>
</thead>
</table>

### Section 1
We take note of the comments from the external reviewer and have made the appropriate amendments to the learning outcomes on the revised programme specification form. In particular:
- A1, A3, A7, A8 have been reviewed and amended as per advice.

### Section 2a
All reference to distance learning has been removed from this proposal and there will be a separate proposal for DL.

### Section 2a comment on DL module
We thank the external advisor on the very sensible suggestions. We include a more practical approach for each of the students depending on their background to guide the application of the theoretical work they have been learning. We will provide more online contact within the module tailored to all aspects of perioperative care. The teaching plan has been amended to reflect the time. The assessment has also been adjusted to include a presentation which will take place online.

### Section 2
We take note of the reviewer’s comments about assessment matching learning outcomes. Communication between colleagues and stakeholders is an important part of the academic development in this course. We will adjust one of the assessments planned for the “Pre-operative journey” module to incorporate oral presentation and discussion with the faculty and peers to develop these communication and presentation skills.

### Section 4
The entry criteria comments are noted. Just to make it clear, a medical/nursing/allied health professional qualification is required for this course.
In the absence of an academic reference, we would accept a reference from the applicant’s line manager, or educational/clinical supervisor.

### External reference points
- QAA Subject Benchmark Statements (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)
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).

If you wish to change the title of a module, please use the Module Amendment Form.

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>Perioperative medicine in theory and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value:</td>
<td>15</td>
</tr>
<tr>
<td>Level:</td>
<td>7</td>
</tr>
<tr>
<td>Module type:</td>
<td>LSR</td>
</tr>
<tr>
<td>Scheme:</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start date:</td>
<td>September 2023</td>
</tr>
<tr>
<td>Proposed HECoS Code:</td>
<td>100271 medicine</td>
</tr>
</tbody>
</table>

Further details on HECoS codes can be found [here](#).

Responsible School / Institute: William Harvey Research Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X William Harvey Research Institute</td>
<td>100</td>
</tr>
</tbody>
</table>

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 / Institute | Subject Exam Board responsible for the module
---|---
SMD: William Harvey Research Institute | Critical Care (PGT)
**Anticipated Student Registrations**

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<tr>
<td>2025/26</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

**Module Rationale**

Please 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 give the students an overview of the evolution and progress of perioperative medicine as a specialty. This is a compulsory module of the MSc and forms the foundation of the course. It will cover the history of perioperative medicine and how it has evolved. It will look at the evidence base and what has gone into informing the national and international development of the speciality.

**Resource Requirements**

| By School / Institute responsible for module: | QMPlus and Echo 360 |
| By any other School / Institute or collaborating institution: | N/A |

**Approval of New Module Proposal**

The signature of the Head(s) of School(s) / Institute(s) 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: Panos Deloukas

Head(s) of supporting School / Institute: Professor Sir Mark Caulfield
Section 2 - Module Specification

Module title: Perioperative medicine in theory and practice

Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 1

Module Organiser: Dr Ching Pang

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1) Content Description
Please 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 basics of perioperative medicine with historical developments leading to the current landscape of the specialty. It will also cover the evidence base, both basic science and clinical that have informed the quality and safety initiatives that have been adopted by the national bodies governing provision of perioperative care.

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

The aims of this module are to provide an understanding of the history and evolution of anaesthesia and perioperative medicine, with special focus on new initiatives and future direction of the speciality. The students will gain a good grounding into the evidence base informing national policy and initiatives to deliver high quality care during the perioperative journey. This will involve aspects such as models of care, role of the multidisciplinary team, long term outcomes, and the current programmes to improve the quality and standards of care being delivered.

3) Learning Outcomes
Please 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>Be able to describe the history and evolution of perioperative care.</td>
</tr>
<tr>
<td>A2</td>
<td>Describe broadly the evidence base informing the current initiatives in perioperative care.</td>
</tr>
<tr>
<td>A3</td>
<td>Describe broadly the evidence base informing the current structure of perioperative care.</td>
</tr>
</tbody>
</table>
Discuss the national guidance and standards in delivery of perioperative care.

**Disciplinary Skills - able to:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Look critically at the delivery and quality of perioperative care being delivered.</td>
</tr>
<tr>
<td>B2</td>
<td>Analyse and evaluate the evidence base informing models of care.</td>
</tr>
<tr>
<td>B3</td>
<td>Describe the national initiatives and how those relate to the care being delivered locally to the students.</td>
</tr>
</tbody>
</table>

**Attributes:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Be familiar with the evidence base and know how to source and evaluate evidence to improve provision of care in the perioperative journey.</td>
</tr>
<tr>
<td>C2</td>
<td>Understand how to apply national guidelines to improve care locally.</td>
</tr>
<tr>
<td>C3</td>
<td>Be able to communicate effectively on the provision of perioperative care with the key stakeholders.</td>
</tr>
</tbody>
</table>

**4) Reading List**

Please 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.

