Taught Programmes Board

A meeting of the Taught Programmes Board will be held on Wednesday 18th January 2023 at 2:00pm through Microsoft Teams and in room 3.05, Dept W

**Agenda**

<table>
<thead>
<tr>
<th>Part 1 – Preliminary Items</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and Apologies</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>14:05</td>
</tr>
<tr>
<td>2. Declaration of Interests</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>14:10</td>
</tr>
<tr>
<td>3. Minutes of the Previous Meeting (30th November 2022)</td>
<td>TPB2022-024</td>
<td>Prof. Tony Michael</td>
<td>14:15</td>
</tr>
<tr>
<td>4. Matters Arising from the Previous Meeting</td>
<td>TPB2022-025</td>
<td>Prof. Tony Michael</td>
<td>14:20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2 – For Approval/Discussion</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Chair’s actions since the last meeting</td>
<td>TPB2022-026</td>
<td>Prof. Tony Michael</td>
<td>14:25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3 – Programme Proposals/Amendments</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
</table>

**Department of Law**

<table>
<thead>
<tr>
<th>6. LLB Law and Climate Justice</th>
<th>TPB 2022-027</th>
<th>Professor David Whyte</th>
<th>14:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. LLB Law and Politics (with a Year in Practice) / LLB Law with Business (with a Year in Practice)</td>
<td>TPB 2022-028</td>
<td>Professor Nigel Whyte</td>
<td>14:50</td>
</tr>
</tbody>
</table>

**School of Biological and Behavioural Sciences**

<table>
<thead>
<tr>
<th>8. MSc Psychology (Conversion)</th>
<th>TPB 2022-029</th>
<th>Prof. Michael Pluess</th>
<th>15:05</th>
</tr>
</thead>
</table>

**Blizzard Institute**

<table>
<thead>
<tr>
<th>9. MSc/PgD Regenerative Medicine (adding PT route to existing provision)</th>
<th>TPB 2022-030</th>
<th>John Connolly / Kristin Braun</th>
<th>15:20</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Part 4 – Report of Proposals Approved by Schools/Institutes to Note</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
</table>
11. **List of Proposed Programmes for launch in 2023/24 or 2024/25**

<table>
<thead>
<tr>
<th>Part 5 – Other business</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Any other business</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>15:45</td>
</tr>
<tr>
<td>13. Date of next meeting</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>15:50</td>
</tr>
</tbody>
</table>

The next meeting will be held on Wednesday 15th February 2023. The deadline for papers was Monday 12th December 2022.

<table>
<thead>
<tr>
<th>TPB Meeting Dates 2022/23</th>
<th>Proposal Submission Deadline to DGLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 15th February 2023</td>
<td>Monday 12th December 2022</td>
</tr>
<tr>
<td>Wednesday 22nd March 2023</td>
<td>Wednesday 22nd February 2023</td>
</tr>
<tr>
<td>Wednesday 26th April 2023</td>
<td>Monday 27th March 2023</td>
</tr>
<tr>
<td>Wednesday 31st May 2023</td>
<td>Wednesday 2nd May 2023</td>
</tr>
<tr>
<td>Wednesday 12th July 2023</td>
<td>Wednesday 14th June 2023</td>
</tr>
<tr>
<td>Wednesday 9th August 2023</td>
<td>Wednesday 12th July 2023</td>
</tr>
</tbody>
</table>

*12th December 2022 will be the deadline for both the January and February meetings, which will be the latest opportunity 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).*

*Alison Dawn, DGLS*

a.dawn@qmul.ac.uk
Taught Programmes Board

Minutes of the meeting of the Taught Programmes Board held on 30th November 2022 in the Robert Tong Room and through Microsoft Teams

UNCONFIRMED

Present:
Prof. Tony Michael (Chair) Dr Craig Agnor Dr Shabnam Beheshti
Dr Kristin Braun Dr Chris Bray Dr John Buchanan
Dr Mark Freestone Mrs Elizabeth Gillow Prof. Henri Huijberts
Muneer Hussain Dr Rachel Male Dr Patrick McGurk
Dr Alistair Morey Dr Daniel Peart Dr Emily Salines
Ms Surjit Uppal

In attendance:
Ms Jennefer Brown (item 8) Ms Alison Dawn Mrs Alice de Havillan
Mr Simon Hayter Dr Yioryos Makedonis (item 8) Prof. Will McMorran (item 7)
Mr Ashley Palmer (Secretary)

Apologies:
Dr Jayne Dennis Prof. Maralyn Druce Prof. Michael McKinnie
Ms Jane Pallant Dr Eranjan Padumadasa Prof. Christina Perry
Ms Saynab Sharif

Part 1 – Preliminary Items Paper

1. Welcome and Apologies N/A
2022.038 The Chair welcomed everybody to the meeting. Apologies were NOTED from Jayne Dennis, Maralyn Druce, Michael McKinnie, Jane Pallant, Eranjan Padumadasa, Christina Perry, and Saynab Sharif.

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

2. Declaration of Interests N/A
2022.039 The Chair invited members to declare any potential conflicts of interest. None were declared.

3. Minutes of the previous meeting (19th October 2022) TPB2022-016
2022.040 The Board APPROVED the minutes of the meeting held on 19th October 2022 to be an accurate record of that meeting.
4. **Matters Arising**

2022.041 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. 2022.019 – This action, relating to the minutes of the previous meeting, was complete.

ii. 2022.023 – This action, relating to the Degree Apprenticeships Sub-Board terms of reference, would be covered in this meeting (item 6 below).

iii. 2022.024 – This action, relating to scheduling meetings of the Degree Apprenticeships Sub-Board, remained ongoing.

iv. 2022.029.iv – This action, relating to the MRes Creative Arts and Mental Health, was complete.

v. 2022.013 – This action, relating to the BA Global Development with Year Abroad, remained ongoing.

2022.042 It was **NOTED** that an action relating to the Part 2 proposals for MSc programmes with integrated Pre-Masters, for supplementary information to be provided to the Board, had not been included in the Matters Arising table, but had been completed. These proposals would be presented and considered again at this meeting, following the technical problems which interrupted the previous meeting.

**Part 2 – For Approval/Discussion**

5. **Chair’s Actions since the last meeting**

2022.043 The Board **RECEIVED** a summary of actions taken by the Chair since the last meeting.

i. As noted above, this included **APPROVING** the MRes Creative Arts and Mental Health, which, following review with colleagues in the School of English and Drama (SED), would now be titled **MRes Social Science Enquiry in Creative Arts and Mental Health**.

ii. The Chair had also **APPROVED** the following Summer School modules:

   - Clinical Legal Education
   - Impact of Trauma on Mental Health
   - Taylor Swift and Literature
   - Writing for Performance
   - Yankees in London

6. **Degree Apprenticeships Sub-Board Terms of Reference**

2022.044 The Board **RECEIVED** a revised version of the Degree Apprenticeships Sub-Board Terms of Reference, which had been amended following feedback from the Board at its last meeting. The following points were **NOTED**:

i. The remit of the Sub-Board had been expanded to include apprenticeship provision which did not lead to the award of a degree.

ii. The Sub-Board would review and comment on degree apprenticeship programme proposals, and amendments to existing programmes, prior
to consideration by the full Board. The Sub-Board would not formally approve proposals or amendments; this would remain the remit of Taught Programmes Board (TPB).

iii. The Sub-Board would also be able to advise and offer feedback on the design of new apprenticeship programmes at an early stage in the process, although Part 1 forms would remain subject to the current approval process, under which Faculties endorse them. It was AGREED that it would be helpful to prepare some guidance clarifying the roles for the Sub-Board in programme development and approval.

2022.045 The revised Terms of Reference and membership for 2022/23 were APPROVED by the Board.

Part 3 – Programme Proposals/ Amendments

School of Languages, Linguistics and Film

7. MA Translation and Adaptation Studies  
   TPB2022-020

2022.046 The Board CONSIDERED the Part 2 Proposal for the MA Translation and Adaptation Studies programme. The following points were NOTED:

i. This was a proposal for a new MA programme, intended in part as a bridge between undergraduate and PhD level provision within the School. This would be the only MA programme in the country to combine translation and adaptation studies.

ii. Seven new level 7 modules had been developed specifically for the programme and were presented for the Board. The programme featured two compulsory modules, three elective modules, and both a dissertation and project module, of which students had to complete one.

2022.047 The Board heard that:

i. Concern was expressed about whether the relatively low scheduled contact hours (22 hours of scheduled teaching in some cases for a 30-credit module) would raise concerns with the Office for Students (OfS). It was NOTED that there was precedent within Queen Mary for similar levels of scheduled contact hours, and these modules were in line with other similar postgraduate taught provision within the Faculty.

ii. This concern should not prevent approval of this programme, but it would be beneficial to hold further discussions across the University on this topic, including distinguishing between independent structured learning and completely independent study, and how to capture asynchronous learning. DGLS would consider how this could be reflected in future iterations of module proposal and amendment forms. In the first instance it was AGREED that the topic would be referred for consideration at a future meeting of EQSB.

   Action: Directorate of Governance and Legal Services / Chair

iii. The use of 30-credit modules to deliver larger-scale pieces of learning and assessment was commended.

iv. A query was raised as to whether the School was obliged to run all elective modules and both the dissertation and project modules in the event a small cohort was recruited. It was acknowledged that postgraduate
recruitment in the humanities could be unpredictable, but it was expected that the programme would recruit a cohort of 15-25 students such that it would be practical and viable to deliver the planned electives. The Chair NOTED that including a disclaimer about the availability of electives in the programme specification was necessary to mitigate risks of alleged mis-selling with the Competitions and Markets Authority (CMA).

v. The wording of programme learning outcome C5 was queried; it was suggested that this could be made more specific to the discipline. The School AGREED to review this, but NOTED that the nature of the subject meant there was a broad range of intercultural awareness taught on the programme.

Action: School of Languages, Linguistics and Film

2022.048 The Board APPROVED the Part 2 Proposal for the MA Translation and Adaptation Studies programme, without condition, subject to the School reviewing programme learning outcome C5 to make it more specific to the discipline.

School of Economics and Finance

8. MSc Investment and Finance with integrated Pre-Masters TPB2022-021
MSc Banking and Finance with integrated Pre-Masters
[September and January start dates]

2022.049 The Board CONSIDERED the Part 2 Proposal for the MSc Investment and Finance with integrated Pre-Masters and the MSc Banking and Finance with integrated Pre-Masters programmes. The following points were NOTED:

i. This proposal had been presented at the previous meeting of the Board, but had been interrupted due to technical problems. Several issues had been noted at that meeting:

- This proposal involved increasing the number of programmes offered by the University, which was not in line with the general approach agreed by SET. This did not affect approval of these titles, however, and would need to be discussed further outside of the meeting.

- There was a concern that these programmes might pose a risk with regard to student continuation and outcomes measures, given that the pre-Masters year is classed at the Framework for Higher Education Qualifications (FHEQ) level 6. It was NOTED that this had been considered outside of the Board, and it had been confirmed that, if approved, these programmes would not pose a significant risk to the University’s continuation rates.

- It was NOTED that students would be eligible for a single Confirmation of Acceptance for Studies (CAS) to cover both the level 6 (pre-Masters) and level 7 elements of the programme. However, there was a concern that these programmes might pose a risk to the University’s sponsor status with the UK Visas and Immigration (UKVI); there was a risk that if a student enrolled on a programme but decided to exit early after completing the pre-Masters, it would affect Queen Mary’s visa sponsoring return and count as a non-completion.
The Board heard that:

i. Statistics had been supplied by the School of Business and Management for their equivalent programmes, which suggested a low risk of students not progressing from the pre-Masters to Year 2 of the integrated Masters programme.

ii. While there was a risk of students changing their mind during their studies and wishing to transfer to another institution to complete their Masters, this issue had not been encountered before, with the exception of a single case where a student wished to transfer to the standalone version of the programme.

iii. It was NOTED that statistical risks to data returns and metrics, whether continuation or completion rates, are higher for smaller programmes where individual students make a higher percentage contribution to any given student outcome.

iv. The Board NOTED that risks to continuation / completion rates can be mitigated by maximising student recruitment, and that application figures for the existing two year integrated pre-Masters / Masters degree programmes were significantly higher than at the same point in the previous year, such that a larger student cohort was anticipated.

v. There would be only one entry point in September for the MSc Investment and Finance with integrated Pre-Masters, while the MSc Banking and Finance with integrated Pre-Masters would have both January and September entry points. It was NOTED that the SITS records for both entry points for both programmes had already been created.

vi. The OfS are expected to inspect degree programmes “with integrated foundation” in future; but this was not likely to present a major risk here. It was NOTED that the risk of students transferring to other institutions after the pre-Masters had been considered and that the Board was comfortable to accept the level of risk associated with the two new integrated MSc programmes.

The Board APPROVED the Part 2 Proposals for the MSc Investment and Finance with integrated Pre-Masters and the MSc Banking and Finance with integrated Pre-Masters programmes, without conditions.

The Board RECEIVED a report of decisions made by Schools and Institutes of changes to the curricula for the period 22nd September to 2nd November 2022.
12. **List of Proposed Programmes for launch in 2023/24 or 2024/25**

2022.053 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. One new programme from FMD was missing from the list, two new proposals were expected from the School of Mathematical Sciences in S&E, and there had been some developments in the HSS proposals listed, since paper TPB2022-023 had been compiled.

ii. The Chair advised Schools/Institutes to present Part 2 proposals for postgraduate programmes starting in September 2024 to the Board in the March or April 2023. Undergraduate programmes targeting a September 2024 start date were still subject to UCAS timelines and therefore expected to be submitted by the 12th December 2022 deadline (such that proposals can be considered / approved no later than February 2023).

2022.054 It was AGREED that the Secretary would update the paper with the changes noted above and add it to the agenda for future meetings as a standing item.

**Action: Secretary**

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**Part 5 – Other Business**

12. **Any Other Business**

2022.055 A QUERY was raised as to how resource requirements were captured during the existing programme approval process. It was NOTED that this information should be recorded in the Part 1 proposal form, and considered by the relevant Faculty Executives and at Education Strategy Steering Group (ESSG). There was concern that support of new programme proposals provided by the relevant Faculty Dean for Education at the Part 1 stage implied tacit approval of the resource requests for new programmes. It was AGREED that the Chair would raise this concern at a future meeting of ESSG.

**Action: Chair**

13. **Date of next meeting**

2022.056 The next meeting will be held on Wednesday 18th January 2023. The deadline for papers is Monday 12th December 2022.

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**TPB Meeting Date** | **Intended Paper Circulation Date to TPB** | **Proposal Submission Deadline to DGLS**
---|---|---
Wednesday 18th January 2023 | Monday 9th January 2023 | Monday 12th December 2022*
Wednesday 15th February 2023 | Monday 6th February 2023 | Monday 12th December 2022*
Wednesday 22nd March 2023 | Monday 13th March 2023 | Wednesday 22nd February 2023
Wednesday 26th April 2023 | Monday 17th April 2023 | Monday 27th March 2023
Wednesday 31st May 2023 | Monday 22nd May 2023 | Wednesday 3rd May 2023
Wednesday 12th July 2023 | Monday 3rd July 2023 | Wednesday 14th June 2023
Wednesday 9th August 2023 | Monday 31st July 2023 | Wednesday 12th July 2023

_Ashley Palmer, DGLS_  
_ashley.palmer@qmul.ac.uk_
<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>30th November 2022</td>
<td>2022.047.ii</td>
<td>MA Translation and Adaptation Studies</td>
<td>To refer the question of minimum levels of scheduled contact hours and categorising nominal study hours more broadly, at a future meeting of EQSB.</td>
<td>Ongoing</td>
<td>DGLS / Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>30th November 2022</td>
<td>2022.047.v</td>
<td>MA Translation and Adaptation Studies</td>
<td>To review and revise programme learning outcome C5 to make it more specific to the discipline.</td>
<td>Complete</td>
<td>SLLF</td>
<td>Prof. Will McMorran</td>
</tr>
<tr>
<td>30th November 2022</td>
<td>2022.054</td>
<td>List of Proposed Programmes for launch in 2023/24 or 2024/25</td>
<td>To add the list of proposed programmes to the agenda for future meetings as a standing item.</td>
<td>Complete</td>
<td>Secretary</td>
<td>N/A</td>
</tr>
<tr>
<td>30th November 2022</td>
<td>2022.055</td>
<td>Any Other Business</td>
<td>To raise the question of approval of resource requests for new programmes at part 1, at a future meeting of ESSG.</td>
<td>Ongoing</td>
<td>Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>19th October 2022</td>
<td>2022.024</td>
<td>Degree Apprenticeships Sub-Board Terms of Reference</td>
<td>Schedule meetings of the Degree Apprenticeship Programmes Sub-Board a few days prior to each TPB</td>
<td>Ongoing</td>
<td>Secretary</td>
<td>N/A</td>
</tr>
<tr>
<td>14th September 2022</td>
<td>2022.013</td>
<td>BA Global Development with Year Abroad</td>
<td>Raise wider concerns about the management of year abroad programmes at a future meeting of RASB</td>
<td>Ongoing</td>
<td>Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Nature of proposal(s)</td>
<td>Report of Chair’s Action</td>
<td></td>
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<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to note the Chair’s Actions since the last meeting of the Board.</td>
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</tbody>
</table>
| Approved proposal     | Summer School Module – Creative Futures: Preparing for a Career in the Creative Industries  
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.  

Programme Amendment: BSc(Eng) Telecommunications Engineering with Management (Multimedia)  
The Chair approved an amendment to this programme. As the proposed amendment was considered to be straightforward and served to align this programme with its counterpart, and as this programme is being taught out, it was agreed that the amendment did not need to come to the Board for full consideration and approval, and could be approved by Chair’s Action.  

Programme Amendment: BSc International Business 3-year variant  
The 4-year International Business with a Year Aboard was approved 2 years ago. A 3-year variant for those who do not meet the requirements to go on the year abroad, or who fail the assessment for the Year Abroad, should have been approved at the same time as an exit award. Therefore, the creation of a 3-year variant exit award and transfer route was approved by a Programme Amendment on an exceptional basis.  

MA Translation and Adaption  
The MA Translation and Adaption programmes was approved at the last meeting of TPB in November subject to making two amendments to the Programme Specification. The specification was updated accordingly. |

Ashley Palmer, DGLS  
Ashley.palmer@qmul.ac.uk
### Nature of proposal(s)
Part 2 Programme Proposal

### Owning Schools / Institutes
School of Law / Department of Law

### Title of Proposal(s) being considered
- LLB Law and Climate Justice
- DipHE Law and Climate Justice Studies (exit award only)
- CertHE Law and Climate Justice Studies (exit award only)
  - Part 2 Proposal Form (1 provided for reference but DGLS holds versions signed by each School)
  - External Adviser Comments
  - Programme Specification
  - Joint Working Statement (1 provided for reference but DGLS holds versions signed by each School)
  - List of elective modules
  - Modules
    - LAW4xx Legal Struggles for Climate Justice
    - LAW5xx Property, Land Law and the Environment
    - LAW5xx Environmental Jurisprudence
    - LAW6xx Climate Justice: theory in action
    - LAW6xx Climate Justice Research Project

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

### Potential issues identified and comments on the proposal(s) from Governance and Legal Services

**Background**
The School of Law / Department of Law seeks to introduce an LLB in Law and Climate Justice.

This builds on the Department’s current portfolio of undergraduate Law programmes. It aims to provide the relevant academic training required for students to pursue becoming a solicitor or barrister, whilst additionally providing specialist training in Climate Justice.

To note that the exit awards have a slightly different title to the main LLB award.

**Programme Structure**
The programme follows a standard UG 3-year, 120 credits per year
structure.

In year one, there are three 30-credit compulsory modules: Land Law, Public Law and Legal Struggles and Climate Justice; and two 15 credit compulsory modules: Contract Law I and Contract Law II.

In year 2 there are two 30-credit compulsory modules: Tort Law and Criminal Law; and three 15-credit compulsory modules: European Union Law, Property, Land Law and Environment, and Environmental Jurisprudence. In addition, students select 15 credits of elective modules.

In the final year, there are three 30-credit compulsory modules: Climate Justice Research Project, Equity and Trusts; and two 15-credit compulsory modules: Climate Justice: theory in action and International Environmental Law. In addition students select 30 credits of elective modules.

The 45 credits of elective modules can be taken from Department of Law, the School of Geography, School of Politics and International Relations, School of Languages, Linguistics and Film and the School of Business and Management. All elective module have been chose to align with the Climate Justice aspect of the programme. It was considered as to whether any of the modules form the other Schools should be compulsory. It was agreed that they should remain elective as there is only “space” for 45 credits of electives and students might wish to take all of these form the Department of Law. Additionally, it is deemed that there is sufficient coverage of Climate Justice in the Law modules to warrant the title without having additional ones from the other Schools. The elective modules that will be available for September 2023/24 are available in the attached spreadsheet. The elective modules available each year will be decided by an “Elective Module Co-ordination Group”

Programme Management
The programme will be managed by the Department of Law as the lead School. Elective modules will be offered from Department of Law, the School of Geography, School of Politics and International Relations, School of Languages, Linguistics and Film and the School of Business and Management. A Joint Working Statement has been supplied to detail the responsibilities of the different Schools.

Programme regulations and Progression
Standard academic regulations apply.

Admission/Entry Requirements
Standard entry requirements for Law apply namely A*AA at A-level or equivalent and IELTS of 7.0 overall with 6.5 in Writing and 5.5 in Reading, Speaking and Listening.
<table>
<thead>
<tr>
<th><strong>External Adviser Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A positive report from the External Adviser has been supplied.</td>
</tr>
<tr>
<td><strong>Modules</strong></td>
</tr>
<tr>
<td>The programme is supported by 5 new modules as listed above.</td>
</tr>
<tr>
<td><strong>Issues</strong></td>
</tr>
<tr>
<td>There are no issues that DGLS wishes to bring to the attention of TPB.</td>
</tr>
</tbody>
</table>

*Alison Dawn*

[a.dawn@qmul.ac.uk](mailto:a.dawn@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: LLB Law and Climate Justice

Proposed 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 Laws (LLB)</td>
<td>Full-time</td>
<td>3 academic years</td>
</tr>
</tbody>
</table>

Proposed start date: September 2024

Proposed term dates: standard 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

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.