2. BJA education articles focusing on peri-operative care medicine.

**5) 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Student / lecturer interaction</td>
<td>The course will be taught over 4 weeks with recorded lectures, podcasts and other related online teaching material comprising of 20 hours of teaching. There will be 2 one-hour long tutorials to allow questions and discussion. Additionally there will be 2 hours of teaching devoted to academic writing and critical appraisal bringing total teaching time to 24 hours.</td>
</tr>
<tr>
<td>2. Student independent learning time</td>
<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>
</tr>
<tr>
<td></td>
<td>Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</td>
</tr>
<tr>
<td></td>
<td>126 hours</td>
</tr>
</tbody>
</table>

Page 430 of 473
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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Essay</td>
<td>Coursework (CWK)</td>
<td>2500 words + references</td>
<td>100%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Final element of assessment**: The assessment that takes place last. There should be only ONE element of assessment marked as final.

**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.

---

6) Assessment Profile

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

**Sequence**

**Description of Assessment**

**Assessment Type**

**Duration / Length**

**% Weighting**

**Final element of assessment?**

**Qualifying Mark for Individual Assessment**

---

Reassessment

Please 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)

---

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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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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: The Pre-operative Journey

Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate

Start date: September 2023

Proposed HECoS Code: 100271 medicine

Further details on HECoS codes can be found here

Responsible School / Institute: William Harvey Research Institute

School / Institute | % of total teaching to be delivered
---|---
X William Harvey Research Institute | 100

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>
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</table>

Module Rationale
Please 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 aims to give students an overview of the pre-operative journey of patients undergoing elective surgery, primarily within the United Kingdom. This is a compulsory module of the MSc and is part of the foundation of the course. It will cover the pre-operative assessment of patients undergoing elective surgery. Additionally, it will look at issues associated with pre-operative assessment and major surgery, such as risk assessment, the need for shared decision making in the context of high-risk surgery, and the involvement of the multi-disciplinary team in supporting patients to make these decisions.

Resource Requirements

| By School / Institute responsible for module: | QMPlus and Echo 360 |
| By any other School / Institute or collaborating institution: | N/A |

Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) 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

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

Module title: The Pre-operative Journey
Module code: 
Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 1
Module Organiser: Dr Ching Pang

Pre-requisite modules  Co-requisite modules  Overlapping modules
N/A  N/A  N/A

1) Content Description
Please 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 basics of pre-operative assessment from the perspective of taking a patient history, clinical examination, assessment of physiological fitness, and risk assessment. It will cover the evidence base informing current practice and guidance in this area. Additionally, it will cover some of the issues associated with having high-risk surgery, such as optimisation, prehabilitation, shared decision making and the involvement of the multidisciplinary team.

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

The aims of this module are:
- To provide students with an understanding of the blueprint for gold-standard pre-assessment of patients undergoing elective surgery, with a specific focus on history taking, clinical examination, assessment of physical fitness, and risk assessment.
- To provide students with a good grounding into the evidence base informing assessment and decision-making strategies such as cardiopulmonary exercise testing, shared decision making, national policy and initiatives to deliver high quality care during the perioperative journey. This will involve aspects such as models of care, role of the multidisciplinary team, long term outcomes, and the current programmes to improve the quality and standards of care being delivered.

3) Learning Outcomes
Please 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  Be able to describe how to take a history and perform a clinical examination on patients undergoing elective surgery.
A2  Describe broadly the current models for assessing risk in peri-operative care and their evidence base.
A3  Describe broadly the current models for assessing physiological fitness in peri-operative care and their evidence base.
Discuss additional issues surrounding the evaluation of patients undergoing high-risk surgery, such as shared decision making and the involvement of the multidisciplinary team.

Disciplinary Skills - able to:

B1 Look critically at the delivery of pre-operative assessment in local institutions and compare this to national guidance.

B2 Analyse and evaluate the evidence base informing pre-assessment guidelines and practice, particularly as they relate to investigations, assessments of fitness, and risk scoring.

B3 Describe new national initiatives pertinent to decision making in peri-operative care such as shared decision making.

Attributes:

C1 Be familiar with the evidence base and know how to source and evaluate evidence to improve provision of care within the context of a pre-assessment service for patients undergoing elective surgery.

C2 Understand how national guidance informs current clinical practice in local institutions.

C3 Be able to communicate effectively on provision of pre-operative assessment with key stakeholders.

4) Reading List
Please 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.

Key Texts:

Key Journals:
British Journal of Anaesthesia
British Journal of Anaesthesia Education

5) 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.

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 course will be taught over 4 weeks with recorded lectures, podcasts and other related on-line teaching material comprising of 20 hours of teaching. There will be 2 one-hour long tutorials to allow questions and discussion of the course material with problem-based learning and case discussions bringing total teaching time to 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.

128 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.

6) Assessment Profile

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

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<tr>
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</thead>
<tbody>
<tr>
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<td>Presentation</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Short Answer Questions</td>
<td>Coursework (CWK)</td>
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<td>75%</td>
<td>Yes</td>
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</table>

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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**

Please 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>
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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)'.

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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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

**Section 1 - Summary Information**

- **Module title:** Post-operative care
- **Credit value:** 15
- **Level:** 7
- **Module type:** LSR
- **Start date:** September 2023
- **Proposed HECoS Code:** 100267 clinical medicine

**Further details on HECoS codes can be found here**

- **Responsible School / Institute:** William Harvey Research Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Harvey Research Institute</td>
<td>100</td>
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</table>

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 / Institute</th>
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<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2025/26</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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.

Post-operative care is a crucial part of care following surgery, in particular complex surgery where specialist medical, nursing and allied health professional care is required. This module will focus on the postoperative care, with focus on the place, the people and the equipment needed to deliver high quality surgical care and avoid/manage complications. It is compulsory module of the perioperative MSc.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>QMPlus and Echo 360</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) 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**

Panos Deloukas

Digitally signed by Panos Deloukas

Date: 2023.02.22 15:30:51 Z

**Head(s) of supporting School / Institute**

Professor Sir Mark Caulfield

Digitally signed by Professor Sir Mark Caulfield

Date: 2023.03.07 15:57:05 Z

**Head(s) of supporting School / Institute**

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

<table>
<thead>
<tr>
<th>Module title:</th>
<th>Post-operative care</th>
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</thead>
<tbody>
<tr>
<td>Module code:</td>
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<tr>
<td>Credit value:</td>
<td>15</td>
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<tr>
<td>Level:</td>
<td>7</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Semester:</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Module Organiser:</td>
<td>Dr Ming-Li Kong</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>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1) **Content Description**

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

This module will cover the basics and advanced care of patients after surgery. It will focus on the places where patients are cared for (recovery, wards, monitored units and high dependency units). It will also discuss the personnel needed and the equipment needed for monitoring and interventions required to provide high quality surgical care.

2) **Module Aims**

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

The aims of this module are to provide the student with the evidence base that has informed high quality post-operative care, how this is applied in clinical areas and how interventions have led to reduction in complications in patients after surgery. It will discuss the role of enhanced care, management of analgesia, nutrition and fluid balance, as well as ongoing rehabilitation and physiotherapy to ensure good outcomes.

3) **Learning Outcomes**

Please 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>Understand the goals of postoperative care in surgical patients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Know the approaches to provision of analgesia in the post operative period.</td>
</tr>
<tr>
<td>A3</td>
<td>Understand the differences in the different ward areas for looking after surgical patients after their operations.</td>
</tr>
</tbody>
</table>
**A4** List the common complications seen post operatively and have an understanding of how to manage them.

**Disciplinary Skills - able to:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Analyse and interpret clinical findings and common test results when managing post operative patients.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Be able to develop a simple postoperative plan for a patient after their operation.</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Be able to apply the evidence base to own clinical practice, as well as the workplace to improve patient care.</td>
</tr>
</tbody>
</table>

**Attributes:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Communicate effectively with the multidisciplinary team to deliver high quality surgical outcomes.</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Be able to identify areas of care that require improvement and propose quality improvement projects.</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>Be able to identify gaps in own knowledge and skills and learn continuously from the emerging evidence base and medical progress.</td>
</tr>
</tbody>
</table>

**4) Reading List**

Please 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.

2. BJA education articles focusing on perioperative care medicine.

**5) 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student / lecturer interaction</strong></td>
<td>The course will be taught over 4 weeks with recorded lectures, podcasts and other related on-line teaching material comprising of 20 hours of teaching. There will be 2 one-hour long tutorials to allow questions and discussion of the course material with problem-based learning and case discussions bringing total teaching time to 22 hours.</td>
</tr>
<tr>
<td><strong>2. Student independent learning time</strong></td>
<td>Specify an indicative number of independent hours of study a 128 hours of self study</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MCQ</td>
<td>Coursework (CWK)</td>
<td>2 hour</td>
<td>0%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework (CWK)</td>
<td>2500 words + references</td>
<td>100%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**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
Please 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)

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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Medicine for Perioperative Practice
Credit value: 15
Level: 7
Module type: LSR
Start date: September 2023
Proposed HECoS Code: 100267 clinical medicine

Further details on HECoS codes can be found here

Responsible School / Institute: William Harvey Research Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X William Harvey Research Institute</td>
<td>100</td>
</tr>
</tbody>
</table>

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: William Harvey Research Institute</td>
<td>Critical Care (PGT)</td>
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</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
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<td>12</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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.