The operational management of this programme and the quality assurance mechanisms in place will be the same as those existing already for the LLB programmes. One member of academic staff will have responsibility for academic management of the programme and the professional services staff responsible for the LLB programmes will have administrative responsibility. A student representative from this programme will be invited to join the Staff Student Liaison Committee. Quality assurance oversight will be maintained by the Education Committee.

Exit Award Details
Certificate of Higher Education (Cert HE) Law and Climate Justice Studies
Diploma of Higher Education (Dip HE) Law and Climate Justice Studies

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.

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.

For the taught modules in Years 1, 2 and 3 of the degree, the same approach is taken to ensure accessibility as it is for all LLB programmes. For example, reading lists are reviewed yearly and additional support provided to students with accessibility needs. Lectures for core modules are Q-Reviewed and released to students weekly. Most of the elective modules are also Q-Reviewed.
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.

Turnitin will be utilised in this programme in the same way it is utilised for the LLB programme.

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.

n/a

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.

n/a

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.

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Law</td>
<td>LLB (UG)</td>
</tr>
</tbody>
</table>

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

> Has a Programme Specification been completed and submitted with the Part 2? Yes

> Have module proposal forms for each new module been submitted with the Part 2? Yes

> Has at least one External Adviser Feedback Form been submitted with the Part 2? N/A
> 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).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
</tr>
</thead>
</table>
| Jonathan Griffiths | Digitally signed by Jonathan Griffiths  
Date: 2022.10.18  
11:49:37 +01'00''  

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

Chair of Taught Programmes Board

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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.
Guidelines for Schools and Institutes on External Advisers for Undergraduate or Postgraduate Taught Programmes Proposals

Purpose

These guidelines are provided for Schools and Institutes to enable them to choose appropriate External Advisers when developing new programmes.

An External Adviser is normally a member of academic staff from a different HEI, who is asked to review proposals for new undergraduate or postgraduate taught programmes.

External input is an essential part of programme development and is a compulsory part of the programme approval process. The QAA’s *UK Quality Code for Higher Education* states that:

‘In programme approval, the involvement of individuals external to the higher education provider is necessary to offer independence and objectivity to the decisions taken. This contributes transparency of the process and provides a basis for comparability of academic standards across the higher education sector’.¹

Schools and institutes should provide this document to the External Adviser when requesting a review of new programme proposals.

External Adviser Criteria

Schools and institutes should ensure that External Advisers meet the following criteria, which are based upon the criteria provided in Chapter B8 of the QAA’s UK Quality Code:

Independence

An External Adviser cannot be an External Examiner at Queen Mary. Furthermore:

- Former Queen Mary external examiners may not be appointed, unless a period of at least three years has elapsed since the completion of their contract.
- Former members of staff may not be appointed, unless a period of at least five years has elapsed since their departure.
- Staff who are members of partner institutions are not eligible.

Subject expertise and programme management / approval experience

- Academic qualifications at least to the level of the proposed programme;
- Appropriate and relevant expertise in the subject discipline, including familiarity with current developments in the subject area concerned;

• Understanding of current practice and developments in teaching, learning and assessment in HE, with prior experience of teaching on programmes at the same level or above;
• For professional or vocational programmes, relevant professional qualifications and an awareness of the educational requirements of the profession;
• Experience of programme management, development or approval, or as an external examiner.

Where a joint programme is proposed, External Adviser comments should be sought from experts in both subject disciplines.

In most cases, a senior academic within the discipline with experience of teaching on a similar programme at another HE institution would be appropriate. However, for professional or vocational programmes, it may also be appropriate to seek comments from a major employer or a professional body, or to seek the advice of an External Adviser drawn from a relevant business or professional background. Where it is not possible for any single External Adviser to meet all the above requirements, the programme team may nominate additional External Advisers to ensure a balance of expert advice.

The Role of External Advisers

External Advisers are an essential part of the programme development process, as they provide independent and objective feedback on programme proposals. This contributes to the maintenance of academic standards in developing new programmes and awards.

The Part 2 submission for a new programme must therefore include a written expression of support and/or commentary from at least one External Adviser in the area of the programme proposal. The Head of School or equivalent responsible for the proposed programme normally approaches an External Adviser.

External Advisers must be sent a copy of the:
• Part 2 Programme Proposal Form;
• Programme Specification;
• Module Proposal Forms for any new modules, and/or brief details of existing modules forming part of the proposed programme;
• Feedback form below.

The feedback form below will help the Adviser to shape their comments and proposers should add responses to the form once feedback has been received. The feedback form should then be submitted to ARCS alongside the rest of the Part 2 Proposal documentation.
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>Dr Christine Schwöbel-Patel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Reader, University of Warwick</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:Christine.schwobel-patel@warwick.ac.uk">Christine.schwobel-patel@warwick.ac.uk</a></td>
</tr>
<tr>
<td>I confirm that I have received and reviewed the documentation listed above:</td>
<td>x</td>
</tr>
</tbody>
</table>
academic aspect will undoubtedly equip students for further study, in particular the possibility of independent learning through a dissertation; and the engagement with a partner organisation through a placement will equip students for employment.

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?

The standard combination of lectures and tutorials for core modules over 30 students and delivery through seminars for groups under 30 students is an appropriate form of student learning, enabling the intended learning outcomes. The elective modules make use of a variety of teaching modules, which allows a wider variety of skills to be developed.

The structure of the programme, including the credit structure, is clearly defined and appropriate for an LLB level degree. The balance between the core law subjects and the specialised climate justice modules is appropriate.

The new specialised modules introduced (Legal Struggles for Climate Justice, Property, Land Law and the Environment, Environmental Jurisprudence, Climate Justice: Theory in action and Climate Justice: Research Project) are appropriate for the assigned levels of study, tracking a progression in the students' learning. They also engage with cutting-edge and topical issues.

The workload is appropriate. Of particular note is the flexibility for students to complete 45 credits outside of the law department – or, if they wish, from the optional law content. The Optional Module Co-Ordination Group is a good-practice example of working effectively across different departments.

Placement learning is included. Appropriate careers education is included in the programme through access to the School of Law’s dedicated Careers Adviser.

Equal opportunities have been considered.

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?
Although there is a collaborative element for final year students, as I understand it, this does not fall under the category of collaborative programmes.

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?

There is a clear and workable learning and teaching strategy for the programme. The assessment strategy is also clear. The proposed modules demonstrate a variety of teaching, learning and assessment strategies: a combination of case studies and an essay (Climate Justice: theory in action), two essays (Legal Struggles for Climate Justice), and a client report and reflective report (Climate Justice Research Project Module). Alongside the standard assessments for core LLB modules, this will allow students to learn in a variety of ways and demonstrate their knowledge in a variety of ways.

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?

Reference has been made to these external reference points.

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 for any special educational needs requirements?

Yes, in accordance with the regular offer to the LLB programme (A*A*). Details have been included for special educational needs requirements for students with disabilities.

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?
Indicative reading lists have been included in the module outlines for the core Climate Justice modules on the programme. They are appropriate, interdisciplinary, and point to exciting learning opportunities for the students. The use of the virtual learning environment has been clearly articulated. The programme will not include a distance or blended learning elements. Details of arrangements with placement providers are not provided, but as the first cohort will not be taking up a placement until 2026, there is plenty of time. The coordination of placement provider and the university through weekly meetings has been considered in detail, which can be read as a best practice approach to working with placement providers.

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?

There are clear arrangements in place for supporting students, for dealing with academic misconduct, and academic support arrangements. The Programme Director is responsible for the academic content and quality. The overall management of the programme lies with the Department’s Education Committee.

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?

Appropriate arrangements for programme management are in place, as per point 6. Effective mechanisms for capturing student voice are provided in particular through the Staff Student Liaison Committee.

8. **Other**
- Please use this space to provide any additional feedback not covered in other sections.

This programme will likely be a big draw for prospective students, given it is the first qualifying law degree to be offered with a specialism in climate justice. It will enhance and cement the Law School’s excellent reputation for offering research-led programmes as well as placing the School at the forefront of teaching and research on Climate Justice. The final year placement with a civil society organisation is a unique and practice-oriented additional draw.

For QMUL use only

9. **Response to External Adviser feedback**
- Please include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The External Adviser is highly supportive of the proposed programme and raises no issues requiring action. In sum, her assessment is as follows:

- The programme clearly articulates the aims.
- The Learning outcomes are clearly defined and appropriate for an LLB level of study.
- The standard combination of lectures and tutorials is an appropriate form of student learning,
enabling the intended learning outcomes.

- The structure of the programme, including the credit structure, is clearly defined and appropriate for an LLB level degree.
- The new specialised modules introduced (Legal Struggles for Climate Justice, Property, Land Law and the Environment, Environmental Jurisprudence, Climate Justice: Theory in action and Climate Justice: Research Project) are appropriate for the assigned levels of study.
- The workload is appropriate.

The external examiner notes that the proposal for an Optional Module Co-Ordination Group is a good-practice example of working effectively across different departments.

Some reference is made to “placement” provision. The External Adviser is clearly referring to the collaborative dissertation module ‘Climate Justice Research Project’. Again, those comments are wholly supportive and require no action.

**External reference points**

Programme Title: LLB Law and Climate Justice

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: Bachelor of Law and Climate Justice (LLB)
Name of interim award(s): Certificate of Higher Education (Cert HE) Law and Climate Justice Studies, Diploma of Higher Education (Dip HE) Law and Climate Justice Studies
Duration of study / period of registration: 3 Academic Years
QMUL programme code / UCAS code(s): 
QAA Benchmark Group: Law
FHEQ Level of Award: Level 6
Programme accredited by: *See Programme Specific Rules and Facts
Date Programme Specification approved: 
Responsible School / Institute: Department of Law

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:
School of Politics and International Relations, School of Business and Management, Queen Mary University of London and School of Geography, Queen Mary University of London

Programme outline

The LLB is a three-year law degree programme. The compulsory modules studied at Queen Mary satisfy professional requirements for the foundations of legal knowledge and skills in England and Wales.

This is the first qualifying law degree in the country to be offered as a single award degree, with a specialism in climate justice. Students will be offered a combination of specialist modules that are designed to reflect and enhance existing law provision, and to develop a specialism in climate justice, supplemented with range of subject-relevant modules drawn from across the Faculty. In the final year students will be 'placed' with a civil society organisation to conduct collaborative research leading to a dissertation/research report.

Exit award details
LLB Law and Climate Justice
Programme Title: LLB Law and Climate Justice

Aims of the programme

The LLB programme offers intellectually able students the opportunity to study law from a variety of perspectives in a supportive environment. Teaching is strongly underpinned by the Department’s research. The programme encourages students to explore legal rules, principles, reasoning and ideas in their comparative, social, political, economic, historical, philosophical, and practical contexts. The Law and Climate Justice LLB encourages students to apply this dynamic learning in the context of struggles and debates on climate justice. Beyond this, the programme enables students to select modules covering a wide variety of subjects to reflect their interests and aspirations. There is an opportunity to research and write a dissertation in the final year. The programme is recognised as satisfying the academic stage of qualification for the solicitors and barristers professions in England and Wales.

Graduate Attributes
This programme is closely aligned with the QMUL Graduate Attributes and in particular seeks to develop the following:
Communicate effectively in a range of formats for different purposes with a diverse range of people:
Respect, listen to, and value others and their opinions
Recognise and value your individual worth and identify the contributions you can make
Engage critically and reflectively with knowledge
Demonstrate an innovative and creative approach to problem solving
Apply your disciplinary expertise to broader contexts and society
Collaborate with a diverse range of colleagues
Act honestly, fairly and ethically, including in academic conduct
Promote socially responsible behaviour for a global sustainable future

Outside the programme, students may choose to take part in the work of the Queen Mary Legal Advice Centre, in a student-led Pro-Bono legal advice scheme, and in mooting.

What will you be expected to achieve?

Students who successfully complete the programme will demonstrate achievement in all the following areas.

Subject-specific

1. Identify and apply knowledge to difficult situations of significant legal complexity, through the analysis of facts and the production of well-supported conclusions in relation to them.
2. Recognition of sophisticated legal and related non-legal issues, particularly those issues pertaining to debates on climate justice, and the ability to reflect on those from a range of legal perspectives.
3. Production of a clear and accurate understanding of the law across core areas of legal scholarship and the use of techniques of legal interpretation to analyse complex issues arising in those core areas.
4. Understand the range of ways that law and legal process shapes, and is shaped by, the impact of climate change.

Skills

1. Write and use orally fluent and complex prose, using legal terminology correctly.
2. Read and compare a range of complex works within and about law and to summarise their arguments accurately.
3. Analyse historical and contemporary social and economic phenomena and produce precisely documented and evidenced arguments.

Attributes

1. A clear appreciation of how law works in practice, in a range of real world settings.
2. Understanding of the types of practical action that are required to impact upon climate change.
3. Application of the full range of methods required as part of the research process: design and complete research projects in collaboration and negotiation with external organisations and presentation of academic work in a range of formats.
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>A1</th>
<th>Knowledge: Students should demonstrate a basic knowledge and understanding of the principal features of the legal system of England and Wales and that of the European Union; they should be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(a) demonstrate knowledge of a substantial range of major concepts, values, principles and rules of those systems;</td>
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<tr>
<td></td>
<td>(b) explain the main legal institutions and procedures of those systems;</td>
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<td></td>
<td>(c) demonstrate the study in depth and in context of some substantive areas of the legal systems.</td>
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<tr>
<td></td>
<td>(d) demonstrate knowledge of a substantial range of major conceptual and epistemological approaches to understanding the climate crisis, and understand the histories and origins of those concepts and approaches;</td>
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<tr>
<td></td>
<td>(e) identify the sources of institutional responses to the climate crisis;</td>
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<tr>
<td></td>
<td>(f) integrate knowledge of legal concepts and legal institutions with knowledge and understanding of conceptual and institutional responses to the climate crisis.</td>
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</tbody>
</table>

| A2 | Application and problem-solving: Students should demonstrate a basic ability to apply knowledge to a situation of limited complexity in order to provide arguable conclusions for concrete problems (actual or hypothetical). |

| A3 | Sources and research: Students should demonstrate a basic ability to |
|    | (a) identify accurately the issue(s) which require researching; |
|    | (b) identify and retrieve up-to-date legal information, using paper and electronic sources; |
|    | (c) use primary and secondary sources relevant to the topic under study; |
|    | (d) collaborate with a client organisation to design and complete a research project. |

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Analysis, synthesis, critical judgement and evaluation: Students should demonstrate a basic ability to:</th>
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<tbody>
<tr>
<td></td>
<td>(a) recognise and rank items and issues in terms of relevance and importance;</td>
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<tr>
<td></td>
<td>(b) bring together information and materials from a variety of different sources;</td>
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<td></td>
<td>(c) produce a synthesis of relevant doctrinal and policy issues in relation to a topic;</td>
</tr>
<tr>
<td></td>
<td>(d) assess competing social and legal perspectives, their origins and their separate histories;</td>
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<tr>
<td></td>
<td>(e) make a critical judgement of the merits of particular arguments;</td>
</tr>
<tr>
<td></td>
<td>(e) present and make a reasoned choice between alternative solutions.</td>
</tr>
</tbody>
</table>
Programme Title: LLB Law and Climate Justice

Autonomy and ability to learn: Students should demonstrate a basic ability, with limited guidance to:
(a) act independently in planning and undertaking tasks in areas of law and climate justice which they have already studied;
(b) be able to undertake independent research in areas of law and climate justice which they have not previously studied starting from standard legal information sources;
(c) reflect on their own learning and to seek and make use of feedback.
(d) constructively reflect on their own position in the learning process

Attributes:

Communication and Literacy: Both orally and in writing, students should demonstrate a basic ability:
(a) to understand and use the English language proficiently in relation to legal matters and matters relating to climate change;
(b) to present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns;
(c) to read and discuss legal materials which are written in technical and complex language.
(d) to read and discuss complex materials dealing with legal and social responses to climate change.

Other key skills: numeracy, information technology and teamwork: A student should demonstrate a basic ability:
(a) where relevant and as the basis for an argument, to use, present and evaluate information provided in numerical or statistical form;
(b) to produce a word-processed essay or other text and to present such work in an appropriate form;
(c) to use the internet and email;
(d) to use some electronic information retrieval systems.
(e) to work in groups as a participant who contributes effectively to the group’s task.
(f) to work collaboratively with a client organisation to co-produce research.

How will you learn?


t Queen Mary, teaching for compulsory modules is typically done via lectures (to the whole year group) and tutorials (groups of about 12 students). Where modules have 30 students or less, the typical practice is to deliver teaching via weekly 2 hour seminars. By attending lectures/seminars you hear from experts in a legal field and experts in the subject of climate justice who will also be setting and marking your examinations. Lectures/seminars may have several different goals: to provide an introduction to a particular topic; to cast light on the context of a module; to provide alternatives to orthodox approaches; to provide an overview of the topic; to explain particularly difficult aspects of a topic; to introduce comparative aspects of a topic; to cover reform proposals and recent reforms in the law which are not covered in the textbooks.

Elective modules make use of a variety of teaching methods. Small group work often include discussion structured around questions and readings distributed in advance. Talking about law fluently is a vital part of developing legal reasoning skills. By expressing ideas you are able to refine and reflect on them. Talking about the climate crisis in ways that reflect differences in culture, heritage, gender, sexuality and the wider multiplicity of positions and perspectives is a crucial attribute in understanding what climate justice means in difference contexts. By expressing ideas you are able to refine and reflect on them. Tutorials and seminars are supportive environments in which ideas can be exchanged and difficulties can be ironed out.

A considerable amount of independent study is expected throughout the programme. This involves reading cases, legislation and academic texts. Independent study may also involve working with other students in pairs or small groups: students are encouraged to set up informal study groups to help each other get to grips with topics before or after tutorials and seminars. At level 6, independent study will involve co-learning with an external partner organisation.

All modules at Queen Mary make use of an online learning environment.

How will you be assessed?

All modules compulsory and elective) are assessed in a variety of ways, including examinations, course work or dissertation.
Programme Title: LLB Law and Climate Justice

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.

Structure of the programme

Students are required to take 120 credits each year at Queen Mary. Modules are either 30 credits or 15 credits.

In year one, there are three 30-credit compulsory modules: Land Law, Public Law and Legal Struggles and Climate Justice; and two 15 credit modules: Contract Law I and Contract Law II.

In the second year there are two 30-credit compulsory modules: Tort Law and Criminal Law; and three 15 credit modules: European Union Law, Property, Land Law and Environment, and Environmental Jurisprudence. In addition, students select 15 credits of elective modules.

In the final year, there are three 30-credit compulsory modules: Climate Justice Research Project, Equity and Trusts; and two 15 credit compulsory modules: Climate Justice: theory in action and International Environmental Law. In addition students select 30-credits of elective modules.

Note on module choice:
Compulsory modules on the programme add up to 315 credits (or 87.5%) of the content. Elective modules on the programme add up to 45 credits (or 12.5%). The latter element of elective choice enables students to choose relevant elective content from other Departments. Topics of climate change and climate justice are very strong across the Faculty, particularly in Geography, Business and Management, Politics and International Relations and Languages, Linguistics and Film. At the same time, we recognise that students on this programme may wish to choose from elective aw content. All modules offered across the law programmes will also be available as options for inclusion in this 45 credit element of the programme.

There are currently a large number of relevant modules currently available across the faculty that are available to choose from. We recognise, however, that due to staff changes, sabbatical and other forms of leave, modules cannot be guaranteed to run. The Academic Programme Lead will chair an 'Elective Module Co-ordination Group' that will meet twice yearly to confirm the module offerings and to discuss any content and pedagogical issues arising from those 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>
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Queen Mary University of London

29
### Programme Title: LLB Law and Climate Justice

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Programme Title: LLB Law and Climate Justice

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What are the entry requirements?

The normal offer for admission to the LLB programme is A**A at A-level. The following A-levels are not accepted: General Studies and Critical Thinking.

For students where English is not their first language, they will be required to take an English Language exam and achieve IELTS Academic overall 7.0, including 6.5 in Writing and 5.5 in Reading, Speaking and Listening.

Applicants offering other qualifications will, if successful, receive offers at an equivalent level (e.g. the International Baccalaureate Diploma with 36 points overall and at least 6, 6, 6 at higher level).

Applications are welcomed from suitably qualified and motivated mature applicants (those over 21 years old). In addition to academic profile, the Department will consider skills and qualifications acquired since mature candidates were last in full-time education as well as evidence of a commitment to study law at degree level.

In terms of access and foundation students, all UCAS applications will be held until January before a shortlist is drawn upon based upon information in the UCAS form about the pre-Access/Foundation experience e.g. academic record, personal statement and academic reference. In late January/February up to thirty candidates will be shortlisted and an updated academic reference may be sought. Access to HE applicants will be required to obtain 60 credits as a minimum, and obtain at least 45 level 3 credits at Distinction.

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

The Programme Director is responsible for the academic content and quality of the programme and any changes to the curriculum, in addition to ensuring the maintenance of a consistent quality of teaching across the programme.

The Law undergraduate 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 Department of Law’s Education Committee chaired by the Director of Education.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Student views are incorporated formally through representation on the Department of Law Education Committee. There will be one student representative for each year of the LLB Law and Climate Justice appointed to the committee.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students’ views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

Feedback on progress in each module is provided throughout the year in various ways (for example, comments on written assignments, and guidance given in lectures/seminars and tutorials). Every student has a designated Adviser, who is a member of academic staff responsible for having an overview of progress and helping with any problems that impact on academic progress. Academic advisers and module tutors have ‘office hours’ during which students can consult them. In addition,
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

Standard bachelors programmes academic regulations and progression apply https://arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2022-23.pdf

This programme covers the 7 foundations of legal knowledge as prescribed by the Bar Standards Board and successful completion of this programme, including passing all 7 of the prescribed modules, should satisfy the academic element of training necessary as part of entry to the Bar. The Bar has additional requirements such as vocational experience which are not included in this programme. The 7 modules are listed below. This programme also provides a sound educational basis for students wishing to further their training and take the Solicitors Qualifying Exam by the Solicitors Regulation Authority.

A sub-set of modules are designated as foundations of legal knowledge for professional accreditation as a qualifying law degree.