Patients undergoing elective major surgery are increasingly elderly and frail. The number of patients who are chronologically young, but have single or multiple long term medical conditions is also increasing. The provision of safe, consistent medical care to these patients with a wide range of ages and conditions is challenging and requires both special considerations and some specific knowledge on a diverse range of diseases and disease processes. This includes disease-disease interactions (e.g. cardiac-respiratory), the effect of medication, and patient specific factors (e.g. medicine compliance). All these factors affect patient care planning before, during and after surgery.

This is a Compulsory Module for the MSc in Peri-operative Medicine.

### Resource Requirements

| By School / Institute responsible for module: | QMPlus and Echo 360 |
| By any other School / Institute or collaborating institution: | N/A |

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) 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**

Panos Deloukas
Digitally signed by Panos Deloukas
Date: 2023.02.22 15:31:26 Z

Professor Sir Mark Caulfield
Digitally signed by Professor Sir Mark Caulfield
Date: 2023.03.07 15:57:37 Z

**Head(s) of supporting School / Institute**

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Section 2 - Module Specification

Module title: Medicine for Perioperative Practice
Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 2

Module Organiser: Dr Zudin Puthucheary

Pre-requisite modules  Co-requisite modules  Overlapping modules
N/A  N/A  N/A

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

This module will cover the specific physiological impacts of the variety of chronic long-term medical conditions that affect patients undergoing major surgery. These impacts will be considered pre-, intra- and post operatively. The pharmacotherapeutic profiles of such patients will be covered (including the importance of compliance), and the importance of managing this over the peri-operative period. Lastly the impact of these diseases on physical function and the implications for post-operative recovery will be covered.

This module will additionally cover the peri-operative care of obstetric and paediatric patients, and those undergoing emergency surgery (including trauma).

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

To provide a clear understanding of the importance of management of chronic medical conditions, the elderly and the frail over the peri-operative period, and to instill an appreciation of the importance of interdisciplinary care for these patients.

3) Learning Outcomes
Please 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 Describe the physiology and typical pharmacological therapies used in patients described in this module
A2 To be able to discuss strategies for perioperative management of the elderly, frail or patients with single or multiple long term conditions
A3 Describe the principles of the peri-operative management of Obstetric and Paediatric patients
**A4** Describe the principles of Emergency and Trauma surgery, including how these apply to the elderly, frail or patients with single or multiple long term conditions.

**A5** To understand which diagnostic tools (radiological, laboratory and clinical) are important to apply to elucidate the potential impact of altered physiology in patients described in this module on peri-operative management and outcomes.

**A6** To understand the shared role of primary and secondary care and patient self-management in the setting of chronic medical conditions.

**A7** Describe the impact of frailty on perioperative care and outcomes, and how basic interventions benefit such patients.

**Disciplinary Skills - able to:**

**B1** To be able to ascertain the impact of the conditions described in this module on patients, in terms of peri-operative management, operative risk and outcomes.

**B2** To be able to ascertain the impact of the conditions described in this module on patients' physical functioning and the impact on recovery post surgery.

**B3** To be able to take a drug history, ascertain compliance and to understand the potential impact of medication on peri-operative care.

**B4** To be able to discuss which members of the interdisciplinary team are needed to optimise care of the patients described in this module in the peri-operative period.

**Attributes:**

**C1** Be familiar with the evidence base and know how to source and evaluate evidence to manage elderly, frail or patients with single or multiple long term conditions.

**C2** Communicate effectively with the interdisciplinary medical teams and allied specialties providing care and advice.

**C3** Communicate with confidence with patients undergoing major surgery and their families.

**C4** Plan and organise the most appropriate approach to diagnosis and management of patients described in this module.

**4) Reading List**

Please 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.

1. Bank of journal articles available on QMPlus with references for each lecture.
3. Textbook of Medicine, 4th edition, Souhami and Moxham

**5) 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.
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 course will be taught over 4 weeks with recorded lectures, podcasts and other related on-line teaching material comprising of 20 hours of teaching. There will be 2 one-hour long tutorials to allow questions and discussion of the course material with problem-based learning and case discussions bringing total teaching time to 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.

128 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

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
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<th>Duration / Length</th>
<th>% Weighting</th>
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<tbody>
<tr>
<td></td>
<td>MCQ</td>
<td>Coursework (CWK)</td>
<td>2 hours</td>
<td>0%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short answer questions</td>
<td>Coursework (CWK)</td>
<td>2500 words + references</td>
<td>100%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**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

Please 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)
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)'.