The designated modules are as follows:
- Obligations I (Contract): satisfied by taking and passing LAW4104 Elements of Contract Law at QMUL
- Obligations II (Tort): satisfied by taking and passing LAW5001 Tort Law at QMUL
- Criminal Law: satisfied by taking and passing LAW5005 Criminal Law at QMUL
- Equity and the Law of Trusts: satisfied by taking and passing LAW6056 Equity and Trusts (Level 6) at QMUL
- Law of the European Union: satisfied by taking and passing LAW4001 Public Law and the 15-credit module LAW5105 Law of the EU at QMUL
- Property Law (Land Law): satisfied by taking and passing LAW4006 Land Law at QMUL
- Public Law (Constitutional and Administrative Law): satisfied by taking and passing LAW4001 Public Law

Links with employers, placement opportunities and transferable skills

When you arrive, you will meet the School of Law’s dedicated Careers Adviser, part of the Queen Mary Careers Team, who is regularly available in the department for one-to-one support. The Law Adviser also manages Careers Brief, the School’s careers website, and arranges employer workshops in areas such as commercial awareness, applications, interview skills and choosing the right LPC and BPTC provider.

The Legal Advice Centre provides undergraduate law students with the opportunity to place law into a practical legal context under the supervision of volunteer lawyers. Lawyers from Allen & Overy, Field Fisher Waterhouse Mishcon de Reya, Nabas Legal and Reed Smith work closely with students, providing guidance and supervision, as well as training and careers advice.

The Queen Mary Student Pro Bono Group (QMSBPG) is a student group created by students for students. More than 250 students are involved in the QMSBPG from their first year through to their final year at Queen Mary. As students develop their skills and legal knowledge, they are able to become involved in increasingly challenging and hands-on projects. The Queen Mary Student
Programme Title: LLB Law and Climate Justice

Pro Bono Group has well-developed links with the London legal community. Students have the opportunity to volunteer at organisations that provide pro bono legal advice and to ‘shadow’ solicitors. Placement programmes operate through partnerships with leading law firms such as Berwin Leighton Paisner LLP, SNR Denton, Clifford Chance and Reed Smith LLP. Queen Mary runs a Streetlaw Programme, which is based on a US model to provide an outreach volunteer programme to local schools and communities. Students visit primary and secondary schools to teach pupils relevant parts of the law. The Group also offers exciting opportunities in international law, in the past students have worked with organisations such as A4ID and Lawyers Without Borders.

The Pro Bono Group publishes a monthly student newspaper called ‘The Advocate’, which includes articles from Queen Mary academics and students as well as external lawyers.

The Queen Mary Mooting Society plays an active part of undergraduate life at Queen Mary. Under the auspices of the Student Moot Master and Student Mooting Committee, students have the opportunity to become involved in both internal and external mooting competitions.

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Shahida Uddin QA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>David Whyte1</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / institute Education Committee:</td>
<td>12.10.2022</td>
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<td>Date Programme Specification approved by Taught Programmes Board:</td>
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Joint working statement between the School of Law, School of Business and Management, School of Geography, Politics and International Relations and School of Languages, Linguistics and Film.

This Joint Working Statement describes the key administrative and governance arrangements between the above Schools in relation to the delivery of the three-year programme LLB Law and Climate Justice. The programme will run from 2024-2025 academic year.

The Home School for the programme will be the School of Law.

1. Programme Delivery
1.1 The Programme will be delivered at Queen Mary on the Mile End campus.
1.2 Teaching will be delivered in rooms or e-learning platforms most suitable for the delivering School.
1.3 In case of perceived quality or delivery failure, the School of Law and supporting schools will work together to resolve the issue.

2. Programme Administration
2.1 Overall administrative responsibility for the programme sits with the School of Law.
2.2 The Directors of Education are responsible for the academic content and quality of the modules delivered by their respective Schools and any changes to the curriculum of these modules.
2.3 The School of Law Teaching and Learning Team is responsible for the overall administrative delivery of the programme including complaints, appeals and progression, and maintaining communication with supporting schools.
2.4 The School of Law student support team are responsible for general student support administration for students on the programme including issues relating to enrolment, timetabling, pastoral care, and maintaining communication with the School of Business and Management.
3 **Module delivery**

3.1 Module convenors and support staff in each School have operational responsibility for the delivery of their modules including teaching administration, assessment administration, preparation of materials, delivery of classes, marking and feedback, and contact with students.

3.2 Module convenors will prepare module documentation including curriculum, reading lists and other relevant information.

3.3 Module convenors will be responsible for setting assessments for their modules.

3.4 Students will receive feedback on assessment in line with their relevant School norms.

3.5 New modules or amendments to existing modules will be initiated within the relevant School and subject to that School’s QA procedures.

3.6 Staff delivering a module must be appropriately qualified, experienced, and must agree to pursue relevant training as needed.

4. **Marketing and recruitment**

4.1 School of Law will produce marking material for the programme.

5. **Student communication**

5.1 School of Law and supporting schools will endeavour to maintain good student relations and extend the themes of the programmes where appropriate and possible, for example, encouraging extra-curricular activities throughout the academic year.

6. **Student Support**

6.1 Students will be allocated a Student Support Officer in the School of Law who will be their first point of contact for any queries.

6.2 Students discuss any module choices they may have with their Academic Advisor.

6.3 Students should approach the module convenor regarding academic issues relevant to that module.

6.4 Students should approach the Student Support Team regarding non-academic issues affecting their studies.

7. **Student-Staff Liaison Committee**

7.1 The Student-Staff Liaison Committee in the School of Law will provide a formal means of communication and discussion between schools and students enrolled on the programme. The Committee is designed to respond to the needs of students, as well as act as a forum for discussing programme review and development.
7.2 Students are encouraged to complete module evaluations and this information is summarised and considered at the School of Law Education Committee.

8. **Assessment and examination board process**

8.1 Each School is responsible for preparing and marking its own assessments.

8.2 Modules will be taken to the established subject examination board for the relevant School.

8.3 Student progression will be managed by the subject examination board for the Home School (School of Law).

8.4 The relevant administrators in the School of Law and supporting schools will assist in providing the necessary information for the boards including reporting extenuating circumstances, appeals academic offences and other relevant information.
Key staff -

Working Statement Heads of School Approval

School of Law

- School of Law: Professor Jonathan Griffiths (Head of School)
- School of Law: TBC (School Manager)
- School of Law: Sanmeet Dua (Director of Education)
- School of Law: David Whyte (Programme Lead)
- School of Law: Victoria Woods (Learning and Teaching Manager)
- School of Law: Shahida Uddin (Quality and Assurance Officer)

Professor Jonathan Griffiths

Head of the School of Law

Date: 6th January 2023

School of Business and Management

- School of Business and Management: Mike Noon (Head of School)
- School of Business and Management: (School Manager)
- School of Business and Management: Akhtar Hussain (Learning and Teaching Manager)
- School of Business and Management: (Director of Education)
- School of Business and Management: Ciara Byrne (Quality and Assurance Officer)

Professor Mike Noon

Head of the School of Politics and International Relations

Date:
School of Geography

- School of Geography: Professor Kavita Datta (Head of School)
- School of Geography: Andrew Loveland (School Manager)
- School of Geography: (Director of Education)
- School of Geography: Emma Shapcott (Learning and Teaching Manager)
- School of Geography: (Quality and Assurance Officer)

Professor Kavita Datta
Head of School of Geography
Date:

School of Politics and International Relations

- School of Politics and International Relations Professor David Williams (Head of School)
- School of Politics and International Relations Norman McBreen (Interim School Manager)
- School of Politics and International Relations Helen Murray (Education Manager)
- School of Politics and International Relations Professor Laleh Khalil and Dr James Strong (Directors of Education)

Professor David Williams
Head of the School of Politics and International Relations
Date: 12/12/2022

School of Languages, Linguistics and Film
School of Languages, Linguistics and Film Kathryn Richardson (Head of School)
School of Languages, Linguistics and Film (School Manager)
School of Languages, Linguistics and Film Elena Moreira (Learning and Teaching Manager)

Professor Kathryn Richardson
Head of the School of Politics and International Relations
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<td>Emphasis from SLLF that these may not be running in 2026</td>
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<td>FUM609</td>
<td>Eco-Imaginaries: Nature, Animals, and the Moving Image</td>
<td>Emphasis from SLLF that these may not be running in 2026</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: Legal Struggles for Climate Justice
Module code:

Credit value: 30  Level: 4  Module type: LSR  Scheme:

Start date: September 2024

Proposed HECoS Code:

Further details on HECoS codes can be found [here](#)

Responsible School / Institute:

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>
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</thead>
<tbody>
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<td>School of Law</td>
<td>LLB (UG)</td>
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</tbody>
</table>
Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<th>Maximum Student Intake</th>
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<td></td>
</tr>
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<td>2025/26</td>
<td>24</td>
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</tr>
<tr>
<td>2025/26</td>
<td>24</td>
<td>15</td>
<td></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 designed as a core module on the LLB Law and Climate Justice programme. It is proposed as a contribution to an area of developing focus for the School and Faculty. The module will draw from different disciplines, including law, sociology, politics, and history as well as engage in theoretical discussions. It will therefore be open to students from the humanities and social sciences.

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?

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Learning outcomes and reading lists will be available on QMPlus, and all learning materials will be made available electronically. The lecturer will seek to make the course more accessible and inclusive by consulting with students at the beginning of the course and making adjustments as necessary. The lecturer will also post relevant podcasts, videos, movies, media articles, and blog posts on QMplus to facilitate students' learning and engagement with the material.
Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
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<tbody>
<tr>
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</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.

n/a

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>
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<thead>
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</tr>
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**Section 2 - Module Specification**

<table>
<thead>
<tr>
<th>Module title: Legal Struggles for Climate Justice</th>
<th>Module code:</th>
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<tr>
<td>Credit value: 30</td>
<td>Level: 4</td>
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<tr>
<td>Mode of delivery: On Campus</td>
<td>Semester: Semesters 1 &amp; 2</td>
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<tr>
<td>Module Organiser(s): Angela Sherwood (co-taught with Professor Hans Lindhal)</td>
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</tr>
</tbody>
</table>

### Pre-requisite modules

<table>
<thead>
<tr>
<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 how law interprets and processes conflicts over environmental and climate justice. It draws upon literature spanning law, green criminology, and social control to explore the differentiated forms of law and criminalisation that apply to environmental defenders and powerful organisations. The main aim of this module will be to provide students with an understanding of how power shapes legal outcomes in environmental conflicts.

The first half of the module will look at issues of criminalisation in the context of climate justice, covering the following topics:

- The social and legal construction of environmental crimes (examining debates over what can be understood as a crime and who can be held responsible for environmental harms)
- Proposals for establishing a new international crime of ‘ecocide’ (examining the legal history of the concept of ‘ecocide’ and the role of social movements in shifting political and legal landscapes toward the criminalisation of environmentally destructive behaviours)
- Green criminology theories and approaches for understanding environmental crimes (examining how such approaches tend to go beyond law in analysing the generation and control of environmental crimes)
- Criminalisation of environmental defenders (examining the state’s use of criminal law and other techniques to stigmatise, control, and criminalise socio-environmental struggles)
- The relationship between social mobilisation and criminalisation (examining how these processes relate and shape each other)

The second half of the module will dig deeper into specific issues of law that relate to struggles for climate justice. In this part of the module, each seminar will examine a specific legal case, which will be used to draw out one or more of the key theoretical issues raised by the case. The following are some examples of case studies to be discussed:

- the Colombian Constitutional Court’s ruling about the Atrato river basin (examining issues of legal personhood, colonialism, and legal recognition)
- a Peruvian farmer’s lawsuit against the German energy giant RWE (examining questions about the concept of territoriality and global states (in the plural))
- other cases that shed light on how law frames what can count as a struggle for climate justice

### 2) Module Aims

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

1. Develop students’ understanding of some of the key proposals and legal strategies for addressing ‘green crimes’ and environmental destruction
2. Enhance students’ conceptual and theoretical thinking about legal definitions, processes, structures, and issues and their links to struggles for climate justice
3. Develop students’ understanding of the various forms of social power that operate through law in relation to processes of criminalisation and nature’s protection

Page 4 of 8
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>
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<th>Academic Content:</th>
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<td>A3</td>
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<td>B2</td>
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<th>Attributes:</th>
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<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
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</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>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>

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

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

**Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final.

**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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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form (UG)

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

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: Property, Land Law and the Environment
Module code:

Credit value: 15 Level: 5 Module type: LSR Scheme:

Start date: September 2024

Proposed HECoS Code:

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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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Page 1 of 8
Anticipated Student Registrations

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</tr>
<tr>
<td>2025/26</td>
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<td>15</td>
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</tbody>
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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.

The idea of property in land is a contested concept. This course will canvass key debates about property rights and institutions and explore them in the context of global environmental destruction and struggles for climate justice. The module is designed as a core module on the LLB Law and Climate Justice programme. It is proposed as a contribution to an area of developing focus for the School and Faculty. The module will draw from different disciplines, including law, sociology, politics, geography and history as well as engage in theoretical discussions. It will therefore be open to students from the humanities and social sciences.

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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## Resource Requirements

<table>
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<tr>
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<tr>
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</tr>
</tbody>
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**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.

n/a

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

Module title: Property, Land Law and the Environment

Credit value: 15
Level: 5
Mode of delivery: On Campus
Semester: Semester 1

Module Organiser(s): Angela Sherwood

<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 will explore concepts of ‘land’ and ‘property’ from multiple perspectives, including those from local communities, indigenous peoples, and social movements. The module will be designed as a complementary module to Land Law (Law4006), and its main aim will be to enable students to think critically about the ways in which concepts of property are symbolically and practically connected to relations of power and justify nature’s domination. The course will therefore guide students in tracing property law’s anthropocentric origins as well as its connections to processes capitalist development, land commodification, and destructive environmental change. We will also explore the racial, class, and gendered dimensions of global property rights allocations and what concerns these are raising for climate justice and sustainable living.

The following matters will form the substantive core of the course:

- Historical foundations and justifications of private property (exploring what philosophical, political, and legal ideas and devices are at work in the appropriation and privatisation of nature)
- Alternative conceptions of the relationship between people, law, land, and nature (exploring indigenous ideas and norms pertaining to land use management as well as concepts of ‘the commons’)
- Legal and colonial histories of land enclosure (exploring what role industrial capitalism and colonialism had on the transformation of nature into exchange values and the relationship between colonial land titling and indigenous dispossession)
- New global frontiers of land control (exploring the ‘global land rush,’ property law’s facilitative role, and the implications for environmental sustainability)
- Intersections between land justice, social justice, and climate justice (exploring the tensions between property rights and social movements for climate justice)

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

This module aims to:

1. Introduce students to key philosophical, political, and legal debates over private property, showing how these link to broader questions of land use, climate justice, and environmental sustainability
2. Foster students’ critical engagement with dominant property concepts by familiarising them with a wide range of ‘alternatives’ to property ownership, such as those found within indigenous models of land use and other examples of ‘commoning’ and property rights ‘from below’
3. Enable students to analyse the political and material drivers behind the global commodification of land and to identify property law’s supportive roles in fostering these outcomes.
4. Broaden students’ historical and contextual understanding of land enclosure movements and their relationship to colonialism and stages of capitalist development
5. Provide students with an understanding of how property law is structuring global responses to climate change and how this is subject to contestation by global social movements
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 | Develop knowledge of the key debates and critiques in the field concerning private property and how these apply to wider questions of climate justice and environmental sustainability |
| A2 | Develop knowledge of indigenous norms and value systems pertaining to land use and environmental protection |
| A3 | Develop critical knowledge of the political and economic processes influencing the global commodification of land and the role of property law in undermining indigenous land use practices and practices of 'commoning' |

Disciplinary Skills - able to:

| B1 | Ability to critically appraise the property theories, concepts, narratives and assumptions that justify the domination of nature |
| B2 | Ability to critically analyse different conceptions of property in a global context |
| B3 | Ability to critically evaluate the tensions between private property norms and social movement goals for climate justice |

Attributes:

| C1 | Engage critically and reflectively with knowledge |
| C2 | Apply disciplinary expertise to broader contexts and society |
| C3 | Promote socially responsible behaviour for a global sustainable future |

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>
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<tr>
<td>Seminar</td>
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</tr>
<tr>
<td>Total</td>
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</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>Work-based learning</td>
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</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>
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</table>

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

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 (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>Environmental Jurisprudence</th>
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Proposed HECoS Code: _______________

Further details on HECoS codes can be found [here](#).

Responsible School / Institute: Department of Law

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>
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Page 1 of 8
Anticipated Student Registrations

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<th>Year of Registration</th>
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</tr>
<tr>
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<td>24</td>
<td>15</td>
<td></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.

The module is a core module in the LLB Law and Climate Justice programme. It is also intended that it should be available as an optional module to students from other Schools in HSS. The module is proposed as a contribution to an area of developing focus for the School and the Faculty. The subject matter will be covered from a range of disciplinary perspectives and is, therefore, a module that will be pedagogically accessible to students from a range of different humanities and social science backgrounds.

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.

Reading lists will be available on QMPlus, and all learning materials will be made available electronically. The module will use the SensusAccess tool to ensure that module documents and teaching materials will be available as alternative media and in alternative formats.
### Resource Requirements

<table>
<thead>
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<th>By School / Institute responsible for module:</th>
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<table>
<thead>
<tr>
<th>By any other School / Institute or collaborating institution:</th>
</tr>
</thead>
</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.

n/a

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

Module title: Environmental Jurisprudence  
Module code:  

Credit value: 15  
Level: 5  
Mode of delivery: On Campus  
Semester: Semester 1  

Module Organiser(s): Alexis Alvarez-Nakagawa

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 research-based module explores contemporary issues at the intersection of environmental philosophy, legal theory, and political ecology. Using a broad range of interdisciplinary literature and audiovisual materials, it introduces students to ecological debates and gives them an overview of environmental theories ranging from deep ecology to ecofeminism, ecosocialism, indigenous/postcolonial/anti-racist/posthumanist perspectives, and political ontologies. In particular, students will focus on:
1) Naturalism and the modern idea of Nature as drivers of environmental degradation: a legal challenge
2) Nomos and Physis: The crisis of the Society (Law)/Nature divide, or hybridity as the contemporary condition
3) Shallow or deep (political) ecology? The root causes of the ecological crisis and the limits of the environmental law
4) The intrusion of Gaia, hyperobjects, and the question of the Anthropocene for environmental law
5) Will technology save us? The perils of geoengineering and transhumanism as techno-legal solutions to climate change
6) Indigenising environmentalism? The rights of Nature and the personification of non-human beings
7) Dehumanising environmentalism? Posthuman and new materialist approaches to environmental law
8) The ontological turn: cosmopolitics, ontological pluralism and perspectivism as an alternative to environmental law?
9) A new natural contract? Posthuman legalities, object-oriented democracy, and political ontology in action
10) Discussing Ecocide: the debate on legal reform/structural change to face ecological damage
11) Monkeywrenching: social movements, grassroots activism, and the question about the legality of environmental direct action

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

The module aims to:
1) Introduce students to contemporary discussions on environmental philosophy, legal theory, and political ecology.
2) Immense students in a range of debates around environmental degradation, climate justice, and environmental activism.
3) Provide students with critical, analytical, and inter-disciplinary skills on this subject.
4) Enable students to apply different approaches to analyse and challenge the application of mainstream solutions to climate change in different contemporary legal and policy debates.
5) Provide students with an understanding of the relationship between law and different environmental theories from a range of legal, social, and political perspectives.
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>
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<tr>
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<td>B3</td>
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<tr>
<td>C2</td>
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<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.

Alexis Alvarez-Nakagawa & Costas Douzinas, Non-Human Rights: A Critical Examination, EEP (Forthcoming)
J. Timmons Roberts and Bradley C. Parks, A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy, MIT Press, 2007
Isabelle Stengers, In Catastrophic Times: Resisting the Coming Barbarism, Open Humanities Press, 2015
Kathryn Yusoff, A Billion Black Anthropocenes or None, University of Minnesota Press, 2019
Christopher Stone, Should Trees Have Standing? Law, Morality and the Environment, Oxford University Press, 2010
Arturo Escobar, Pluriversal Politics. The Real and the Possible, Duke University Press, 2020
Ursula Biemann and Paulo Tavares, Forest Law, Michigan State University, 201
Margaret Davis, Ecolaw. Legality, Life and the Normativity of Nature, Routledge, 2022
Anna Grear, Posthuman Legalities: New Materialism and Law Beyond the Human, EEP, 2022

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>
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<td>Seminar</td>
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</tr>
<tr>
<td>Total</td>
<td>22</td>
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</table>

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

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

<table>
<thead>
<tr>
<th>Sequence</th>
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<th>% Weighting</th>
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</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.
Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'. 
Module Proposal Form (UG)
Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

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: Climate Justice: theory in action  Module code: 
Credit value: 15  Level: 6  Module type: LSR  Scheme: 
Start date: September 2026
Proposed HECoS Code: 100485 law

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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>School of Law</td>
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Page 1 of 8
Anticipated Student Registrations

<table>
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<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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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.

The module is designed as an core module on the LLB Law and Climate Justice programme. It is also intended that it should be available as an optional module to students from other Schools in HSS. The module is proposed as a contribution to an area of developing focus for the School and the Faculty. The subject matter will be covered from a range of disciplinary perspectives and is therefore a module that will be pedagogically accessible to students from a range of different humanities and social science backgrounds.

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?
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Reading lists will be available on QMPlus, and all learning materials will be made available electronically. The module will use the SensusAccess tool to ensure that module documents and teaching materials will be available as alternative media and in alternative formats.
**Resource Requirements**

<table>
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<th>By School / Institute responsible for module:</th>
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</table>

<table>
<thead>
<tr>
<th>By any other School / Institute or collaborating institution:</th>
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**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.

n/a

---

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 2 - Module Specification

Module title: Climate Justice: theory in action  Module code: 
Credit value: 15  Level: 6  Mode of delivery: On Campus  Semester: Semester 2
Module Organiser(s): David Whyte

<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 concept of ‘climate justice’ from a range of legal, social and political perspectives, tracing in detail how the concept has been underpinned by a wide range of traditions in human thinking. The module will introduce students to the growing significance of a concept of climate justice in contemporary legal and policy debates, and show how our understanding of the concept varies widely across different historical and cultural contexts.
- Climate justice in policy and politics (exploring historical development and the uses of the concept in UN, NGO and national government contexts).
- Climate justice and racial justice (exploring the concept of climate justice in anti-colonial, post-colonial and anti-racist ideas).
- Climate justice and economic production (exploring the concept of climate justice in the critique of industrial capitalism and eco-socialism).
- Climate justice and social reproduction (exploring the concept of climate justice in feminist theory and in the critique of androcentric accounts of climate change).
- Climate justice and indigenous epistemologies (exploring the contemporary significance of pre-colonial and pre-industrial concepts of climate justice).

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

The module aims to:
1) Introduce students to the various ways that the concept of climate justice has been applied in contemporary political settings and legal decision making.
2) To immerse students in a range of different cultural approaches to the concept, spanning its use by indigenous, counter-colonial, feminist, eco-socialist and youth movements.
3) Provide students with a cross-cultural and inter-disciplinary approach to this subject.
4) Enable students to apply this approach to analyse and challenge the application of the term in different political and juridical situations.
5) Provide students with an understanding of the relationship between law and differing concepts of climate justice.
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>A 1 Develop knowledge of differing cultural perspectives on climate justice.</td>
</tr>
<tr>
<td>A 2 Develop a detailed understanding of the historical development of differing perspectives on climate justice.</td>
</tr>
<tr>
<td>A 3 Develop knowledge of a differing political interpretations of the concept climate justice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 1 Learn to critically appraise the material basis for differing perspectives on climate justice.</td>
</tr>
<tr>
<td>B 2 Learn to analyse a range of narratives around climate justice and to analyse their cultural and political contacts.</td>
</tr>
<tr>
<td>B 3 Learn to critically appraise the veracity of climate justice claims in policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1 Engage critically and reflectively with knowledge</td>
</tr>
<tr>
<td>C 2 Apply disciplinary expertise to broader contexts and society</td>
</tr>
<tr>
<td>C 3 Promote socially responsible behaviour for a global sustainable future</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>Seminar</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>22</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>15</td>
</tr>
<tr>
<td>Work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
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<td>85</td>
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<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></td>
<td>Case study</td>
<td>Coursework</td>
<td>2000</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>

**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 8
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: Climate Justice Research Project
Module code: 
Credit value: 30 Level: 6 Module type: DPM Scheme: 
Start date: September 2026

Proposed HECoS Code: 

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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 Law</td>
<td>LLB (UG)</td>
</tr>
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</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>
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<td>15</td>
<td></td>
</tr>
<tr>
<td>2025/26</td>
<td>24</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></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.

The module is designed as an core module on the LLB Law and Climate Justice programme. Given the limited opportunities for placement with a client organisation, this module will be strictly limited to 24 students. Places on this module will be limited to students enrolled on the LLB Law and Climate Justice.

Academic supervision will take place in weekly meetings (bi-weekly workshops and bi-weekly one-to-one supervision meetings). Academic supervisors will be responsible for tracking the progress of students and occasional liaison with client organisations. This process will be supported by dedicated professional services support.

In the event that a partner organisation drops out of the process, or where there are insufficient projects to allocate to all students, those without a matched project will be set a research task by the module team. This task will follow the same format as a Client Report (i.e. it will be based upon a real-world research problem, and will involve the design and delivery of a research project). The Reflective Report will take the form of a reflection on the methods used to design and complete the Client Report.
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.

Reading lists will be available on QMPlus, and all learning materials will be made available electronically. The module will use the SensusAccess tool to ensure that module documents and teaching materials will be available as alternative media and in alternative formats.

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.

n/a

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).
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</tbody>
</table>
### Section 2 - Module Specification

**Module title:** Climate Justice Research Project  
**Module code:**

**Credit value:** 30  
**Level:** 6  
**Mode of delivery:**  
**Semester:**

**Module Organiser(s):**

<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 matches students to client organisations (civil society organisations or law firms) in research projects that can inform the client's work on issues of climate justice. The module seeks to break the mould of the traditional model of education in which students are seen as passive recipients of knowledge. This approach is influenced by ideas of 'critical pedagogy' and the 'student as producer' where students are encouraged to see themselves as active subjects in the processes of knowledge generation rather than purely as objects in a 'banking model' of education. The module therefore offers an opportunity for students to actively participate in 'shared conversations' in both the university-based workshops that support student projects, and in active collaborations with civil society organisations.

### 2) Module Aims

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

The module aims to:
1) Introduce students to the practice of research in a real-world setting
2) Engage students in using research practically to support cause lawyering and/or civil society engagement.
3) Apply research methods in a range of practical settings.
4) Provide students with a range of problem-solving strategies for research.
5) Provide students with experience of analysing and writing-up research to a publishable standard.
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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<tbody>
<tr>
<td><strong>A1</strong></td>
</tr>
<tr>
<td><strong>A2</strong></td>
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<tr>
<td><strong>A3</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
</tr>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td><strong>B3</strong></td>
</tr>
<tr>
<td><strong>B4</strong></td>
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<table>
<thead>
<tr>
<th>Attributes:</th>
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<tr>
<td><strong>C1</strong></td>
</tr>
<tr>
<td><strong>C2</strong></td>
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<td><strong>C3</strong></td>
</tr>
<tr>
<td><strong>C4</strong></td>
</tr>
<tr>
<td><strong>C5</strong></td>
</tr>
<tr>
<td><strong>C6</strong></td>
</tr>
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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.


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>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>44</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.

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</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>44</td>
<td>15</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>80</td>
<td>26.5</td>
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<tr>
<td>Independent Study</td>
<td>176</td>
<td>58.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</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.

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<tr>
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<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client report</td>
<td>Dissertation</td>
<td>8000</td>
<td>80</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Reflective report</td>
<td>Coursework</td>
<td>2000</td>
<td>20</td>
<td>Yes</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)

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<th>% Weighting</th>
<th>Final element of assessment?</th>
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</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

**Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Page 9 of 9
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Schools / Institutes</td>
<td>School of Law</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | **Title:** LLB Law and Politics (with a Year in Practice)  
LLB Law with Business (with a Year in Practice)  |
|                               | • Part 2 Programme Proposal Forms                  |
|                               | • Programme Specifications                         |
|                               | • JWS - LLB Law and Politics (with a Year in Practice) |
|                               | • JWS - LLB Law with Business (with a Year in Practice) |
| Outcome requested             | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | **Background**  
The School of Law seeks to introduce a LLB Law and Politics in Practice and LLB Law with Business in Practice.  

The LLB Law and Politics and LLB Law with Business are extant joint programmes owned by the School of Law and the School are wishing to add a year in placement to these programmes. Furthermore, there is already an approved LLB Law in Practice programme for students on a single honours Law programme to take a year in industry. Currently, if students on the joint programmes want to take a year in industry then they are transferred onto the LLB Law in Practice. This is causing some difficulties with students not having taken the necessary core module for the single honours programme leading to suspensions of regulations. Therefore this programme is designed to offer students on the joint programmes in the School of Law to take a placement year without having to suspend regulations.  

This programme will not be advertised and will only be for students on the extant joint programme to transfer onto if they decide to take a placement year and are successful in securing a placement.  

There is competition for the placements between the students on the three programmes. Not all student who wish to will be able to go on a placement. The needs of the placement providers change each year and
therefore so does the number of placement opportunities. For last year, there was around 11 placement opportunities for 35-40 applicants. The School have said that students on the joint programmes are not disadvantaged in any way from securing a placement. The School is trying to increase the number of placement opportunities available. The employers run the recruitment process through their respective HR Departments. Up-to-date Risk Assessments for the placement providers are in place.

*Programme Structure: LLB Law and Politics (with a Year in Practice)*

The structure of years 1, 2, and final year follow the same structure as the extant LLB Law and Politics programme.

Year one consists of 75 credits of core modules in Law, a 30 credit core module in Politics and a 15 credit elective module in Politics.

In year two, there are 75 credits of core modules in Law and 45 credits of elective modules in Politics.

The third year is the placement year. Students will be required to keep a weekly reflective journal, which will be presented as a portfolio at the end of the internship. Students will be assessed on a pass/fail basis and the placement year is a 120-credit module. This module does not count towards the degree classification.

In the final year, students take 60 credits of core modules in Law, 30 credits of elective modules in Law and 30 credits of elective modules in Politics.

*Programme Structure: LLB Law with Business in Practice*

In Year One, there are 75 credits of core modules in Law, a 15 credit compulsory module in Law, a 15 credit compulsory module in Business and a 15 credit elective module in Business.

In Year Two, there are three core modules (90 credits) from the School of Law, students can choose the remaining 30-credit modules from a wide variety of elective SBM modules in Levels 5.

The third year is the placement year. Students will be required to keep a weekly reflective journal, which will be presented as a portfolio at the end of the internship. Students will be assessed on a pass/fail basis and the placement year is a 120-credit module. This module does not count towards the degree classification.

In Year Four, there is a 30 credit core module in Law. Students can choose 45-credits of elective law modules and 45-credits of SBM modules from a wide variety of elective modules in Level 6.
Programme Management

The Programmes are "owned" by the School of Law. Politics and Business are collaborating in the respective programmes. The Part 2 proposals have been signed by the School of Law and the collaborating Schools. Joint Working Statements for the collaboration between schools have been provided.

Programme Regulations and Progression

These programmes follow the University’s standard regulations.

As per the regulations for 4 year programmes with a year abroad or in industry, if the student fails the assessment for the year in practice, they will be transferred to the extant 3-year programmes.

Modules

There are no new modules being proposed as the taught element of the programmes are exactly the same as the extant 3-year programmes and the placement module is the same as the LLB Law in Practice module.

Issues

- There is an issue with the programme title that we are aiming to get solved prior to the meeting of TPB.

Alison Dawn, DGLS
a.dawn@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)

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Summary Information

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<tr>
<th>Award</th>
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<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>Full-time</td>
<td>4 academic years</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023

Proposed term dates: Standard term dates for each academic year

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?  N/A

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

N/A

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.

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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:
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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.

For all taught modules on the degree Turnitin will be utilised in this programme in the same way it is utilised for the LLB programme.

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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.

N/A.

The teaching all takes place at QMUL, and the assessment is by two QMUL faculty.
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N/A.

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.

<table>
<thead>
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The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

> Has a Programme Specification been completed and submitted with the Part 2? Yes

> Have module proposal forms for each new module been submitted with the Part 2? N/A

> Has at least one External Adviser Feedback Form been submitted with the Part 2? N/A

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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).
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.
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
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- Module Proposal Forms for any new modules forming part of the proposed programme
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### Summary Information

**Proposed Programme Title:** Law with Business (with a year in Practice)

**Proposed Programme and Route Code(s):** ML15

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<tr>
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**Proposed start date:** September 2023

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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?  

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Programme Title: LLB Law and Politics (with a year in Practice)

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 award and field of study: LLB Law and Politics in (with a Year in Practice)
Name of interim award(s): CertHE, DipHE
Duration of study / period of registration: 4 years
QMUL programme code / UCAS code(s): 
QAA Benchmark Group: Law/Politics
FHEQ Level of Award : Level 6
Programme accredited by: *See Programme Specific Rules and Facts
Date Programme Specification approved: 
Responsible School / Institute: Department of Law

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

The LLB Law and Politics in Practice joint honours programme offers students the opportunity to study the closely related disciplines of Law and Politics side by side. It is a Qualifying Law Degree (QLD) satisfying professional requirements for the foundations of legal knowledge and skills in England and Wales.

The degree is aimed at those who wish to pursue a career in which knowledge of both the legal and governmental systems is of major importance, and should appeal especially to those wishing to study public policy in its legal context. For anybody considering a career in either law or an alternative sector Law and Politics graduates are very employable.

The third year is spent on an internship with a legal practitioner.

Aims of the programme

The LLB Law and Politics in Practice programme offers intellectually able students the opportunity to study the closely related disciplines of Law and Politics in a supportive environment. Teaching is strongly underpinned by the research taking place in both Schools. The programme encourages students to explore legal rules, principles, reasoning and ideas in their comparative, social, political, economic, historical, philosophical, and practical contexts. The programme is recognised as satisfying the
Programme Title: LLB Law and Politics (with a year in Practice)

academic stage of qualification for the solicitors and barristers professions in England and Wales.

Graduate Attributes
This programme is closely aligned with the QMUL graduate attributes and in particular seeks to develop the following:
Communicate effectively in a range of formats for different purposes with a diverse range of people
Respect, listen to, and value others and their opinions
Recognise and value your individual worth and identify the contributions you can make
Engage critically and reflectively with knowledge
Demonstrate an innovative and creative approach to problem solving
Apply your disciplinary expertise to broader contexts and society
Collaborate with a diverse range of colleagues
Act honestly, fairly and ethically, including in academic conduct
Promote socially responsible behaviour for a global sustainable future
Conduct efficient searches of websites to locate relevant information; able to exchange documents by email and manage information exchanged by email
Work in groups as a participant who contributes effectively to the group’s task
Conduct searches efficiently using a number of electronic retrieval systems

Outside the programme, students may choose to take part in the work of the Queen Mary Legal Advice Centre, in a student-led Pro-Bono legal advice scheme, and in mooting.
This programme will allow students on the LLB Law and Politics programme an opportunity to undertake the internship with a legal practitioner in their third year.

What will you be expected to achieve?

Students will gain experience in legal practice and to develop skills and attributes of a successful legal practitioner. The module will develop the student in the workplace so that they can contextualise the learning that they have done in their first years of study. Students who successfully complete the programme will demonstrate achievement in all the following areas.

Subject-specific

1. Identify and apply knowledge to difficult situations of significant legal complexity, through the analysis of facts and the production of well-supported conclusions in relation to them.
2. Recognition of sophisticated legal and related non-legal issues and formulation of a clear and coherent research plan.
3. Production of a clear and accurate presentation of the law on a topic directly from primary sources and use of techniques of legal interpretation to complex issues arising from them.

Skills

1. Take initiative in the design and managing of their own projects and find their own sources (both legal and non-legal).
2. Make independent assessment of their own progress, present work in timely fashion for feedback and assistance, and establish a programme of action based on feedback given.
3. Write and use orally fluent and complex prose, using legal terminology correctly.
4. Read and compare a range of complex works within and about law and to summarise their arguments accurately.
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>A1</th>
<th>demonstrate knowledge of a substantial range of major concepts, values, principles and rules of those systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>explain the main legal and political institutions and procedures of the</td>
</tr>
<tr>
<td>A3</td>
<td>demonstrate the study in depth and in context of some substantive areas of the legal and political systems</td>
</tr>
<tr>
<td>A4</td>
<td>acquire and use knowledge of concepts, values, principles and rules of the legal system studied during a year in placement</td>
</tr>
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</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>identify and retrieve up-to-date legal and political information, using paper and electronic sources</td>
</tr>
<tr>
<td>B3</td>
<td>use primary and secondary legal and political sources relevant to the topic under study</td>
</tr>
<tr>
<td>B4</td>
<td>recognise and rank items and issues in terms of relevance and importance</td>
</tr>
<tr>
<td>B5</td>
<td>bring together information and materials from a variety of different sources</td>
</tr>
<tr>
<td>B6</td>
<td>produce a synthesis of relevant legal doctrinal and policy issues in relation to a topic</td>
</tr>
<tr>
<td>B7</td>
<td>make a critical judgement of the merits of particular arguments</td>
</tr>
<tr>
<td>B8</td>
<td>present and make a reasoned choice between alternative solutions</td>
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Programme Title: LLB Law and Politics (with a year in Practice)

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<td>C9</td>
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<td>C10</td>
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<tr>
<td>C11</td>
</tr>
</tbody>
</table>

How will you learn?

Teaching for the core modules is typically through lectures (to the whole year group) and tutorials (groups of about 12 students). By attending lectures you hear from experts in a legal field who will also be setting and marking your examinations. Lectures may have several different goals: to provide an introduction to a particular topic; to cast light on the context of a module; to provide alternatives to orthodox approaches; to provide an overview of the topic; to explain particularly difficult aspects of a topic; to introduce comparative aspects of a topic; to cover reform proposals and recent reforms in the law which are not covered in the textbooks.

Elective modules make use of a variety of teaching methods. Small group work often include discussion structured around questions and readings distributed in advance. Talking about law fluently is a vital part of developing legal reasoning skills. By expressing ideas you are able to refine and reflect on them. Tutorials and seminars are supportive environments in which ideas can be exchanged and difficulties can be ironed out.

A considerable amount of independent study is expected throughout the programme. This involves reading cases, legislation and academic texts. Independent study may also involve working with other students in pairs or small groups: students are encouraged to set up informal study groups to help each other get to grips with topics before or after tutorials and seminars.

All modules at Queen Mary make use of an online learning environment.

The approach to learning during the year of the internship will be in the form of work-based learning. Students will learn by observation and by gaining practical skills and experience in the relevant area.

How will you be assessed?

Both core and elective modules are assessed in a variety of ways, including examinations, course work including, for some options, a 15,000-word dissertation.

During the placement year, assessment will be through a reflective portfolio and an oral presentation of such portfolio.
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 are required to take 120 credits each year at Queen Mary. Modules are either 30 credits or 15 credits.

Year one consists of the following core modules: Public Law (30 credits); Contract Law I: Formation and Vitiation (15 credits); Contract Law II: Terms, Breach and Remedies (15 credits); Thinking Politically: Introduction to Concepts, Theories and Ideologies (30 credits) and Law in Context (15 credits). Students also take a second semester 15 credit elective module in Politics: Background to British Politics or Global Histories.

In year two, there are two 30-credit core law modules (Land Law and Criminal Law (Level 5) and one 15-credit core modules (Law of the European Union). In addition, students take 45 credits of elective modules in Politics.

The third year is the placement year. Students will be required to keep a weekly reflective journal, which will be presented as a portfolio at the end of the internship. Students will be assessed on a pass/fail basis and the placement year is a 120-credit module. This module does not count towards the degree classification.

In the final year, students take two 30-credit core Law modules (Tort Law and Equity and Trusts). They also take 30 credits of elective modules in Law and 30 credits of elective modules in Politics.

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
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<tr>
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<th>Semester</th>
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<tr>
<td>Public Law</td>
<td>LAW4001</td>
<td>30</td>
<td>4</td>
<td>Compulsory</td>
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<td>Semesters 1 &amp; 2</td>
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<tr>
<td>Law in Context</td>
<td>LAW4008</td>
<td>15</td>
<td>4</td>
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<td>Semesters 1 &amp; 2</td>
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<tr>
<td>Contract Law I: Formation and Vitiation</td>
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<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Contract Law II: Terms, Breach and Remedies</td>
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<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Background to Politics</td>
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<tr>
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Programme Title: LLB Law and Politics (with a year in Practice)

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>Law of the European Union</td>
<td>LAW5105</td>
<td>15</td>
<td>5</td>
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<tr>
<td>Land Law</td>
<td>LAW4006</td>
<td>30</td>
<td>5</td>
<td>Compulsory</td>
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<td>Semesters 1 &amp; 2</td>
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<tr>
<td>Criminal Law</td>
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<tr>
<td>Elective level 5 Politics module(s)</td>
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<td>45</td>
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<td>Semesters 1 &amp; 2</td>
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Academic Year of Study  FT - Year 3

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience in Legal Practice</td>
<td>LAW5000</td>
<td>120</td>
<td>5</td>
<td>Compulsory</td>
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<td>Semesters 1 &amp; 2</td>
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Academic Year of Study  FT - Year 4

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<tr>
<th>Module Title</th>
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<tr>
<td>Tort Law</td>
<td>LAW5001</td>
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<td>Semesters 1 &amp; 2</td>
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<tr>
<td>Equity and Trusts (level 6)</td>
<td>LAW6056</td>
<td>30</td>
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<td>Compulsory</td>
<td>4</td>
<td>Semesters 1 &amp; 2</td>
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<td>Elective Law module(s)</td>
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The Staff-Student Liaison Committee provides a formal means of communication and discussion between the School of Law and its students. The committee consists of student representatives from each year in the School of Law 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. Staff-Student Liaison Committees meet regularly throughout the year.

The School of Law operates an Education Committee, which advises the School 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 the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

The School of Law operates an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Student Experience Action Plan (SEAP) which is the summary of the school’s work throughout the year to monitor academic standards and to improve the student experience. Students’ views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The plasma screens within the school also update on timetabling, events and support services within the school. The virtual learning environment (QMplus) has information on the different modules and supervisory advice for dissertations as well as personalised teaching timetables. A module talk is held at the start of the module selection process to enable students make informed choices when selecting their electives for the following academic year.

Advisors
Every student is supported by the Student Support Team whom they can approach should they have any queries or issues related to their academic studies or academic development.

Feedback and Advice Hours
All academics have dedicated feedback and advice hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

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,
Programme Title: LLB Law and Politics (with a year in Practice)

Postgraduate, UK and international at all campuses and all sites.

Reading lists are reviewed yearly and additional support provided to students with accessibility needs. Lectures for core modules are Q-Reviewed and released to students weekly. Most of the elective modules are also Q-Reviewed.

Programme-specific rules and facts

Standard bachelors programmes academic regulations and progression apply https://arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2022-23.pdf

This programme covers the 7 foundations of legal knowledge as prescribed by the Bar Standards Board and successful completion of this programme, including passing all 7 of the prescribed modules, should satisfy the academic element of training necessary as part of entry to the Bar. The Bar has additional requirements such as vocational experience which are not included in this programme. The 7 modules are listed below. This programme also provides a sound educational basis for students wishing to further their training and take the Solicitors Qualifying Exam by the Solicitors Regulation Authority. A sub-set of modules are designated as foundations of legal knowledge for professional accreditation as a qualifying law degree.

The designated modules are as follows:
- Obligations I (Contract): satisfied by taking and passing LAW4104 Elements of Contract Law at QMUL
- Obligations II (Tort): satisfied by taking and passing LAW5001 Tort Law at QMUL
- Criminal Law: satisfied by taking and passing LAW5005 Criminal Law at QMUL
- Equity and the Law of Trusts: satisfied by taking and passing LAW6056 Equity and Trusts (Level 6) at QMUL
- Property Law (Land Law): satisfied by taking and passing LAW4006 Land Law at QMUL
- Public Law (Constitutional and Administrative Law): satisfied by taking and passing LAW4001 Public Law

Links with employers, placement opportunities and transferable skills

When you arrive, you will meet the School of Law’s dedicated Careers Adviser, part of the Queen Mary Careers Team, who is regularly available in the department for one-to-one support. The Law Adviser also manages Careers Brief, the School’s careers website, and arranges employer workshops in areas such as commercial awareness, applications, interview skills and choosing the right LPC and BPTC provider.