Page 450 of 473
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).

If you wish to change the title of a module, please use the Module Amendment Form.

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

Section 1 - Summary Information

Module title: Perioperative care of surgical specialities  
Module code: 
Credit value: 15  Level: 7  Module type: LSR  Scheme: Taught Postgraduate  
Start date: September 2023  
Proposed HECoS Code: 100267 clinical medicine

Further details on HECoS codes can be found here

Responsible School / Institute: William Harvey Research Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
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</thead>
<tbody>
<tr>
<td>X William Harvey Research Institute</td>
<td>100</td>
</tr>
</tbody>
</table>

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 / Institute</th>
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<tbody>
<tr>
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</table>
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<td>12</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 Royal College of Surgeons recognises 10 surgical specialties, all of which pose different challenges to the perioperative team. A thorough knowledge of the anatomical and physiological considerations for each of the surgical specialties is vital to allow optimal planning and implementing high quality clinical care. The ten specialties are: cardiothoracic, general surgery, neurosurgery, oral and maxillofacial surgery, ear/nose/throat surgery, paediatric, plastic, trauma and orthopaedic, urology and vascular surgery. Gynaecological surgery is not referenced specifically in these 10 specialities, but will be covered extensively in this module too. The focus of this module is to describe the special considerations required for the different surgical specialties relevant to perioperative care.

This is a compulsory module of the MSc Critical Care

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>QMPlus and Echo 360</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) 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**: Panos Deloukas  
  Digitally signed by Panos Deloukas  
  Date: 2023.02.22 15:31:55 Z

- **Head(s) of supporting School / Institute**: Professor Sir Mark Caulfield  
  Digitally signed by Professor Sir Mark Caulfield  
  Date: 2023.03.07 15:59:31 Z

- **Head(s) of supporting School / Institute**: 

- **Head(s) of supporting School / Institute**: 

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Section 2 - Module Specification

Module title: Perioperative care of surgical specialities

Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 2

Module Organiser: Dr Ming-Li Kong

Pre-requisite modules | Co-requisite modules | Overlapping modules
---|---|---
N/A | N/A | N/A

1) Content Description
Please 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 describe the 10 different surgical specialties and the common operations for each. It will then discuss the anatomical and physiological considerations relevant to each of the specialties and how these impact on the care around the time of surgery, from preoperative assessment to intraoperative care, anaesthesia, resuscitation and postoperative care. It will also describe common postoperative complications and how to manage them.

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

The aim of this module is to familiarise the students with the different surgical specialties and the specific considerations needed to manage patients undergoing surgery under each of these. It will cover the indications, preop assessment, conduct and post operative care of the common procedures in each of the specialties so that the students are able to understand the different needs of patients, as well as be able to communicate effectively with the rest of the perioperative team about their care.

3) Learning Outcomes
Please 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 | Describe the various surgical specialties and the common operations within each. |
| A2 | Understand the physiological and anatomical considerations for each of the specialities. |
| A3 | Understand how the surgical procedure may impact on the care of the patients around the perioperative period. |
Describe anaesthetic and analgesic considerations for each of the specialties.

Disciplinary Skills - able to:

B1 Be able to apply knowledge of surgical specialities to working practice and adjust care as necessary.

B2 Be able to analyse clinical and diagnostic information to manage patients with a focus around specialist surgery.

B3 Evaluate clinical evidence to inform safety quality of care being delivered.

Attributes:

C1 Communicate effectively with surgical and perioperative teams to provide care for patients from the different surgical specialities.

C2 Be able to provide support and education for the rest of the perioperative team on the nuances of care in the different surgical specialities.

C3 Be able to synthesise and evaluate the evidence base to learn continuously to affect care of the surgical patients.

4) Reading List

Please 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.

2. BJA education articles on relevant topics (available online through QMUL).
3. Perioperative medicine for junior clinicians. Symonds, Myles, Mehra and Ball. Wiley 2015

Key Journals:
British Journal of Anaesthesia, Elsevier.
British Journal of Anaesthesia Education, Elsevier.
Anaesthesia, Wiley-Blackwell.

5) 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.

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 course will be taught over 4 weeks with recorded lectures, podcasts and other related on-line teaching material comprising of 20 hours of teaching. There will be 2 one-hour long tutorials to allow questions and discussion of the course material with problem-based learning and case discussions bringing total teaching time to 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.

128 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.

6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MCQ</td>
<td>Coursework (CWK)</td>
<td>2 hour</td>
<td>0%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework (CWK)</td>
<td>2500 words</td>
<td>100%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**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

Please 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)

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).