The Legal Advice Centre provides undergraduate law students with the opportunity to place law into a practical legal context under the supervision of volunteer lawyers. Lawyers from Allen & Overy, Field Fisher Waterhouse Mishcon de Reya, Nabas Legal and Reed Smith work closely with students, providing guidance and supervision, as well as training and careers advice.

The Queen Mary Student Pro Bono Group (QMSBPG) is a student group created by students for students. More than 250 students are involved in the QMSBPG from their first year through to their final year at Queen Mary. As students develop their skills and legal knowledge, they are able to become involved in increasingly challenging and hands-on projects. The Queen Mary Student Pro Bono Group has well-developed links with the London legal community. Students have the opportunity to volunteer at organisations that provide pro bono legal advice and to ‘shadow’ solicitors. Placement programmes operate through partnerships with leading law firms such as Berwin Leighton Paisner LLP, SNR Denton, Clifford Chance and Reed Smith LLP. Queen Mary runs a StreetLaw Programme, which is based on a US model to provide an outreach volunteer programme to local schools and communities. Students visit primary and secondary schools to teach pupils relevant parts of the law. The Group also offers exciting opportunities in international law, in the past students have worked with organisations such as A4ID and Lawyers Without Borders.

The Pro Bono Group publishes a monthly student newspaper called ‘The Advocate’, which includes articles from Queen Mary academics and students as well as external lawyers.

The Queen Mary Mooting Society plays an active part of undergraduate life at Queen Mary. Under the auspices of the Student
Moot Master and Student Mooting Committee, students have the opportunity to become involved in both internal and external mooting competitions.
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: LLB Law with Business in (with a Year in Practice)
Name of interim award(s): CertHE, DipHE
Duration of study / period of registration: 4 Academic Years
QMUL programme code / UCAS code(s):
QAA Benchmark Group: Business
FHEQ Level of Award: Level 6
Programme accredited by: *See Programme Specific Rules and Facts
Date Programme Specification approved:
Responsible School / Institute: Department of Law

Schools / Institutes which will also be involved in teaching part of the programme:
School of Business & Management

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

Programme outline
LLB in Law with Business in Practice is designed for students who aim for a career in law but have an interest in business and management wish to have thorough understanding of how law functions in the modern business world. The programme will be a Qualifying Law degree covering all the core modules needed to satisfy professional requirements for the foundations of legal knowledge and skills in England and Wales and some other jurisdictions. This joint honours degree programme will give students a solid foundation of business and law, and there will be a mix of core business and law modules from both Schools. The third year will be spent on an internship with a legal practitioner.

Aims of the programme
The programme aims to provide students an opportunity to study law and business modules which would help them to develop a multidisciplinary understanding of the business world, and how today's business and commerce operate. It offers the opportunity to obtain key business knowledges and skills alongside a systematic understanding of law as a distinctive discipline. It also aims to develop students' versatile skills and perspectives and prepare them for life and work to
Programme Title: LLB Law with Business (with a year in Practice)

broaden students' academic and professional horizons.
There is an increased demand from law students to develop knowledge and skills to understand and solve legal issues in the context of business operations. By way of example, two elective law modules LAW6036 Company Law and LAW6028 Commercial and Consumer Law, which are within the commercial and corporate law module groupings are very popular. There are 105 final year students enrolled in Company Law and 60 students enrolled in Commercial and Consumer Law. Therefore, a programme which encompasses both Law and Management/Business Studies is likely to be very popular and will contribute to the financial strength of the Law School by increased recruitment figures.
The year-long internship provides students with an opportunity to engage with real-world legal issues and to gain practical skills, in preparation for employment.

Graduate Attributes
This programme is closely aligned with the QMUL graduate attributes and in particular seeks to develop the following:
Communicate effectively in a range of formats for different purposes with a diverse range of people
Respect, listen to, and value others and their opinions
Recognise and value your individual worth and identify the contributions you can make
Engage critically and reflectively with knowledge
Demonstrate an innovative and creative approach to problem solving
Apply your disciplinary expertise to broader contexts and society
Collaborate with a diverse range of colleagues
Act honestly, fairly and ethically, including in academic conduct
Promote socially responsible behaviour for a global sustainable future
Conduct efficient searches of websites to locate relevant information; able to exchange documents by email and manage information exchanged by email
Work in groups as a participant who contributes effectively to the group’s task
Conduct searches efficiently using a number of electronic retrieval systems

What will you be expected to achieve?

Students will gain experience in legal practice and to develop skills and attributes of a successful legal practitioner. The module will develop the student in the workplace so that they can contextualise the learning that they have done in their first years of study. Students who successfully complete the programme will demonstrate achievement in all the following areas.

Subject-specific

1. Identify and apply knowledge to difficult situations of significant legal complexity, through the analysis of facts and the production of well-supported conclusions in relation to them.
2. Recognition of sophisticated legal and related non-legal issues and formulation of a clear and coherent research plan.
3. Production of a clear and accurate presentation of the law on a topic directly from primary sources and use of techniques of legal interpretation to complex issues arising from them.

Skills

1. Take initiative in the design and managing of their own projects and find their own sources (both legal and non-legal).
2. Make independent assessment of their own progress, present work in timely fashion for feedback and assistance, and establish a programme of action based on feedback given.
3. Write and use orally fluent and complex prose, using legal terminology correctly.
4. Read and compare a range of complex works within and about law and to summarise their arguments accurately.
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></th>
<th>Knowledge, critical analysis and evaluation of law and an awareness of legal jurisdictions easily relatable to business: QAA Benchmark Law 2.4 (i), (iii), (v)(ix) (x).</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Identification of issues and challenges in the business environment and the challenges they pose for law and business activities: QAA Benchmark Law 2.4 (iii), (iv), (v), (viii), (ix).</td>
</tr>
<tr>
<td>A2</td>
<td>An appreciation and awareness of the relationship between law and policy formulation against the background of contemporary economic/business events: QAA Benchmark Law 2.4 (iii), (iv), (v), (viii).</td>
</tr>
<tr>
<td>A3</td>
<td>Knowledge and understanding of analytical tools used to analyse and interpret law and management problems, challenges and risks in a changing context: QAA Benchmark Law 2.4 (i), (iii), (v)(ix).</td>
</tr>
<tr>
<td>A4</td>
<td>acquire and use knowledge of concepts, values, principles and rules of the legal system studied during a year in placement</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th></th>
<th>Identify and critically reflect on law and legal thought in light of current business issues and debates: QAA Benchmark Law 2.4 (i), (ii), (iv).</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Critically evaluate the positions taken by scholars and policy makers on the interaction between law and business and the legal frameworks available to meet the challenges posed by economic activity: QAA Benchmark Law 2.4 (i), (ii), (iv).</td>
</tr>
<tr>
<td>B2</td>
<td>Apply the lecture materials, case law and case studies to conduct self-directed research into interactions between law and business and identify applicable law and the effectiveness of the outcome: QAA Benchmark Law 2.4 (vi), (vii), (ix), (x).</td>
</tr>
<tr>
<td>B3</td>
<td>(7) Employ the knowledge and awareness of contemporary global business issues and global business regulation to reflect on their learning, work collaboratively and apply their knowledge and understanding to complex and actual problems: QAA Benchmark Law 2.4 (i), (iii), (vii), (x), (xi), (xii).</td>
</tr>
<tr>
<td>B4</td>
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### Attributes:
Programme Title: LLB Law with Business (with a year in Practice)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Acquire and engage critically with knowledge acquired through lectures, the use of case studies, examples and the group presentations.</td>
</tr>
<tr>
<td>C2</td>
<td>Acquire analytical skills to connect knowledge, information and ideas within the interdisciplinary fields of law and business.</td>
</tr>
<tr>
<td>C3</td>
<td>Acquire transferable skills for further career development.</td>
</tr>
<tr>
<td>C4</td>
<td>Acquire research skills and values which can provide different approaches to problem solving and decision making in a business context.</td>
</tr>
<tr>
<td>C5</td>
<td>Develop knowledge and analytical skills that are transferable to employment including negotiation and communication skills.</td>
</tr>
</tbody>
</table>

How will you learn?

The School of Law promotes active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. All modules make use of an online learning environment. Most modules have a weekly course element and in some this will require collaborative group work. Clear guidance on basic and supplementary reading is given.

The School of Law also recognises the value of independent work at final year level for undergraduates. We consider it important to develop the ability of students to undertake basic research through both practical and theoretical means and to develop the ability to write sustained, coherent narratives. In order to enable students to develop their skills we will offer extensive modules requiring independent work using written and presentational skills.

All modules at Queen Mary make use of an online learning environment.

At Queen Mary, teaching for the core modules is typically through lectures (to the whole year group) and tutorials (groups of about 12 students). By attending lectures you hear from experts in a legal field who will also be setting and marking your examinations. Lectures may have several different goals: to provide an introduction to a particular topic; to cast light on the context of a module; to provide alternatives to orthodox approaches; to provide an overview of the topic; to explain particularly difficult aspects of a topic; to introduce comparative aspects of a topic; to cover reform proposals and recent reforms in the law which are not covered in the textbooks.

Elective modules make use of a variety of teaching methods. Small group work often include discussion structured around questions and readings distributed in advance. Talking about law fluently is a vital part of developing legal reasoning skills. By expressing ideas you are able to refine and reflect on them. Tutorials and seminars are supportive environments in which ideas can be exchanged and difficulties can be ironed out.

A considerable amount of independent study is expected throughout the programme. This involves reading cases, legislation and academic texts. Independent study may also involve working with other students in pairs or small groups: students are encouraged to set up informal study groups to help each other get to grips with topics before or after tutorials and seminars.

All modules at Queen Mary make use of an online learning environment.

The approach to learning during the year of the internship will be in the form of work-based learning. Students will learn by observation and by gaining practical skills and experience in the relevant area.

How will you be assessed?

The School of Law schedules an annual LLB Examination Board which considers all student academic profiles and agrees classifications and progression routes. Modules are assessed by a combination of coursework, presentation, in-course tests, dissertations and a final examination. Clear guidance on coursework requirement is given, emphasising approaches to coursework of various types and how to avoid plagiarism, together with rules and procedures. Examinations are typically of a two to three hour paper undertaken in the May/June diet of exams. Examination papers will be reviewed by an Internal Moderator and then by External Examiners. All exam papers go through a moderation marking procedure. A selection of first class and failed
Programme Title: LLB Law with Business (with a year in Practice)

Scripts together with a representative sample of intermediate scripts are sent to the External examiners for quality control and approval of marks.

During the placement year, assessment will be through a reflective portfolio and an oral presentation of such portfolio.

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.

LLB in Law with Business is a three-year joint degree programme, taught within the University’s modular system. Students are required to take 120 credits each year. Modules from the School of Law and SBM are either 30 credits or 15 credits.

In Year One, there are four core modules and one compulsory module offered by the School of Law (i.e. one 30 credit module and three 15 credit modules) and two 15 credit modules from SBM (one of which is compulsory and the other elective).

In Year Two, there are three core modules (90 credits) from the School of Law, students can choose the remaining 30-credit modules from a wide variety of elective SBM modules in Levels 5.

The third year is the placement year. Students will be required to keep a weekly reflective journal, which will be presented as a portfolio at the end of the internship. Students will be assessed on a pass/fail basis and the placement year is a 120-credit module. This module does not count towards the degree classification.

In Year Four, students can choose 45-credit elective law modules and 45-credit SBM modules from a wide variety of elective modules in Level 6. There is a core 30 credit module from the School of Law in the final year.

The range of elective modules available each year can vary from year to year.

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>FT - Year 1</th>
</tr>
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<tbody>
<tr>
<td><strong>Module Title</strong></td>
<td><strong>Module Code</strong></td>
</tr>
<tr>
<td>Public Law</td>
<td>LAW4001</td>
</tr>
<tr>
<td>Contract Law I: Formation and Vitiation</td>
<td>LAW4104</td>
</tr>
<tr>
<td>Contract Law II: Terms, Breach and Remedies</td>
<td>LAW4105</td>
</tr>
<tr>
<td>European Union Law</td>
<td>LAW4009</td>
</tr>
<tr>
<td>Contemporary Issues in Law and Business</td>
<td>LAW4010</td>
</tr>
<tr>
<td>Contemporary Legal Issues in Business Management</td>
<td>BUS143</td>
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<tr>
<td>Any available SBM module</td>
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109
Programme Title: LLB Law with Business (with a year in Practice)

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The overall management and enhancement of the programme lies with the Department of Law's undergraduate Education Committee chaired by the Director of Education.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the School of Law and its students. The committee consists of student representatives from each year in the School of Law 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. Staff-Student Liaison Committees meet regularly throughout the year.

The School of Law operates an Education Committee, which advises the School 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

The School of Law operates an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Student Experience Action Plan (SEAP) which is the summary of the school's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The plasma screens within the school also update on timetabling, events and support services within the school. The virtual learning environment (QMplus) has information on the different modules and supervisory advice for dissertations as well as personalised teaching timetables. A module talk is held at the start of the module selection process to enable students make informed choices when selecting their electives for the following academic year.

Advisors
Every student is supported by the Student Support Team whom they can approach should they have any queries or issues related to their academic studies or academic development.

Feedback and Advice Hours
All academics have dedicated feedback and advice hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

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.

Reading lists are reviewed yearly and additional support provided to students with accessibility needs. Lectures for core modules
Programme Title: LLB Law with Business (with a year in Practice)

are Q-Reviewed and released to students weekly. Most of the elective modules are also Q-Reviewed.

Programme-specific rules and facts

Standard bachelors programmes academic regulations and progression apply https://arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2022-23.pdf

This programme covers the 7 foundations of legal knowledge as prescribed by the Bar Standards Board and successful completion of this programme, including passing all 7 of the prescribed modules, should satisfy the academic element of training necessary as part of entry to the Bar. The Bar has additional requirements such as vocational experience which are not included in this programme. The 7 modules are listed below. This programme also provides a sound educational basis for students wishing to further their training and take the Solicitors Qualifying Exam by the Solicitors Regulation Authority. A sub-set of modules are designated as foundations of legal knowledge for professional accreditation as a qualifying law degree.

The designated modules are as follows:
- Obligations I (Contract): satisfied by taking and passing LAW0104 Elements of Contract Law at QMUL
- Obligations II (Tort): satisfied by taking and passing LAW5001 Tort Law at QMUL
- Criminal Law: satisfied by taking and passing LAW5005 Criminal Law at QMUL
- Equity and the Law of Trusts: satisfied by taking and passing LAW6056 Equity and Trusts (Level 6) at QMUL
- Law of the European Union: satisfied by taking and passing LAW4001 Public Law and the 15-credit module LAW4009 European Union Law
- Property Law (Land Law): satisfied by taking and passing LAW4006 Land Law at QMUL
- Public Law (Constitutional and Administrative Law): satisfied by taking and passing LAW4001 Public Law

Links with employers, placement opportunities and transferable skills

When you arrive, you will meet the School of Law’s dedicated Careers Adviser, part of the Queen Mary Careers Team, who is regularly available in the department for one-to-one support. The Law Adviser also manages Careers Brief, the School’s careers website, and arranges employer workshops in areas such as commercial awareness, applications, interview skills and choosing the right LPC and BPTC provider.

The Legal Advice Centre provides undergraduate law students with the opportunity to place law into a practical legal context under the supervision of volunteer lawyers. Lawyers from Allen & Overy, Field Fisher Waterhouse Mishcon de Reya, Nabas Legal and Reed Smith work closely with students, providing guidance and supervision, as well as training and careers advice.

The Queen Mary Student Pro Bono Group (QMSPBG) is a student group created by students for students. More than 250 students are involved in the QMSPBG from their first year through to their final year at Queen Mary. As students develop their skills and legal knowledge, they are able to become involved in increasingly challenging and hands-on projects. The Queen Mary Student Pro Bono Group has well-developed links with the London legal community. Students have the opportunity to volunteer at organisations that provide pro bono legal advice and to ‘shadow’ solicitors. Placement programmes operate through partnerships with leading law firms such as Berwin Leighton Paisner LLP, SNR Denton, Clifford Chance and Reed Smith LLP. Queen Mary runs a Streetlaw Programme, which is based on a US model to provide an outreach volunteer programme to local schools and communities. Students visit primary and secondary schools to teach pupils relevant parts of the law. The Group also offers exciting opportunities in international law, in the past students have worked with organisations such as A4ID and Lawyers Without Borders.

The Pro Bono Group publishes a monthly student newspaper called 'The Advocate', which includes articles from Queen Mary academics and students as well as external lawyers.

The Queen Mary Mooting Society plays an active part of undergraduate life at Queen Mary. Under the auspices of the Student Moot Master and Student Mooting Committee, students have the opportunity to become involved in both internal and external mooting competitions.
<table>
<thead>
<tr>
<th><strong>Programme Specification Approval</strong></th>
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<tbody>
<tr>
<td><strong>Person completing Programme Specification:</strong></td>
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<tr>
<td><strong>Person responsible for management of programme:</strong></td>
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<tr>
<td><strong>Date Programme Specification produced / amended by School / Institute Education Committee:</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Taught Programmes Board:</strong></td>
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JOINT WORKING STATEMENT

LLB Law and Politics and International Relations

Joint working statement between the School of Law and School of Politics and International Relations.

This Joint Working Statement describes the key administrative and governance arrangements between the two Schools above in relation to the delivery of the four-year programme ML14 LLB Law and Politics (with a year in Practice). The programme will run from 2022-2023 academic year.

The Home School for the programme will be the School of Law

1   Programme Delivery

1.1 The Programme will be delivered at Queen Mary on the Mile End campus with the exception of the Experience in Legal Practice in year 3.

1.2 Teaching will be delivered in rooms or e-learning platforms most suitable for the delivering School.

1.3 In case of perceived quality or delivery failure, the School of Law and School of Politics and International Relations will work together to resolve the issue.

2.   Programme Administration

2.1 Overall administrative responsibility for the programme sits with the School of Law.

2.2 The Directors of Education are responsible for the academic content and quality of the modules delivered by their respective Schools and any changes to the curriculum of these modules.

2.3 The School of Law Teaching and Learning Team is responsible for the overall administrative delivery of the programme including complaints, appeals and progression, and maintaining communication with the School of Politics and International Relations.

2.4 The School of Law student support team are responsible for general student support administration for students on the programme including issues relating to enrolment, timetabling, pastoral care, and maintaining communication with the School of Politics and International Relations.

3.   Module delivery

3.1 Module convenors and support staff in each School have operational responsibility for the delivery of their modules including teaching administration, assessment administration,
preparation of materials, delivery of classes, marking and feedback, and contact with students.

3.2 Module convenors will prepare module documentation including curriculum, reading lists and other relevant information.

3.3 Module convenors will be responsible for setting assessments for their modules.

3.4 Students will receive feedback on assessment in line with their relevant School norms.

3.5 New modules or amendments to existing modules will be initiated within the relevant School and subject to that School’s QA procedures.

3.6 Staff delivering a module must be appropriately qualified, experienced, and must agree to pursue relevant training as needed.

4. Marketing and recruitment

4.1 School of Law will produce marking material for the programme

5. Student communication

5.1 School of Law and School of Politics and International Relations will endeavour to maintain good student relations and extend the themes of the programmes where appropriate and possible, for example, encouraging extra-curricular activities throughout the academic year.

6. Student Support

6.1 Students will be allocated a Student Support Officer in the School of Law who will be their first point of contact for any queries.

6.2 Students discuss any module choices they may have with their Academic Advisor.

6.3 Students should approach the module convenor regarding academic issues relevant to that module.

6.4 Students should approach the Student Support Team regarding non-academic issues affecting their studies.

6.5 Students are allocated an academic adviser from SPIR.

7. Student-Staff Liaison Committee

7.1 The Student-Staff Liaison Committee in the School of Law will provide a formal means of communication and discussion between schools and students enrolled on the programme.
The Committee is designed to respond to the needs of students, as well as act as a forum for discussing programme review and development.
7.2 Students are encouraged to complete module evaluations and this information is summarised and considered at the School of Law Education Committee.

8. Assessment and examination board process

8.1 Each School is responsible for preparing and marking its own assessments.

8.2 Modules will be taken to the established subject examination board for the relevant School.

8.3 Student progression will be managed by the subject examination board for the Home School (School of Law).

8.4 The relevant administrators in the School of Law and School of Politics and International Relations will assist in providing the necessary information for the boards including reporting extenuating circumstances, appeals academic offences and other relevant information.
Key staff

School of Law

• School of Law: Professor Jonathan Griffiths (Head of School)
• School of Law: Michelle Henderson (School Manager)
• School of Law: Sanmeet Dua (Director of Education)
• School of Law: Professor Nigel Spencer (Programme Lead)
• School of Law: Victoria Woods (Learning and Teaching Manager)
• School of Law: Shahida Uddin (Quality and Assurance Officer)

School of Politics and International Relations

• School of Politics and International Relations: Professor David Williams (Head of School)
• School of Politics and International Relations: Norman McBreen (Interim School Manager)
• School of Politics and International Relations: Helen Murray (Education Manager)
• School of Politics and International Relations: Professor Laleh Khalil and Dr James Strong (Directors of Education)

Working Statement Heads of School Approval

Professor Jonathan Griffiths
Head of the School of Law

[Signature]

Professor David Williams
Head of the School of Politics and International Relations

[Signature]

Dated: 01/11/22
Joint working statement between the School of Law and School of Business and Management.

This Joint Working Statement describes the key administrative and governance arrangements between the two Schools above in relation to the delivery of the four-year programme ML15 LLB Law with Business (with a year in Practice). The programme will run from 2022-2023 academic year.

The Home School for the programme will be the School of Law

1. **Programme Delivery**
   1.1 The Programme will be delivered at Queen Mary on the Mile End campus with the exception of the Experience in Legal Practice in year 3.
   1.2 Teaching will be delivered in rooms or e-learning platforms most suitable for the delivering School.
   1.3 In case of perceived quality or delivery failure, the School of Law and School of Business and Management will work together to resolve the issue.