If you wish to change the title of a module, please use the Module Amendment Form.

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>Applied Perioperative Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code:</td>
<td></td>
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<tr>
<td>Credit value:</td>
<td>15</td>
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<tr>
<td>Level:</td>
<td>7</td>
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<tr>
<td>Module type:</td>
<td>LSR</td>
</tr>
<tr>
<td>Scheme:</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start date:</td>
<td>September 2023</td>
</tr>
<tr>
<td>Proposed HECoS Code:</td>
<td>100267 clinical medicine</td>
</tr>
</tbody>
</table>

Further details on HECoS codes can be found [here](#).

**Responsible School / Institute:** William Harvey Research Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X William Harvey Research Institute</td>
<td>100</td>
</tr>
</tbody>
</table>

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: William Harvey Research Institute</td>
<td>Critical Care (PGT)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>5</td>
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<td>8</td>
</tr>
<tr>
<td>2024/25</td>
<td>7</td>
<td>5</td>
<td>10</td>
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<tr>
<td>2025/26</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 is a distance learning alternative to the Observership module for the MSc in Perioperative Medicine. Provision of perioperative medicine requires the coming together of a multidisciplinary team involving a host of health professionals. This module will focus on the importance of multidisciplinary input throughout a patient’s perioperative journey and the application of what has been learned through the MSc to the clinical environment. This is a Compulsory Module for the MSc in Critical Care.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>QMPlus and Echo 360</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td></td>
</tr>
</tbody>
</table>

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) 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**

Panos Deloukas

Digitally signed by Panos Deloukas

Date: 2023.02.22 15:34:42 Z

**Head(s) of supporting School / Institute**

Professor Sir Mark Caulfield

Digitally signed by Professor Sir Mark Caulfield

Date: 2023.03.07 16:12:56 Z

**Head(s) of supporting School / Institute**

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Section 2 - Module Specification

Module title: Applied Perioperative Medicine  
Credit value: 15  
Level: 7  
Mode of Delivery: Distance Learning  
Module Organiser: Dr Ming-Li Kong  

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

In this module the student will gain experience of the clinical application of perioperative medicine relevant to the student’s discipline and developing career (i.e. medicine, nursing, AHP etc) through a series of guided online and distance learning activities. It will also focus on the processes required for qualitative improvement to improve surgical outcomes.

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

The aims of this module are to explore the applications of the theoretical modules of the peri-operative medicine MSc to clinical practice via a distance learning format under supervision and mentorship of a senior clinicians and faculty members. The students will explore the clinical aspects of preoperative assessment, provision of anaesthesia, intra-operative care (for various surgical specialties), non technical skills and follow a series of simulated patients through their peri-operative journey. Each student will also be able to focus on an area of relevance to their practice and how this has developed during this module.

3) Learning Outcomes
Please 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>Apply theoretical knowledge to the clinical practice of perioperative medicine.</td>
</tr>
<tr>
<td>A2</td>
<td>Understand the importance of the perioperative team in the provision of high quality care, and identify the role of each of the members of the team.</td>
</tr>
<tr>
<td>A3</td>
<td>Be able to describe the common presentation to the anaesthetic high risk clinic and how such patients are assessed and optimised</td>
</tr>
</tbody>
</table>
4) Reading List
Please 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.

2. BJA education articles on relevant topics (avaliable online through QMUL).
3. Perioperative medicine for junior clinicians. Symonds, Myles, Mehra and Ball. Wiley 2015

5) 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.
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 module will be delivered over 4 weeks. The teaching in this module will focus on the application of the theoretical learnings of the previous modules + some added lectures (12 hours). There will be tutorials held weekly to a total of 6 hours. The students will do a presentation for their assessment online. Total 20 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.

130 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

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Essay</td>
<td>Coursework (C WK)</td>
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<td>75%</td>
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<td></td>
</tr>
<tr>
<td>1</td>
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<td>Coursework (C WK)</td>
<td>10 mins + Feedback</td>
<td>25%</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Final element of assessment: The assessment that takes place last. There should be only ONE element of assessment marked as final.

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

Please 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)
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).

If you wish to change the title of a module, please use the Module Amendment Form.

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>Dissertation</th>
<th>Module code:</th>
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</thead>
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<tr>
<td>Credit value:</td>
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<td>Level: 7</td>
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<tr>
<td>Start date:</td>
<td>September 2023</td>
<td></td>
</tr>
<tr>
<td>Proposed HECoS Code:</td>
<td>100271 medicine</td>
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</tbody>
</table>

Further details on HECoS codes can be found [here](#).