2. **Programme Administration**
   2.1 Overall administrative responsibility for the programme sits with the School of Law.
   2.2 The Directors of Education are responsible for the academic content and quality of the modules delivered by their respective Schools and any changes to the curriculum of these modules.
   2.3 The School of Law Teaching and Learning Team is responsible for the overall administrative delivery of the programme including complaints, appeals and progression, and maintaining communication with the School of Business and Management.
   2.4 The School of Law student support team are responsible for general student support administration for students on the programme including issues relating to enrolment, timetabling, pastoral care, and maintaining communication with the School of Business and Management.

3. **Module delivery**
   3.1 Module convenors and support staff in each School have operational responsibility for the delivery of their modules including teaching administration, assessment administration, preparation of materials, delivery of classes, marking and feedback, and contact with students.
Module convenors will prepare module documentation including curriculum, reading lists and other relevant information.

Module convenors will be responsible for setting assessments for their modules.

Students will receive feedback on assessment in line with their relevant School norms.

New modules or amendments to existing modules will be initiated within the relevant School and subject to that School’s QA procedures.

Staff delivering a module must be appropriately qualified, experienced, and must agree to pursue relevant training as needed.

4. Marketing and recruitment

4.1 School of Law will produce marking material for the programme

5. Student communication

5.1 School of Law and School of Business and Management will endeavour to maintain good student relations and extend the themes of the programmes where appropriate and possible, for example, encouraging extra-curricular activities throughout the academic year.

6. Student Support

6.1 Students will be allocated a Student Support Officer in the School of Law who will be their first point of contact for any queries.

6.2 Students discuss any module choices they may have with their Academic Advisor

6.3 Students should approach the module convenor regarding academic issues relevant to that module.

6.4 Students should approach the Student Support Team regarding non-academic issues affecting their studies.

7. Student-Staff Liaison Committee

7.1 The Student-Staff Liaison Committee in the School of Law will provide a formal means of communication and discussion between schools and students enrolled on the programme. The Committee is designed to respond to the needs of students, as well as act as a forum for discussing programme review and development.

7.2 Students are encouraged to complete module evaluations and this information is summarised and considered at the School of Law Education Committee.

8. Assessment and examination board process

8.1 Each School is responsible for preparing and marking its own assessments.
8.2 Modules will be taken to the established subject examination board for the relevant School.

8.3 Student progression will be managed by the subject examination board for the Home School (School of Law).

8.4 The relevant administrators in the School of Law and School of Business and Management will assist in providing the necessary information for the boards including reporting extenuating circumstances, appeals academic offences and other relevant information.
Key staff

School of Law

School of Law: Professor Jonathan Griffiths (Head of School)
School of Law: Michelle Henderson (Interim School Manager)
School of Law: Sanmeet Dua (Director of Education)
School of Law: Professor Nigel Spencer (Programme Lead)
School of Law: Victoria Wood (Teaching and Learning Manager)
School of Law: Shahida Uddin (Quality Assurance Officer)

School of Business and Management

School of Business and Management: Professor Mike Noon (Head of School)
School of Business and Management: Michelle Butcher (Interim School Manager)
School of Business and Management: Aktar Hussain (Learning and Teaching Manager)
School of Business and Management: Patrick McGurk (Director of Education)
School of Business and Management: Ciara Byrne (Quality and Assurance Officer)

Working Statement Heads of School Approval

Professor Jonathan Griffiths
Head of the School of Law
Professor Mike Noon

Head of the School of Business and Management

Dated: 12 December 2022
Nature of proposal(s) | Part 2 Programme Proposal
---|---
Owning Schools / Institutes | School of Biological and Behavioural Sciences
Title of Proposal(s) being considered | MSc Psychology (Conversion)
| • Part 2 Proposal Form
| • External Adviser Comments
| • Programme Specification
| • Modules
| | o Cognitive Behaviour Therapy: An Introduction
| | o Research Methods and Statistics I
| | o Cognitive Psychology
| | o Social Psychology
| | o Research Methods and Statistics II
| | o Developmental Psychology
| | o Individual Differences
| | o Basics of Biopsychology
| | o Psychology Research Project
Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer.
Potential issues identified and comments on the proposal(s) from Governance and Legal Services | Background
The School of Biological and Behavioural Sciences (SBBS) seeks to introduce a new conversion MSc programme in Psychology. The programme aligns with the accreditation requirements of the British Psychological Society (BPS), and accreditation will be sought from the BPS. The programme is designed for students who have undertaken a first degree in another subject (or who studied psychology on a non-accredited programme) and are seeking to gain a BPS-accredited qualification.
Programme Structure
The programme follows a standard one-year structure for PGT programmes. Students will complete 180 credits, including 120 credits of compulsory taught modules and a 60-credit core project module.
Programme regulations
The programme adheres to standard Queen Mary academic regulations for PGT programmes.

External Adviser Comments
Supportive comments on the proposal were received from the external adviser. A number of queries were raised, which were addressed by the School in a detailed response.

Modules
Eight new level 7 modules are proposed for inclusion in the programme. All are 15-credits unless noted:

- Research Methods and Statistics I
- Cognitive Psychology
- Social Psychology
- Research Methods and Statistics II
- Developmental Psychology
- Individual Differences
- Basics of Biopsychology
- Psychology Research Project (60 credits)

In addition, the School have requested the creation of a P-variant of an existing 15-credit level 6 module for inclusion in the diet (Cognitive Behaviour Therapy: An Introduction). The original module proposal is included in the papers for information, as well as the amendment form.

Issues
The programme includes a compulsory level 6 module. In light of Office for Students (OfS) guidance around appropriate educational challenge (condition B1.3.b) the Board may wish to consider whether it is appropriate to request that a level 7 module covering equivalent content be created and substituted into the programme diet instead.

Ashley Palmer, DGLS
Ashley.palmer@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: MSc Psychology (Conversion)

Proposed Programme and Route Code(s): P7XX

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full-time</td>
<td>1 calendar year</td>
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</table>

Proposed start date: September 2023

Proposed term dates: Standard term dates - 12 month degree

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 School of Biological and Behavioural Sciences will provide all the teaching, will recruit to and fully administer the programme:

a) Explaining the remit and purpose of the committee discharged with managing the operation of the programme:
The module organisers will report to the Programme Director who will report to the Director of Post-Graduate Programmes in SBBS who will report to the SBBS Teaching and Learning Committee (TLC).

b) Arrangements and responsibilities for marketing, admissions, induction, and communication with students:
The same team that is reasonable for UG and PGT marketing and admissions at SBBS will market the proposed programme. Specifically, 1) the school contributes to the open days organised by the University 2) a dedicated webpage on the school website will be setup to increase external visibility; 3) the programme will be advertised on external webpages such as FindaMSc.com; 4) selected key words will be identified to increase google search. Communication with students will be via the programme director together with the module organisers and project supervisors. Given the additional burden that work regarding this new MSc represents for professional staff at SBBS, it will be crucial to ensure sufficient staffing to cover these important tasks.

c) Mechanisms for ensuring academic coherence and student progression;
This programme has been developed with academic coherence in mind and is closely based on our successful BSc Psychology programme. The modules are arranged so that students progress through all core aspects of psychology in keeping with the requirements of the British Psychological Society (BPS). They begin by learning about the fundamentals of biopsychology as well as research methods and statistics before moving to more advanced statistics in the second semester. After having learned the basics in research methods (Part 1), biological psychology, cognitive psychology, and social psychology in semester A and research methods (Part 2), developmental psychology, clinical psychology and individual differences in semester B, the will focus on the research project in semester C.

All modules are relatively short (15 credits) and there will be no block teaching. This will ensure that students are not overburdened with assignments and have sufficient time to integrate acquired knowledge. It will be the responsibility of the module organiser to identify students that appear to struggle and when necessary notify the students academic advisor to allow the student to discuss their feedback and progress with the programme in 1:1 meetings. Students will have the opportunity to approach their academic advisor at any time during the programme if they are concerned about their progress. Students will also have the opportunity to resit modules. However, in rare cases where resits do not result in a passing grade, or if students wish to terminate their studies, there will be an opportunity to exit with a PgCert or PgDip depending on the number of credits passed. However, this will not be accredited by the BPS.

d) Programme specific arrangements relating to assessment, feedback, and examinations;
The programme is designed to incorporate a broad range of assessments such as essays, lab reports, a dissertation as well as exams. Feedback for these assessments will be provided by the module organiser and lecturers in each module. Students will receive feedback during their research project from their project supervisor.

e) Student-staff Liaison Committees, and student representation;
The programme director will seek verbal and written feedback on the programme from students at the end of each semester. Depending on the size of the cohort, 1 or 2 students will be elected as part of the student staff liaison committees for the totality of the MSc programme. They will seek feedback from their peers and discuss it during the two dedicated yearly meetings, but we will also hold an informal townhall meeting for further feedback.

f) Programme administration and timetabling.
Room and Lab booking will conducted with QMUL central administrative support in charge of undergraduate and MSc timetabling.
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.

Not Applicable

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.

We have ensured that each of the learning outcomes in the programme and the module are clear goals that are easy to interpret for the students. Students will be reminded of the learning outcomes and specific outcomes from each teaching session to allow them to gauge their learning at the end of the class. The majority of the reading for each of the modules is peer reviewed scientific articles that are already available in electronic format and will be provided on the Queen Mary virtual learning environment (QMPlus). Where there are recommended textbooks, the majority are available as ebooks in the QM library. We will ensure that the reading lists for each of the proposed modules are uploaded to the reading list online resource once modules have been approved and assigned module codes. All of the lectures will be provided in person, but lectures will be recorded and made available straight after the lecture. All lecture materials including slides, exercises and handouts will be made available in advance of the teaching session on QMPlus.

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.

Written work submitted via QM-plus and Turnitin scores obtained. We will follow the MSc guidelines whereby all coursework will be submitted to turnitin. Offences will be reported to the MSc programmes’ director who will report to the SBBS plagiarism officer.
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.

None

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.

Given that the programme requires completion of an empirical research project, distance learning is not applicable and there are no plans to develop a distance learning delivery of this programme at this stage.

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.

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
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<tbody>
<tr>
<td>School of Biological and Behavioural Sciences</td>
<td>SBBS PGT</td>
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</tbody>
</table>

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Has at least one External Adviser Feedback Form been submitted with the Part 2? No
- If any special regulations are required for the proposed programme, have these been clearly documented and/or appended? Yes

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been 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).

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.
Guidelines for Schools and Institutes on External Advisers for Undergraduate or Postgraduate Taught Programmes Proposals

Purpose

These guidelines are provided for Schools and Institutes to enable them to choose appropriate External Advisers when developing new programmes.

An External Adviser is normally a member of academic staff from a different HEI, who is asked to review proposals for new undergraduate or postgraduate taught programmes.

External input is an essential part of programme development and is a compulsory part of the programme approval process. The QAA’s UK Quality Code for Higher Education states that:

‘In programme approval, the involvement of individuals external to the higher education provider is necessary to offer independence and objectivity to the decisions taken. This contributes transparency of the process and provides a basis for comparability of academic standards across the higher education sector’. ¹

Schools and institutes should provide this document to the External Adviser when requesting a review of new programme proposals.

External Adviser Criteria

Schools and institutes should ensure that External Advisers meet the following criteria, which are based upon the criteria provided in Chapter B8 of the QAA’s UK Quality Code:

Independence

An External Adviser **cannot** be an External Examiner at Queen Mary. Furthermore:

- Former Queen Mary external examiners may not be appointed, unless a period of at least three years has elapsed since the completion of their contract.
- Former members of staff may not be appointed, unless a period of at least five years has elapsed since their departure.
- Staff who are members of partner institutions are not eligible.

Subject expertise and programme management / approval experience

- Academic qualifications at least to the level of the proposed programme;
- Appropriate and relevant expertise in the subject discipline, including familiarity with current developments in the subject area concerned;
- Understanding of current practice and developments in teaching, learning and assessment in HE, with prior experience of teaching on programmes at the same level or above;
- For professional or vocational programmes, relevant professional qualifications and an awareness of the educational requirements of the profession;
- Experience of programme management, development or approval, or as an external examiner.

Where a joint programme is proposed, External Adviser comments should be sought from experts in both subject disciplines.

In most cases, a senior academic within the discipline with experience of teaching on a similar programme at another HE institution would be appropriate. However, for professional or vocational programmes, it may also be appropriate to seek comments from a major employer or a professional body, or to seek the advice of an External Adviser drawn from a relevant business or professional background. Where it is not possible for any single External Adviser to meet all the above requirements, the programme team may nominate additional External Advisers to ensure a balance of expert advice.

The Role of External Advisers

External Advisers are an essential part of the programme development process, as they provide independent and objective feedback on programme proposals. This contributes to the maintenance of academic standards in developing new programmes and awards.

The Part 2 submission for a new programme must therefore include a written expression of support and/or commentary from at least one External Adviser in the area of the programme proposal. The Head of School or equivalent responsible for the proposed programme normally approaches an External Adviser.

External Advisers must be sent a copy of the:

- Part 2 Programme Proposal Form;
- Programme Specification;
- Module Proposal Forms for any new modules, and/or brief details of existing modules forming part of the proposed programme;
- Feedback form below.

The feedback form below will help the Adviser to shape their comments and proposers should add responses to the form once feedback has been received. The feedback form should then be submitted to ARCS alongside the rest of the Part 2 Proposal documentation.
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 Catriona Morrison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Dean of Science, University of Law</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:catriona.morrison@law.ac.uk">catriona.morrison@law.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>

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?
I would like to begin by saying that this proposed programme is extremely popular in the UK, for home and international students. I am sure there will be a market for it.

The aims and learning outcomes are generally clear, and I am sure the academic standards are adequate. I am not convinced about the distinctiveness of the programme: the PS Programme Outline states that “the integration of psychology within the natural sciences (notably biology) is the domain of only a handful of institutions across the country and none in London, thus providing the College with a unique niche in which to draw upon this popular market” – the modules are very aligned to the BPS core subjects and I did not see in any of the modules descriptors, aside from Basics of Biopsychology, the flavour of natural sciences that is suggested. But admittedly the information in the modules descriptors was admittedly fairly limited. However the constraints of accreditation for a Conversion programme mean that there is really not much space to be distinctive. However, I did not have that much detail, and I am sure the Department and the University can sell it that way.

I am satisfied the LOs can be met within the modules.

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?

The structure of the programme is clearly defined. The credit structure is appropriate. For many modules the module rationale is very brief, e.g., “This course unit will be a core module on Research Methods and Statistics for the MSc Psychology Conversion programme, as required per the British Psychology Society (BPS)” [Research Methods and Statistics in Psychology I] Biopsychology and Individual Differences were the exceptions.

Also, for some of the modules the Content description is very brief (recommendation 70-80 words), making it more difficult as a reviewer properly to work out the real content.

For the module Developmental Psychology the focus is on early years although there is mention of whole lifespan – maybe consider a more balanced approach? – A3 LO does state integration into the bigger picture (lifespan). And also consider a suggestion in the BPS standards for Developmental Psychology, around cultural development, to take into account EDI issues. This is a module that could definitely embed EDI issues (although that is true of all modules).

For the Psychology Research Project, the module aims include:
2. **To cover British Psychological Society (BPS) QA areas of “research design and quantitative methods in psychology” and the “practical component.”**

This suggests that students do not have the option to do a qualitative project – the BPS will scrutinise this and will not be satisfied, so it is wise to broaden this to include qual options at this stage. However, C1 Attributes states “This module will develop in students the quantitative or qualitative research skills necessary for independent, original scientific work in psychology.” – so we need to be clear – is there opportunity for qual projects?

Academic content: A7 mentions ethics, as in understanding, but I think ethics should be a more dynamic element of this module – it might be worth considering an element of the mark towards ethical understanding.

The documentation covers the fact that the programme will open doors for graduates to a range of careers, but there is nothing in the documentation I could find that covers careers education.

I could not see any mention of equal opportunities, and related to that, EDI is notably missing from the documents.

### 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?

**N/A**

### 3. 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 teaching consists mostly of lectures, except for the Research Methods modules where there are practical computer labs. I did not see reference to seminars/tutorials for core content, except for Developmental Psychology which has one practical component, which is not sufficiently articulated for me to comment. So there is limited opportunity for interaction, discussion between lecturers and students. I note the advisor arrangements, and also the availability of Senior Tutors, which is good, but I wonder if these tutors will be able to deal with subject-specific questions. I did not see anything in the documentation to point to opportunities for students to follow up on most lectures in seminars/tutorials.

In the PS document it mentions written exams but not MCQs, which make up a fair proportion of the exam diet, according to the module descriptors. In P2P Section 1, it
suggests all exams will be MCQs: Section 1 a) d) : “The programme is designed to incorporate a broad range of assessments such as essays, lab reports, a dissertation as well as exams (MCQs).” – So, my reading from this is, in fact, there are no ‘written exams’. This needs clarification.

I’m a bit concerned about extensive use of MCQs to assess learning at Level 7.

My view is that there is an over reliance on exams. Sometimes it seems like too much, e.g., a two-hour MCQ seems excessive, especially for a module like Research Methods II which is about qualitative methods.

I would also like assurance from the programme team that, for reassessment, a ‘synoptic’ two-hour exam is an adequate replacement for, e.g., Retrieval quizzes (5%); Written essay 1000 words 45%; Written exam 2 hours 50% (Cognitive Psychology).

4. 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?

Yes, in each of the module descriptors there is mention of British Psychological Society standards. Sometimes I would suggest this is taken as being prescriptive, e.g., several module aims state “To cover British Psychological Society (BPS) QA areas.”

It’s important to note that the BPS gives examples and is not prescriptive. However, it is advisable to bear these standards closely in mind when it comes to accreditation from The Society, so I think it is a sensible approach, but I would encourage the teaching team also to think creatively about content based on their own interests and expertise.

I did not see any reference to SEEC.

5. 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 for any special educational needs requirements?

Entrance requirements seem clear: 2.1 or above; IELTS 6.5 or above; GCSE Maths or equivalent.

I could not find any information about induction.

P2PF answers the relevant questions on accessibility and inclusivity.

6. 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?
Reading lists in various forms have been supplied for all modules except the research project.

A comment on the *Individual Differences* reading list, the text listed is Maltby et al (2006) - just to note there is a 4th edition of Maltby et al. from 2017.

QMPlus is mentioned in some of the module descriptors and in P2PF.

P2PF states that there are “no plans to develop a distance learning delivery of this programme at this stage.”

### 7. 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 PS document lists a number of avenues of support for disabled students.

From the P2PF document, the arrangements for dealing with academic misconduct seem reasonably clear.

### 8. 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?

In the PS document it is stated that “The quality of the programme is managed through annual review process”. I assume this will be adequate.

Regarding the student voice, in P2PF, Section 1 a), it states: “The programme director will seek verbal and written feedback on the programme from students at the end of each semester. A student will be elected as part of the student staff liaison committees for the totality of the MSc programme. They will seek feedback from their peers and discuss it during the two dedicated yearly meetings.” I would suggest two student representatives from the cohort on SSLCs. Bearing in mind that this is a 12-month programme, it might be appropriate to consider more than two meetings in the whole year.

### 9. Other
- Please use this space to provide any additional feedback not covered in other sections.

I have no doubt this programme will succeed, it has been thought through and mostly adheres to the requirements of the professional body. I would suggest a bit more attention to detail in some of the module descriptors, and also more consideration of embedding EDI and giving more status to ethics within the research project module.

I wish the team every success in delivering this new programme.
10. Response to External Adviser feedback
• Please include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

1. I am not convinced about the distinctiveness of the programme: the PS Programme Outline states that “the integration of psychology within the natural sciences (notably biology) is the domain of only a handful of institutions across the country and none in London, thus providing the College with a unique niche in which to draw upon this popular market” – the modules are very aligned to the BPS core subjects and I did not see in any of the modules descriptors, aside from Basics of Biopsychology, the flavour of natural sciences that is suggested. But admittedly the information in the modules descriptors was admittedly fairly limited. However the constraints of accreditation for a Conversion programme mean that there is really not much space to be distinctive. However, I did not have that much detail, and I am sure the Department and the University can sell it that way.

In all modules we include discussion (with examples) of biologically motivated mechanisms underlying function. Basics of Biopsychology will delve into these processes further. We also harness the strong biological background of the departmental staff to provide biological based research projects involving either human or non-human animals.

2a. Also, for some of the modules the Content description is very brief (recommendation 70-80 words), making it more difficult as a reviewer properly to work out the real content.

We have now lengthened all module content descriptions.

For the module Developmental Psychology the focus is on early years although there is mention of whole lifespan – maybe consider a more balanced approach? – A3 LO does state integration into the bigger picture (lifespan). And also consider a suggestion in the BPS standards for Developmental Psychology, around cultural development, to take into account EDI issues. This is a module that could definitely embed EDI issues (although that is true of all modules).

We have removed the specific focus on only early childhood in the module development, and make clearer that EDI will be embedded (changes in italic). “This module surveys developmental psychology, covering human development across the whole life span. The aim of the module is to introduce the key questions, theories, concepts, methodology, studies and research findings within developmental psychology, regarding different domains of psychological functioning including social, emotional, cognitive, cultural and behavioural development. The module will also cover the prenatal period, physical, motor, and sensory development, learning theory,
moral development, and development of the self (identity). Where appropriate we will focus on the roles of culture and/or geography in development as well as considering novel stressors that can affect associated processes (e.g., war, displacement).

2.b This suggests that students do not have the option to do a qualitative project – the BPS will scrutinise this and will not be satisfied, so it is wise to broaden this to include qual options at this stage. However, C1 Attributes states “This module will develop in students the quantitative or qualitative research skills necessary for independent, original scientific work in psychology.” – so we need to be clear – is there opportunity for qual projects?

All students can do either a quantitative or qualitative project. This is now made clear in section C1.

Academic content: A7 mentions ethics, as in understanding, but I think ethics should be a more dynamic element of this module – it might be worth considering an element of the mark towards ethical understanding.

All students’ ethics applications are developed in an iterative feedback process and contribute to the overall dissertation grade. This ensures that students not only understand ethics issues, but are regularly engaged in thinking about ethical issues.

In addition to considering the ethical issues relating to their own research for the dissertation, many of our modules highlight the ethical issues related to their specific topic areas as well as general issues around reproducibility and transparency in science. For example, the role of deception in research as well as the importance of ethics informed consent and the importance of maintaining participant anonymity are covered in Research Methods; Social Psychology also discusses research ethics, deception, and the replication crisis, using classic experiments like Milgram’s studies of obedience as examples of how psychology’s approach to research ethics has evolved over time. Health Psychology also discusses issues of ethics and equality and diversity in health care more broadly, and in health psychology research specifically.