Responsible School / Institute: William Harvey Research Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X William Harvey Research Institute</td>
<td>100</td>
</tr>
</tbody>
</table>

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 / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: William Harvey Research Institute</td>
<td>Critical Care</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

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<tr>
<th>Year of Registration</th>
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<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
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<tr>
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<td>5</td>
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<td>8</td>
</tr>
<tr>
<td>2024/25</td>
<td>7</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2025/26</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

### Module Rationale

Please 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 is a core module for the MSc in Critical Care. It will provide students with a project (lab based or clinical) followed by a write up, or a literature-based research experience, allowing them to synthesise and appraise cutting-edge knowledge in a selected topic related to perioperative medicine.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>QMPlus and Echo 360</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) 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).

[Signatures of Heads of School / Institute]
Section 2 - Module Specification

Module title: Dissertation  Module code: 
Credit value: 60  Level: 7  Mode of Delivery: Distance Learning  Semester: Year
Module Organiser: Professor Gareth Ackland

Pre-requisite modules  Co-requisite modules  Overlapping modules
N/A  N/A  N/A

1) Content Description
Please 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 allow students to develop specialist knowledge and insight on a topic of their choice, related to perioperative medicine. Students may choose to organise their dissertation in the form of a narrative review, systematic review, guideline development, research project, audit, or quality assurance project.

Students will develop the ability to synthesise and analyse information and data, to breakdown complex issues, and to compare and contrast alternative view points. This will allow an appraisal and judgement of the direction of the field informed by latest developments and opinion. Students will be supported by regular supervisory contact with a tutor with expertise in their field of research interest. Particular emphasis will be placed on developing the students' ability to disseminate knowledge at a professional level, with a view toward publication.

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

The overall aim of this module is to allow students to expand on the concepts and knowledge learned in the preceding modules of the programme. Students are expected to identify a particular area of interest and become expert in this topic, disseminating their knowledge and insight in a written dissertation. Students will develop important transferable skills, including pursuit of independent learning, critical analysis, and professional writing. Each student will be allocated a supervisor from the programme faculty team (depending on their chosen topic) who will provide guidance during planning and writing of the dissertation by regular supervision.

3) Learning Outcomes
Please 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  Develop expertise in a topic of choice within the programme curriculum.
A2  Plan and report findings of research in a written dissertation.
Develop a critical approach to analysis of information including that from scientific and clinical literature.

Disciplinary Skills - able to:

B1 Identify and evaluate published material and synthesise a written piece of work on this basis.
B2 Demonstrate a high level of competency in producing scientific writing.
B3 Develop the ability to apply the knowledge and skills gained throughout the programme to future academic projects or work based scenarios.
B4 Demonstrate skill in critical appraisal and analysis of the scientific literature and the ability to judge and interpret findings.

Attributes:

C1 Select strategies to effectively plan, organise, and prepare written communication.
C2 Demonstrate initiative, resilience, and originality in meeting challenges.
C3 Critically evaluate one’s own work in a reflective manner and that of others in a respectful and constructive fashion.
C4 Construct and create an effective, professional written report.
C5 Conduct work in a professional manner mindful of the necessity of intellectual integrity.
C6 Develop the ability to work individually and in collaboration with others.

4) Reading List
Please 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.

- A variety of teaching aids will be provided to supplement the supervision of the students. These will be available on QM+.
Other texts of relevance
3. Key topics in evidence based medicine, D McGovern, R Valori, W Summerskill and Marcel Levi, BIOS scientific publishers Ltd
4. Series of papers and editorials relevant to peri-operative medicine.
5. BJA Education articles.

5) 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.
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 module will have a taught section with online lectures and tutorials to help students decide on their projects and support their learning, research and writing. Each student will be allocated a supervisor and contact time with them through the year until completion of the dissertation. Total contact time 60 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.

<p>| | |</p>
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>540 hours</td>
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</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>
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<tr>
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<tbody>
<tr>
<td></td>
<td>600 hours</td>
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</table>

## 6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation</td>
<td>Dissertation (DIS)</td>
<td>10,000 words + references</td>
<td>100</td>
<td>Yes</td>
<td></td>
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</table>

**Final element of assessment**: The assessment that takes place last. There should be only ONE element of assessment marked as final.

**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

Please 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>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for Individual Assessment</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)'. 
## Count of Proposal Type

<table>
<thead>
<tr>
<th>School/Institute</th>
<th>Proposal Type</th>
<th>Programme/Module Title</th>
<th>Code</th>
<th>Approval Body</th>
<th>Date of Approval</th>
<th>Outstanding Issues</th>
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<tbody>
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<td>Module Proposal</td>
<td>Sustainable Finance and ESG Performance</td>
<td>BUSM29</td>
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<td>12/12/2022</td>
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<td>Global Environmental Change</td>
<td>BUSM230</td>
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<tr>
<td></td>
<td></td>
<td>Macroeconomics of Climate</td>
<td>BUSM231</td>
<td>School/Institute Education Committee / Head of School/Institute</td>
<td>12/12/2022</td>
<td>No 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Health and Policy: Applications in Developing Economics</td>
<td>BUSM232</td>
<td>School/Institute Education Committee / Head of School/Institute</td>
<td>12/12/2022</td>
<td>No 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complex Networks for Environmental Economics</td>
<td>BUSM233</td>
<td>School/Institute Education Committee / Head of School/Institute</td>
<td>12/12/2022</td>
<td>No 1</td>
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<td>Law in Asia (associate students only)</td>
<td>LAW6461</td>
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### Grand Total

- **Total**: 20
## Count of Proposal Type

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<th>Date of Approval 1</th>
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<td>Psychological Therapies: Application and Effectiveness (DL)</td>
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List of Proposed Programmes for launch in 2023/24 or 2024/25

As part of the academic developments cycle this year, Schools and Institutes were asked to provide a list by 2\textsuperscript{nd} November of proposed programmes that are intended to launch in either 2023/24 or 2024/25, subject to appropriate approvals being secured. The titles that the Directorate of Governance and Legal Services were informed of are listed below, including their current status in the programme approval process. These lists also include proposals that have already been considered and approved by TPB this year, highlighted in grey.

**Humanities and Social Sciences (updated 15/04/23)**

<table>
<thead>
<tr>
<th>School</th>
<th>Programme Title</th>
<th>Intended start date</th>
<th>Part 1 status</th>
<th>Part 2 status</th>
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<tbody>
<tr>
<td>Geography</td>
<td>BA Global Development with Year Abroad</td>
<td>September 2023</td>
<td>Approved</td>
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<tr>
<td>SBM</td>
<td>MSc Environmental Analytics</td>
<td>September 2023</td>
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<tr>
<td>SBM</td>
<td>BSc Business Management for Social Change [non-DA version]</td>
<td>September 2024</td>
<td>Approved</td>
<td>Approved - STC</td>
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<tr>
<td>SBM</td>
<td>MSc Supply Chain and Logistics Analytics</td>
<td>September 2023</td>
<td>Approved</td>
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<tr>
<td>SBM</td>
<td>MSc Marketing and Creative Industries</td>
<td>September 2024</td>
<td>Approved</td>
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<tr>
<td>CCLS</td>
<td>London - New York LLM [QMUL - Fordham University]</td>
<td>September 2023</td>
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<tr>
<td>SEF</td>
<td>MA Translation and Adaptation</td>
<td>September 2023</td>
<td>Approved</td>
<td>Approved</td>
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<tr>
<td>Law</td>
<td>Law and Politics in Practice [transfer only]</td>
<td>September 2023</td>
<td>Approved</td>
<td>Approved</td>
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<tr>
<td>Law</td>
<td>Law with Business in Practice [transfer only]</td>
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<tr>
<td>Law</td>
<td>LLB Law and Climate Justice</td>
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<td>September 2023</td>
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In addition, the following programme amendments are also expected to require consideration by TPB at a future meeting.

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<td>SBM</td>
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<td>History</td>
<td>Programme Amendment: Restructure of all UG programmes with Programme Level Assessment</td>
<td>September 2024</td>
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## Science and Engineering *(updated 16/2/23)*

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<td>EECS</td>
<td>Programme Amendments: PGT Programmes [introducing ‘streams’]</td>
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<td>N/A</td>
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<tr>
<td>SBBS</td>
<td>MSc Psychology (conversion)</td>
<td>September 2023</td>
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<td>Hainan</td>
<td>BEng Intelligent Biomedical Engineering</td>
<td>September 2024</td>
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<td>SPCS</td>
<td>MSc AI in Drug Discovery</td>
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<td>SBBS</td>
<td>MSc Precision Biomedicine</td>
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<td>EECS</td>
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<td>MSc Actuarial Science</td>
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## Medicine and Dentistry *(updated 19/4/2023)*

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<td>MRes Social Science Enquiry in Creative Arts and Mental Health (formerly MRes Creative Arts and Mental Health)</td>
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<td>MSc/PgD/Pgc Enhancing the Safety and Wellbeing of Patients in Care &amp; Custody</td>
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<td>WHRI</td>
<td>MSc/PgD/PgC Perioperative Medicine Onsite</td>
<td>September 2023</td>
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<td>BCI</td>
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<td>IHSE</td>
<td>PgCert Clinical Education (Degree Apprenticeship) – Amendment</td>
<td>September 2023</td>
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