The documentation covers the fact that the programme will open doors for graduates to a range of careers, but there is nothing in the documentation I could find that covers careers education.

Employability and skills development are fully embedded within the curriculum, supported by extra-curricular activities and through meetings with the advisor to support career readiness.

Our proposed programme consists of modules that foster the development of graduate attributes via applied and active learning, guided instruction, and feedback on assessment (e.g., critical evaluation skills are developed in all modules via interactive lectures, in-class group tasks and support for academic writing; research and problem solving skills and digital fluency are developed in the Psychology Research Project and Research Methods modules; skills for communicating effectively in a diverse range of formats are developed in all modules via
diversified assignments including essays, lab reports, posters and oral presentations; application of disciplinary knowledge in real life via scenario based assignments in Developmental and Social Psychology; awareness of career options in clinical psychology is raised in the CBT module).

Our School and Department has a designated Director of Employability who leads the provision of customisable/tailored activities to our psychology students. This includes (a) monthly sessions in semester 1 preparing students for future steps (e.g., how to apply for further training and graduate jobs) and (b) an annual career symposium in semester 2 open to all students where alumni and professionals discuss with them career prospects.

The University’s Careers and Enterprise Service has a key role in further supporting students via bespoke online and on campus resources, training and events delivered by career educators, alumni and professionals (e.g., Careers Fair; Employability and Skills week: https://www.qmul.ac.uk/careers/events/skills-and-employability-week/), one-to-one appointments for application and interview preparation, opportunities to gain work-experience through partnerships with organisations across a diverse range of sectors (e.g., SKETCH).

Finally, the Students’ Union contributes to enhancing the student experience and employability development via participation in clubs, societies (including an active Psychology Society), volunteering opportunities and peer support.

**I could not see any mention of equal opportunities, and related to that, EDI is notably missing from the documents.**

The School of Biological and Behavioural Sciences has an Athena Swan Silver award (awarded 2020) in recognition of its commitment to equality, diversity and inclusion (EDI) across its departments. The school has been a vanguard of EDI activity within the university, spearheading initiatives and policy changes with respect to menopause, flexible working, and shared parental leave.

The School’s EDI committee includes a dedicated postgraduate (PG) working groups (PG student recruitment & career development) to address the needs of postgraduate taught and post-graduate research students. The PG representative on this working group gives feedback on the experiences of PG students across the school’s departments (Biology, Psychology) and proposes actions to address any concerns raised. The PG representative and working group liaise with the faculty’s Women In Science & Engineering (WISE) post-graduate group to advertise and offer science related talks and career development opportunities (https://www.qmul.ac.uk/doctoralcollege/phd-students/wise/).

Data from the school’s last self-assessment exercise in 2019 indicated that we exceeded gender parity on our post-graduate taught (PGT) programmes* with 58% female students (*At the time this comprised 6 PGT programmes in Biology and 1 PGT programme in Chemistry; Chemistry has since left the school). Psychology is currently in the second year of its first PGT programme in Mental Health Sciences. Over the past two years, we had an average of 89% of female students on our Psychology PGT programme (85% in 21-22 and 93% in 22-23). This mirrors our UG student cohorts which are predominantly female. Within Psychology we seek to promote gender balance by ensuring equal representation of male and female staff members at open days. In terms of diversity in ethnicity, we had an average of 78% BAME applicants over the past two years of our first PGT programme; this exceeds the overall PGT ethnicity diversity, where
the average over these same two years was 56% BAME students. This higher percentage is also mirrored in our UG student cohorts, which have an average of 72% BAME.

Across our taught programmes, EDI is embedded in the topics and presentation of the content. We make a concerted effort to address cultural differences in psychological phenomena, where appropriate (e.g., discussing research that demonstrates how cultural orientation can shape perception and engaging in activities to highlight privilege and disadvantage in Social Psychology; discussing explicit measures of prejudice, authoritarianism, and social dominance theory in Individual Differences; exploring inequalities and social stigma in health for Health Psychology; discussion of sampling bias in psychology research which oversamples college undergraduates and undersamples diverse populations in Research Methods) and by selecting core texts where cultural perspectives are addressed. Where possible, we seek to highlight the research and contributions of scientists from under-represented groups - A recent initiative undertaken by the undergraduate working group lead on the School’s EDI committee (a Psychology faculty member).

The University also offers several programmes to support BAME students who are interested in further study (i.e., Paid research internships for UG students from BAME backgrounds; PhD scholarships for PG students from BAME backgrounds).

3. The teaching consists mostly of lectures, except for the Research Methods modules where there are practical computer labs. I did not see reference to seminars/tutorials for core content, except for Developmental Psychology which has one practical component, which is not sufficiently articulated for me to comment. So there is limited opportunity for interaction, discussion between lecturers and students. I note the advisor arrangements, and also the availability of Senior Tutors, which is good, but I wonder if these tutors will be able to deal with subject-specific questions. I did not see anything in the documentation to point to opportunities for students to follow up on most lectures in seminars/tutorials.

Our teaching consists predominantly of interactive lectures. Rather than passively delivering content, information is communicated via lecturers with opportunities to engage ‘in the moment’ through the use of online voting systems, live Q&As, and discussions with the lecturer and peers. Different combinations of these elements are incorporated into all taught sessions allowing for weekly interaction between lecturers and students, and between students themselves. Rather than dedicated tutorials/seminars we also use online forums for each module where students have opportunities for additional follow-up with lecturers and peers on the topics that are covered each week.

In the PS document it mentions written exams but not MCQs, which make up a fair proportion of the exam diet, according to the module descriptors. In P2P Section 1, it suggests all exams will be MCQs: Section 1 a) d) : “The programme is designed to incorporate a broad range of assessments such as essays, lab reports, a dissertation as well as exams (MCQs).” – So, my reading from this is, in fact, there are no ‘written exams’. This needs clarification.

I'm a bit concerned about extensive use of MCQs to assess learning at
There are indeed several written exams. Where there were MCQ assessments these have now been removed.

My view is that there is an over reliance on exams. Sometimes it seems like too much, e.g., a two-hour MCQ seems excessive, especially for a module like Research Methods II which is about qualitative methods.

As above, MCQ assessments have been removed. For timing of all centrally administered exams, we are restricted in the timings that have been decided at School level. School policies determine fixed exam times for each level, and for MSc level this would be a 4-hour written exam. These timings were developed in collaboration with QMUL’s Disability and Dyslexia Service to be ‘inclusive by design’. What that means is that any potential extra time is built in for everyone, so that anyone who might have learning difficulties (whether diagnosed or not yet) gets the extra time automatically. The exam questions are then written in such a way that they are meant to be solvable in less than the full allotted time. So for a 4 hour exam, the question is written to be answerable in 2 hours 45 mins, then 15 mins of time for potential computer issues, and then an hour (which is 33% extra time) for any extra time for learning differences.

I would also like assurance from the programme team that, for reassessment, a ‘synoptic’ two-hour exam is an adequate replacement for, e.g., Retrieval quizzes (5%); Written essay 1000 words 45%; Written exam 2 hours 50% (Cognitive Psychology).

Yes- the synoptic exam will be an appropriate method for assessment.

4 I did not see any reference to SEEC.

SEEC is not relevant to the program at this point.

5. I could not find any information about induction.

Students will attend a dedicated induction day in Week 0, just before the start of Semester A. Induction day will cover key aspects of MSc life within the School and University and will have talks by representatives from Library Services, Academic Skills Services, Technology Enhanced Learning Team and Student Union. Additionally, students will attend a session with the School’s PGT programmes director who will outline expectations and opportunities as an MSc student within SBBS. In Week 0, students will also attend a session delivered by the MSc Programme Director that will cover all the details of the programme.

As students receive a large amount of information in induction week, they will then meet with their academic advisor in Week 1-2, to clarify any doubts and raise any questions. Importantly, we will take this opportunity to reiterate the support available within Queen Mary, especially the Advice & Counselling Services and Disability and Dyslexia Services.
Induction materials such as programme handbook, information on key services and key contacts will be available to students in a dedicated area of QMPlus. Lastly, induction week will also provide informal opportunities for students to socialise within themselves and their peers in SBBS, as well as with academic and administrative staff. There is also a dedicated PGT QMPlus page with all of this information as well as the information needed for students to engage with their PGT degrees: https://qmplus.qmul.ac.uk/course/view.php?id=4044

8. Regarding the student voice, in P2PF, Section 1 a), it states: “The programme director will seek verbal and written feedback on the programme from students at the end of each semester. A student will be elected as part of the student staff liaison committees for the totality of the MSc programme. They will seek feedback from their peers and discuss it during the two dedicated yearly meetings.” I would suggest two student representatives from the cohort on SSLCs. Bearing in mind that this is a 12-month programme, it might be appropriate to consider more than two meetings in the whole year.

Thank you for this suggestion, depending on the cohort size, we will suggest that 2 students be elected. However SSLC meetings are at an all-school level and we can’t change their frequency independently. We will add an informal MSc feedback meeting (‘townhall’) to promote the student voice.

External reference points

- QAA Subject Benchmark Statements (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)
Programme Specification (PG)

Programme Title: MSc Psychology (Conversion)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and title: MSc Psychology (Conversion)
Name of interim award(s): PGDip PGCert
Duration of study / period of registration: 12 months
Queen Mary programme code(s): 
QAA Benchmark Group: Psychology
FHEQ Level of Award: 
Level 7
Programme accredited by: We will seek accreditation from BPS.
Date Programme Specification approved: 
Responsible School / Institute: School of Biological and Behavioural Studies

Schools / Institutes which will also be involved in teaching part of the programme:
School of Biological and Behavioural Sciences

Collaborative institution(s) / organisation(s) involved in delivering the programme:
None

Programme outline

Psychology, the scientific study of mental processes and behaviour, is recognised as one of the most influential “hub sciences” known in scholarly inquiry and feeds directly into a wide range of basic and applied disciplines (including biology, neuroscience, medicine, psychiatry, public health, sociology, management sciences; Boyack et al. ‘Mapping the backbone of science.’ Scientometrics, 64: 351-374, 2005). Psychology is also recognised as a natural and experimental science as evidenced by cutting edge research developments in the discipline (for example in evolutionary psychology, cognitive and developmental science, behaviour genetics, social and cognitive neurosciences). The academic rationale for Queen Mary’s programmes in Psychology is that “biological psychology” (that is, how ultimate and proximate biological mechanisms deliver cognitive and behavioural outcomes) is an area of significant world-class research activity. Here, the School of Biological and Behavioural Sciences has marked strengths in the evolution of cognition, sensory neuroscience, neurobiology and behaviour, cognitive psychology, developmental psychology, human social behaviour, and and perceptual psychology.

In terms of our philosophy, we see psychology as natural and experimental science, thus falling appropriately under the good auspices of the Faculty of Science & Engineering. Psychology also happens to be in the top two most popular subjects being studied in the United Kingdom. However, the integration of psychology within the natural sciences (notably biology) is the domain of only a handful of institutions across the country and none in London, thus providing the College with a unique niche in which to draw upon this popular market. This postgraduate programme in Psychology will allow students with an undergraduate degree in a different field than psychology to study psychology in its proper natural science and
ecological context. The programme will provide a thorough grounding in core principles, concepts and practical research skills of psychology through the acquisition of generic and subject-specific scientific, communication and evaluative competencies. A unique subject-specific competency of psychology will be the ability to detect meaningful patterns in the behaviour of individuals and groups and to evaluate their significance. This will enable students not only to pursue research in the behavioural sciences but also professional psychology training. Vitally, it opens a wide range of non-science careers in the public services (such as teacher training), careers allied to medicine, industry and commerce (especially marketing, finance, personnel and organisation management).

In summary, the central rationale and philosophy is to provide a degree programme which integrates psychology as a natural science consistent with the cutting edge research developments in the School of Biological and Behavioural Sciences and in the field as a whole. The programme also has a unique advantage over many science subjects by providing highly attractive transferable skills characteristic of psychology-specific training. This provides vital “added value” in terms of an employability criterion so that students may become recognised leaders in diverse (and not just science-based) workplaces.

**Aims of the programme**

- To provide a thorough foundation in psychology, with significant contributions from cognitive biologists and psychologists that will enable an understanding of core principles, theories and issues in psychology.
- By a combination of lectures, practical classes and workshops to provide a thorough scientific and natural sciences approach to the study of the subject giving a broad understanding of psychological theory and research.
- To provide an impressive range of transferable skills in preparation for scientific and non-science career paths.

Furthermore:

- To provide a rational, flexibly structured and coherent programme of study which is relevant to the needs of employers, facilitate the professional development of the student and lay the foundations for a successful career to the benefit of the economy and society.
- To provide a sound knowledge base in the fields studied and develop key transferable skills in the areas of communication, numeracy, information technology, leadership, working with others, problem solving, time and task management.
- To foster the development of an enquiring, open-minded and creative attitude, tempered with scientific discipline and social awareness, which encourages lifelong learning.

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

Students who successfully complete the programme are expected to possess the following knowledge/skills/attributes:

### Academic Content:

| A1 | Knowledge of empirical and theoretical psychology and wider issues of the development of psychology as a science, the role of empirical data, and how to make critical judgements about arguments in psychology within an experimental and biological context. |
| A2 | Systematic knowledge of multiple perspectives in psychology and understanding of the relation between psychology and other cognate disciplines (such as biology, cognitive science, sociology and psychiatry). |
| A3 | Competence in the design, conduct, statistical analysis and reporting of empirical research in human and animal psychology. |
| A4 | Theoretical, practical and methodological limitations and consequences of research designs and statistical analysis in psychology. |
| A5 | Practical skills and understanding of the use of psychological tools including specialist software, laboratory equipment, task design, psychometric testing, and general measurement techniques. |
Programme Title: MSc Psychology (Conversion)

| A6 | ethical context of psychology as a discipline, the ethical principles/procedures in dealing with research participants and to demonstrate these in personal study, particularly with regard to the final year psychology research project. |
| A7 | demonstrating transferable skills including quantitative and qualitative research and statistical analysis through laboratory reports and a substantive research project, communication of ideas and research findings through written, oral and visual modalities, project and time management, information retrieval and management, detect meaningful patterns in behaviour and evaluate their significance, self-directed learning, problem solving and solution generation, and team work. |

Disciplinary Skills - able to:

| B1 | reason critically. |
| B2 | integrate theory and practice; use advanced theories and concepts to explain psychological phenomena. |
| B3 | identify and formulate problems; apply psychological principles to the solution of problems. |
| B4 | analyse and evaluate/interpret the results of controlled experiments. |
| B5 | devise and implement strategies for the retrieval and selection of relevant information from a wide range of sources. |
| B6 | conduct practical work efficiently and with due regard for safety |
| B7 | use a range of laboratory and analytical equipment (including psychometric testing equipment) |
| B8 | prepare scientific/technical reports. |
| B9 | use a range of computational tools and packages. |

Attributes:

| C1 | communicate effectively by written and/or verbal means. |
| C2 | manage time, prioritise workloads and work to deadlines. |
| C3 | capacity for independent learning. |
| C4 | ability to work independently, with minimal or no supervision. |
| C5 | participate constructively as a member of a group/team. |
| C6 | apply psychological knowledge and problem solving skills in a wide range of theoretical and practical situations. |
| C7 | ability to assess the relevance, importance and reliability of the ideas of others. |
| C8 | ability to locate information and be competent in the use of computer-based technology. |
MSc Psychology (Conversion)

How will you learn?

Acquisition of knowledge is achieved mainly through lectures and directed independent learning. Understanding is reinforced through a combination of tutorial workshops, problem classes and laboratory classes (depending upon the module concerned), including regular feedback on submitted work. Additional learning support is provided through Queen Mary's online learning environments.

How will you be assessed?

Testing of the knowledge base is generally through a combination of unseen written examinations and assessed coursework. The exact nature of the coursework varies from module to module and may include work in the form of laboratory experiment write-ups, essays and/or problem sheets. The coursework mark may also include a contribution from computer-based assessments, presentations (oral/posters etc) and in-class tests. Some modules include oral presentations and extended reports/dissertations.

How is the programme structured?

The programme is studied full-time over one year. Students will take eight modules to a value of 120 credits (60 credits (four modules) in each semester) and carry out a research project in semesters 2-3 (60 credits).

In semester 1
4 x 15 credits (comp)

In semester 2
4 x 15 credits (comp)

Over semester 2-3
1 x 60 credit (comp project).

To be eligible for BPS accreditation students must take and pass the Psychology Research Project.

Academic Year of Study FT - Year 1
### Programme Title: MSc Psychology (Conversion)

<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>Cognitive Behaviour Therapy: An Introduction</td>
<td>PSY324P</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Research Methods and Statistics I</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Cognitive Psychology</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Research Methods and Statistics II</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Basics of Biopsychology</td>
<td>PSYXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Psychology Research Project</td>
<td>PSYXXX</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 2 &amp; 3</td>
</tr>
</tbody>
</table>

**What are the entry requirements?**

This MSc is designed for students who have undertaken a degree in another subject and are interested in getting a British Psychological Society (BPS) accredited qualification in psychology. It is also suitable for those whose degree in psychology was not accredited by the BPS as conferring BPS Graduate Basis for Chartered Membership of the BPS, allowing graduates to work as a psychologist in a variety of fields, including education, clinical, forensic and organizational psychology. We welcome students who want to learn about psychology. Candidates must be able to satisfy the general admissions requirements of the University and meet the requirements for this specific programme of study. For UK students a 2:1 or above at any undergraduate level programmes. For candidates where English is not the language of instruction of their first degree, IELTS scores of 6.5 overall with at least 6.5 written will be required. All applicants need to have mathematics at GCSE grade C or grade 4 or equivalent qualification.

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

The quality of the programme is managed through annual review process, which includes the review of all sources of student feedback (incl., reports from Student Staff Liaison Committee meetings, module evaluations) as well as student attainment and progression. The programme quality is also assessed through periodic reviews by the accrediting body, the British Psychological Society.

**What academic support is available?**

Each student is provided with a personal academic guidance tutor (or "advisor") who remains their main point of contact regarding academic matters and pastoral concerns throughout the programme. Students can see their advisors in their office hours or arrange an appointment via email. Moreover, if and when advisors are unavailable or cannot help with a specific
problem, the School has several Senior Tutors (one for each department) to facilitate student concerns. Academic advisors also offer support for career readiness.

### Programme-specific rules and facts

**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 programme 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.

Students will join a program that takes equality, diversity and inclusion (EDI) issues seriously.

1. The School of Biological and Behavioural Sciences has an Athena Swan Silver award (awarded 2020) in recognition of its commitment to (EDI) across its departments. The school has been a vanguard of EDI activity within the university, spearheading initiatives and policy changes with respect to menopause, flexible working, and shared parental leave.

The School’s EDI committee includes a dedicated postgraduate (PG) working groups (PG student recruitment & career development) to address the needs of postgraduate taught and post-graduate research students. The PG representative on this working group gives feedback on the experiences of PG students across the school’s departments (Biology, Psychology) and proposes actions to address any concerns raised. The PG representative and working group liaise with the faculty’s Women In Science & Engineering (WISE) post-graduate group to advertise and offer science related talks and career development opportunities (https://www.qmul.ac.uk/doctoralcollege/phd-students/wise/).

Data from the school’s last self-assessment exercise in 2019 indicated that we exceeded gender parity on our post-graduate taught (PGT) programmes* with 58% female students (*At the time this comprised 6 PGT programmes in Biology and 1 PGT programme in Chemistry; Chemistry has since left the school). Psychology is currently in the second year of its first PGT programme in Mental Health Sciences.

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

Expert external bodies such as the British Psychological Psychology (BPS) and Higher Education Academy Psychology Network, plus analyses in top science journals (such as Science, 18th May 2007), confirmed that behavioural sciences/psychology training confers significantly marketable skills and knowledge outside of academia. This is supported by the fact that approximately 70% of UK psychology graduates choose careers outside of science/psychology. Thus, our programme in psychology will prepare graduates for wide ranging careers including the first steps towards professional psychology training as well as higher degrees by
Programme Title: MSc Psychology (Conversion)

Research (MSc/MPhil/PhD) in biology, psychology, neuroscience, philosophy and several social sciences. In terms of professional psychology training, the psychology programme will be accredited with the BPS which confers eligibility to train on professional doctoral training programmes in clinical, health, forensic, educational and occupational psychology. The wide variety of non-science careers includes high profile options such as banking and finance, marketing, personnel/organisation management and consultancy, teaching, social work and the media. These prospects will be achieved by providing graduates of this programme with impressive transferable competencies typical of psychology training including quantitative research skills, critical evaluation (underpinned by knowledge of cognitive biases from psychology), communication (enhanced by knowledge of theories of communication from psychology) and the understanding of individual and group behaviour (supported by knowledge of group processes from psychology).

The proposed programme consists of modules that foster the development of graduate attributes via applied and active learning, guided instruction, and feedback on assessment (e.g., critical evaluation skills are developed in all modules via interactive lectures, in-class group tasks and support for academic writing; research and problem solving skills and digital fluency are developed in the Psychology Research Project and Research Methods modules; skills for communicating effectively in a diverse range of formats are developed in all modules via diversified assignments including essays, lab reports, posters and oral presentations; application of disciplinary knowledge in real life via scenario based assignments in Developmental and Social Psychology; awareness of career options in clinical psychology is raised in the CBT module).

Our School and Department has a designated Director of Employability who leads the provision of customisable/tailored activities to our psychology students. This includes (a) monthly sessions in semester 1 preparing students for future steps (e.g., how to apply for further training and graduate jobs) and (b) an annual career symposium in semester 2 open to all students where alumni and professionals discuss with them career prospects.

The University’s Careers and Enterprise Service has a key role in further supporting students via bespoke online and on campus resources, training and events delivered by career educators, alumni and professionals (e.g., Careers Fair; Employability and Skills week), one-to-one appointments for application and interview preparation, opportunities to gain work-experience through partnerships with organisations across a diverse range of sectors (e.g., SKETCH).

Finally, the Students’ Union contributes to enhancing the student experience and employability development via participation in clubs, societies (including an active Psychology Society), volunteering opportunities and peer support.

Programme Specification Approval

Person completing Programme Specification: Michael Pluess

Person responsible for management of programme: Michael Pluess

Date Programme Specification produced / amended by School / Institute Education Committee: 16.12.2022

Date Programme Specification approved by Taught Programmes Board: 

Programme Specification PG / 2021-22/ V1
Module Amendment Form (PG)

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

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 once all signatures are 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:</th>
<th>Cognitive Behaviour Therapy: An Introduction</th>
<th>Module code:</th>
<th>PSY324</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value:</td>
<td>15</td>
<td>Level:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module type:</td>
<td>LSR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scheme:</td>
<td>Postgraduate Taught</td>
</tr>
<tr>
<td>Responsible School / Institute:</td>
<td>School of Biological and Behavioural Sciences</td>
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<td></td>
</tr>
<tr>
<td>Schools / Institutes which will also be involved in delivering part of the module:</td>
<td>School of Biological and Behavioural Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborating institutions involved in delivering any part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme(s) of study in which the module is offered:</td>
<td>MSc Psychology (Conversion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module update to start from (month &amp; year):</td>
<td>September 2023</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Module Organiser: Cristina Cioffi

<table>
<thead>
<tr>
<th>Please specify the component(s) to be amended:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td></td>
</tr>
<tr>
<td>Method of teaching</td>
<td></td>
</tr>
<tr>
<td>Change in syllabus</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>Content description</td>
<td></td>
</tr>
<tr>
<td>Method of assessment</td>
<td></td>
</tr>
<tr>
<td>Change in relative assessment weightings</td>
<td></td>
</tr>
<tr>
<td>Other (please specify below)</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.

This module will be included in the new MSc Psychology (Conversion) programme. Therefore, we are requesting the creation of a P variant of the module PSY324.

#### 2) Rationale for the proposed amendment(s)

In order to be included in the MSc Psychology (Conversion) diet, PSY324 will need to be set up on the PG mark scheme (i.e., pass mark of 50).

#### 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 also 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).

Once PSY324 is set up on the PG mark scheme, it can be included in the diet of the new MSc Psychology (Conversion).
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).

5) 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>
</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**
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>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
</table>

151
6) 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>
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<tr>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></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><strong>Total</strong></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 School / Institute</th>
<th>Richard Pickersgill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of supporting School / Institute</td>
<td></td>
</tr>
<tr>
<td>Head of supporting School / Institute</td>
<td></td>
</tr>
</tbody>
</table>
Head of other
School / Institute
where this module
is offered

Head of other
School / Institute
where this module
is offered
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: Cognitive Behaviour Therapy: An Introduction
Module code: PSY324
Credit value: 15
Level: 6
Module type: LSR
Scheme: Postgraduate
Start date: September 2022
Is the module a QMUL Model Module: No
Proposed HECoS Code: 100494 clinical psychology

Further details on HECoS codes can be found here.

Responsible School / Institute: School of Biological & 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:

Responsible School / Institute | Subject Exam Board responsible for the module
--- | ---
School of Biological and Chemical Sciences | Psychology (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>
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</thead>
<tbody>
<tr>
<td>2021/22</td>
<td>50</td>
<td>15</td>
<td>150</td>
</tr>
<tr>
<td>2023/24</td>
<td>50</td>
<td>15</td>
<td>150</td>
</tr>
<tr>
<td>2024/25</td>
<td>50</td>
<td>15</td>
<td>150</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 will be a new module, offered in the third year of the BSc (Honours) Psychology programme. This new module will comprise 22 hours of lectures and will be offered as an elective third-year course. Many students graduating from our BSc Psychology are interested in pursuing a clinical/counselling career, or a career in mental health. Cognitive behavioural therapy (CBT) is the most-researched form of psychotherapy, making it the one recommended psychological intervention for most mental health symptoms within the NHS and private settings. This module will allow students to acquire fundamental knowledge in CBT which is of great value when applying for further clinical training or entry level mental health jobs. Importantly, the module will provide students with in depth understanding of the topic, critical and transferable skills that will be useful in many other career prospects, such as public health, education, occupational psychology and others.

## 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.

Lectures will be recorded and made available for students to review. This should allow students who cannot attend in-person and those who are neurodiverse more time and flexibility to process the material. Materials such as slides and videos used in the synchronous session will be uploaded well in advance, so that students can review it before the lecture, should they wish to do so. Journal articles and textbook readings (where applicable) will be made available electronically through the Queen Mary Library.
Resource Requirements

| By School / Institute responsible for module: | Appropriate teaching and examination facilities are already present for SBBS programmes. |
| By any other School / Institute or collaborating institution: | n/a |

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 supporting School / Institute
Section 2 - Module Specification

Module title: Cognitive Behaviour Therapy: An Introduction
Module code: PSY324
Credit value: 15
Level: 6
Mode of delivery: On Campus
Semester: Semester 1
Module Organiser(s): Cristina Cioffi

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 introduces cognitive behavioural therapies (CBT) and their use across healthcare settings. CBT is the most-researched form of psychotherapy, and the recommended psychological intervention for most mental health symptoms. Students will learn how CBT is applied in understanding psychological problems by examining cognitive behavioral models for different mental health conditions, such as mood disorders, anxiety disorders, obsessive compulsive and trauma disorders. Students will be introduced to the theory and the practice of CBT, critically examining a broad range of therapeutic skills and treatment protocols for addressing specific disorders. Case studies will be used throughout to promote the translation of theoretical knowledge into practical applications and vice versa, and to achieve in-depth understanding of CBT.

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:
1) provide in-depth understanding of cognitive and behavioural theories, and its applications to practical real-world scenarios
2) provide a nuanced and multi-layered understanding of mental health disorders and their treatment, within the cognitive behavioural framework.
3) promote reflective skills, critical skills and open-mindedness as fundamental qualities for all future careers
4) encourage active engagement and communication skills with regards to complex topics.
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>
<th></th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Explain Cognitive and Behavioural Theory and identify and appraise its real-world implications</td>
</tr>
<tr>
<td>A2</td>
<td>Explain the aetiology of specific disorders and evaluate their treatments within the cognitive-behavioural model.</td>
</tr>
<tr>
<td>A3</td>
<td>Describe and evaluate the historical context and the evidence base for cognitive behavioural therapy</td>
</tr>
<tr>
<td>A4</td>
<td>Explain and assess contemporary approaches and issues in cognitive behavioral therapy and evaluate their implications for practice.</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Extract and critically evaluate information from scientific literature.</td>
</tr>
<tr>
<td>B2</td>
<td>Develop verbal communication skills by participating in constructive small-group discussions and debates.</td>
</tr>
<tr>
<td>B3</td>
<td>Build, promote and apply student critical evaluation skills in the translation of theory to practice, and viceversa.</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Reflective skills: ability to continuously engage with the process of learning and self-awareness, in order to create a virtuous cycle of self-improvement</td>
</tr>
<tr>
<td>C2</td>
<td>Openness of mind: ability to consider evidence, prospectives and arguments from all sides and draw balanced well-informed conclusions.</td>
</tr>
<tr>
<td>C3</td>
<td>Research and communication capacity: write clearly, logically, and persuasively about complex and nuanced topics.</td>
</tr>
</tbody>
</table>

QMUL Model Learning Outcomes - Level 6:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>F1</td>
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<tr>
<td>F2</td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td></td>
</tr>
</tbody>
</table>
QMUL Model Learning Outcomes - Level 7:

G1
G2
G3

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.

Articles will be selected from peer reviewed journals such as:
- The Cognitive Behaviour Therapist
- Journal of Clinical Psychology
- Journal of Consulting and Clinical Psychology
- Annual Review of Psychology
- Clinical Psychology Review

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>22</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>128</td>
</tr>
<tr>
<td>Total</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.
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>Written essay/assignment</td>
<td>Coursework</td>
<td>1000 words</td>
<td>25</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>2</td>
<td>Written Examination</td>
<td>Examination</td>
<td>2 hours</td>
<td>75</td>
<td>Yes</td>
<td>40</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>
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<tbody>
<tr>
<td>1</td>
<td>Written examination</td>
<td>Examination</td>
<td>2 hours</td>
<td>100</td>
<td>Yes</td>
<td>40</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 8 of 8
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: Research Methods and Statistics in Psychology I
Module code:
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100497 psychology

Further details on HECoS codes can be found here

Responsible School / Institute: School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X School of Biological and Behavioural Sciences</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:

Responsible School / Institute | Subject Exam Board responsible for the module
--------------------------------|-----------------------------------------------
School of Biological and Behavioural Sciences | Biological Sciences (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
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<td>40</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>40</td>
<td>70</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 course unit will be a core module on Research Methods and Statistics for the MSc Psychology Conversion programme, as required per the British Psychology Society (BPS).

Rationale for multiple low-stakes lab reports: The BPS has specific enhanced requirements for their research methods teaching, which involves students being able to “analyse, present and evaluate quantitative and qualitative data and evaluate research findings” and “carry out an extensive piece of independent empirical research that draws on a range of subject-specific skills from planning and acquiring ethical approval through to analysis and dissemination of findings” (BPS accreditation documents). In order to meet these criteria, we want to ensure students continue to be engaged with their statistics module and acquire the practical skills in running statistical analyses that are essential for the compulsory research project. There is plenty of research showing that having regular small-stakes assignments directly correlates with overall module performance (cf. Argyriou et al., 2022). It has been shown through an extensive meta-analysis that these low-stakes assessments are shown to be particularly effective in increasing class performance on psychology modules, and where the assessments actually count for the grade (Sotola & Crede, 2020), which is exactly what is the case for these modules we propose. The BPS materials specifically detailing the additional expectations and requirements for teaching research methods on an accredited degree also show case studies of other BPS accredited degrees using weekly assignments for assessing research methods and statistics (BPS research methods documents, p. 10-21). This is the reasoning behind proposing 8 lab practical assignments on both research methods modules.

### Resource Requirements

| By School / Institute responsible for module: | School of Biological and Behavioural Sciences |
| By any other School / Institute or collaborating institution: |

### 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**

Richard Pickersgill

Digitally signed by Richard Pickersgill
Date: 2022.11.10 14:35:52 Z

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

Module title: Research Methods and Statistics in Psychology I
Module code: 

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

Module Organiser: John Apergis-Schoute

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 module introduces fundamental skills in experimental design, statistical analysis and other methodologies necessary for conducting research in psychology. Students will learn understand and critically appraise the different research methods commonly using in psychology research and understand issues critical to experimental design such as sampling, validity, and reliability. The course will combine lectures and practical sessions covering computerised statistical analysis using a relevant statistical software package.

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

1. To provide skills and knowledge necessary for understanding the nature of empirical study in psychology.
2. To provide skills and knowledge necessary for designing, analysing and reporting student’s own empirical investigations.
3. To provide an understanding of basic statistics and research methods used in psychological research and develop skills in data and information handling.
4. To provide knowledge of computer-based implementation of basic statistical analysis.
5. To cover British Psychological Society (BPS) and QA areas for “research design and quantitative methods in psychology.”

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 | To understand and critically appraise a range of experimental methods in psychology and their appropriate use. |
| A2 | To describe, evaluate, and implement the basic properties of research design and data analysis, such as hypothesis testing, experimental manipulation, independent and dependent variables, validity, counterbalancing, sampling and its types, reliability, questionnaire design. |
| A3 | To describe and implement the basic principles of probability theory, numeracy, descriptive statistics, parametric and nonparametric statistical tests (i.e., t-tests, tests of proportions, correlations, and their non-parametric alternatives). |
To identify the assumptions of the above statistical tests and assess the appropriate context for their use.

To implement a basic understanding of a relevant statistical software package.

To identify, assess, and implement the basic principles of data visualization.

Disciplinary Skills - able to:

B1 This module will develop students’ understanding, skills and knowledge necessary for designing, analysing and reporting empirical investigations in psychology.

B2 Students will acquire the skills to perform basic statistical tests and develop an understanding of the assumptions underlying those statistics and their appropriate use case.

B3 Students will acquire practical computation skills using a relevant statistical software package.

B4 Formulate a research question and a testable hypothesis on a topic, and select an appropriate design from a range of approaches to best answer that question.

Attributes:

C1 This module will enhance students’ understanding of research methods and statistics necessary to perform and evaluate scientific psychological research.

C2 Through lectures, private study and related practical components students will improve their generic quantitative research skills, planning skills, and competencies in experimental design.

C3 The module will improve students’ ability to handle information, to conduct independent study and to develop the skills to evaluate psychological research.

C4 The module will improve students’ ability to think critically, flexibly, and independently in order to answer complex questions.

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, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.
1. **Student / lecturer interaction**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

Lectures = 22 hours (11 x 2 hours)
Practical computer labs = 22 hours (11 x 2 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.

106 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>1</td>
<td>Lab assignment 1</td>
<td>Coursework (CWK)</td>
<td>30 min</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lab assignment 2</td>
<td>Coursework (CWK)</td>
<td>30 min</td>
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<td>Lab assignment 3</td>
<td>Coursework (CWK)</td>
<td>30 min</td>
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<td>Coursework (CWK)</td>
<td>30 min</td>
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<tr>
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<td>Lab assignment 6</td>
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<td>3</td>
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<tr>
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<td>Lab assignment 7</td>
<td>Coursework (CWK)</td>
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<tr>
<td>8</td>
<td>Lab assignment 8</td>
<td>Coursework (CWK)</td>
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<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lab report</td>
<td>Coursework (CWK)</td>
<td>2000 words</td>
<td>76</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.

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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)

<table>
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<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lab report</td>
<td>Coursework (CWK)</td>
<td>2000 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)'.

168
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**: Cognitive Psychology
- **Module code**: 
- **Credit value**: 15
- **Level**: 7
- **Module type**: LSR
- **Scheme**: Taught Postgraduate
- **Start date**: September 2023
- **Proposed HECoS Code**: 100497 psychology

Further details on HECoS codes can be found [here](#).

- **Responsible School / Institute**: School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Biological and Behavioural Sciences</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:

- **Responsible School / Institute**: School of Biological and Behavioural Sciences
- **Subject Exam Board responsible for the module**: Biological Sciences (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>2024/25</td>
<td>40</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>40</td>
<td>70</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 offer to students a comprehensive understanding of Cognitive Psychology, which, according to the British Psychology Society (BPS), is one of the core areas to be covered in MSc Psychology Conversion course.

### Resource Requirements

- **By School / Institute responsible for module:**
  - School of Biological and Behavioural Sciences
- **By any other School / Institute or collaborating institution:**
  - 

### 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**

[Signature]

**Head(s) of supporting School / Institute**

[Signature]

**Head(s) of supporting School / Institute**

[Signature]
## Section 2 - Module Specification

**Module title:** Cognitive Psychology  
**Module code:**  
**Credit value:** 15  
**Level:** 7  
**Mode of Delivery:** On Campus  
**Semester:** Semester 1  
**Module Organiser:** Paraskevi Argyriou

### 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 considers the cognitive functions and properties of the human mind. The material covered include the history of cognitive psychology, visual and multimodal perception, attentional processes, memory mechanisms, language and knowledge representation, problem-solving and expertise, and decision making and reasoning. The relationships and links between processes will be covered, as well as the implications of cognitive psychology research in the real life and other scientific fields (e.g., the dialogue between all cognitive sciences including linguistics and computer science will be embedded across the module; critical discussions about the impact of research in memory on eyewitness testimony will be prompted). Theoretical approaches, experimental paradigms and empirical studies in cognitive psychology will be discussed throughout.

### 2) Module Aims

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

1. To provide a thorough grounding in the principles, theories, methods and research programmes in cognitive psychology.
2. To develop students’ in-depth understanding and evaluation of cognitive psychology topics, methodologies, classic studies and modern developments in experimental cognitive psychology, cognitive neuroscience and neuropsychology.
3. To develop students’ critical evaluation competencies of empirical work and theory in cognitive psychology as well as real-life implications.
4. To develop students’ research skills for interpreting scientific research in cognitive psychology.
5. To apply insights from the research lab in everyday life.
6. To cover British Psychological Society (BPS) QA areas for “Cognitive Psychology”.

### 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, understand, and critically evaluate core theories and empirical findings in the following topics of cognitive psychology: visual and multi-modal perception, attention, memory, language, knowledge representation, problem solving and expertise, and reasoning and decision making |
| A2 | Critically evaluate the research methods and techniques of experimental cognitive psychology, cognitive neuropsychology, and cognitive neuroscience |
Integrate empirical findings from behavioural, neuroscientific, and neuropsychological studies when evaluating theories and models in cognitive psychology.

**Disciplinary Skills - able to:**

B1 Carrying out, reporting and interpreting experimental research in cognitive psychology (including graphical representation of data).

B2 Reading and critically evaluating research papers in cognitive psychology, cognitive neuropsychology, and cognitive neuroscience.

B3 Outlining limitations of existing studies and producing research designs for new, original empirical studies in cognitive psychology.

**Attributes:**

C1 Engaging critically with psychological knowledge through lectures and independent study.

C2 Demonstrating numerical reasoning skills.

C3 Effectively communicating psychological concepts (orally and written), including statistical findings.

C4 Applying the knowledge of cognitive psychology in broader contexts of real life.

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.


This resource will be offering students individual access to the e-book and to online resources including cognitive psychology experiments (CogLab) which students will complete each week.

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.

20 hours of in-person interactive lectures on-campus (every lecture will be inclusive of in-class experiments and interactive tasks where students apply their knowledge and work in pairs; digital tools such as menti and the Cengage virtual learning resources will be used; for example, when studying language, students will be paired up in-class to replicate a quick lexical decision task and results will be instantly shared in a graph, interpreted and discussed with the whole class)

2 hours of in-person interactive workshop on-campus focused on Psychology Essay Writing Skills (the workshop will offer guided instructions to students for essay writing in psychology; students will be given a mock essay title on week 1 and will bring their work in the seminar to gain feedback; lecturer will explain the marking criteria to students and give them support for how to meet each component of the criteria)

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 (students will be given readings from the recommended textbook and peer-reviewed articles, and relevant videos with embedded thought questions to complete asynchronously in-advance of the lecture)

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.

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<tbody>
<tr>
<td>1</td>
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<td>Coursework (CWK)</td>
<td>1000 words</td>
<td>50</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Written Exam</td>
<td>Examination (EXM)</td>
<td>2 hours</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
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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>
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<tr>
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<tbody>
<tr>
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<td>Examination (EXM)</td>
<td>2 hours</td>
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<td>Yes</td>
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</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

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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)'.

174
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>Social Psychology</th>
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</thead>
<tbody>
<tr>
<td>Credit value:</td>
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<td>Level:</td>
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<tr>
<td>Module type:</td>
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<td>Scheme:</td>
<td>Taught Postgraduate</td>
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<td>Start date:</td>
<td>September 2023</td>
</tr>
<tr>
<td>Proposed HECoS Code</td>
<td>100497 psychology</td>
</tr>
</tbody>
</table>

Further details on HECoS codes can be found [here](#).

Responsible School / Institute: School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
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</tr>
</thead>
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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:

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<thead>
<tr>
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<tbody>
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</table>
Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<td>50</td>
<td>40</td>
<td>70</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.

To support the newly proposed MSc conversion course in Psychology. Social Psychology is a compulsory course for BPS accreditation (UG degree). As such, this course would be required for any Psychology conversion course.

Resource Requirements

By School / Institute responsible for module: School of Biological and Behavioural Sciences

By any other School / Institute or collaborating institution:

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).

Richard Pickersgill

Digitally signed by Richard Pickersgill
Date: 2023.01.11 13:32:36 Z
Section 2 - Module Specification

Module title: Social Psychology
Module code:

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

Module Organiser: Janelle Jones

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).

Have you ever wondered what influences our perceptions, emotions, thoughts, and behaviours? This module in Social Psychology will allow you to engage with the classic and contemporary scientific theories and methods used to address how other people and different contexts can shape these processes. Topics covered will include the self, social cognition, attitudes and attitude change, social influence, group processes, and stereotyping, prejudice and discrimination.

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

1. To provide an in-depth grounding in the theories, methods and research in experimental social psychology.
2. To cover British Psychological Society (BPS) QA areas for social psychology.
3. To develop students' understanding and critical evaluation competencies of important topics, methodologies, empirical findings and recent developments in social psychology.
4. To provide an in-depth grounding to theories, methods and research in social psychology.

The aim of this course is to get you to think like a social psychologist. Upon completion of this course you should be able to:
1. Understand the scientific method as it applies to social psychology
2. Identify links between real-world events, social psychological theory and empirical data
3. Apply insights from class to everyday life
4. Critically evaluate (social) psychological science

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  | A critical understanding of classic and contemporary theories in social psychology |
| A2  | A critical understanding of various research designs and methods employed in classic and contemporary social psychology |
A critical understanding of the ethical implications surrounding classic and contemporary social psychology

Disciplinary Skills - able to:

B1 The ability to acquire detailed factual and conceptual knowledge related to social psychology
B2 To synthesize and apply theories and research findings from social psychology to understand everyday life
B3 To critically evaluate research questions and findings in social psychology

Attributes:

C1 The ability to evaluate their own strengths and weaknesses, to challenge received opinion and develop their own criteria and judgment.
C2 The ability to communicate effectively in the manner appropriate to the discipline and in a variety of formats
C3 The ability to manage learning using resources for the discipline and time effectively to meet deadlines

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, 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.

Lectures: 2h x 11 - Students will have interactive lectures with the MO where they will be presented with concepts and theories using a range of research studies. Students will have opportunities for experiential learning (e.g., examples that induce different states) and discussion/commentary in each session.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.
2. Student independent learning time

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

Independent study: ~11-12h/wk - Students will be provided with a core text as well as contemporary articles, popular science articles, and TED talks to support their independent learning.

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.

13-14h per week (over 11 weeks) = 150 hours in total

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>Written Assignment</td>
<td>Coursework (CWK)</td>
<td>1500 words</td>
<td>50</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Written Exam</td>
<td>Examination (EXM)</td>
<td>2h</td>
<td>50</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
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**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).

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This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

180
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: Research Methods and Statistics in Psychology II
Module code: 
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100497 psychology

Further details on HECoS codes can be found here

Responsible School / Institute: School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
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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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<td>70</td>
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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 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 course unit will be a core module on Research Methods and Statistics for the MSc Psychology Conversion programme, as required per the British Psychology Society (BPS).

Resource Requirements

By School / Institute responsible for module: School of Biological and Behavioural Sciences

By any other School / Institute or collaborating institution:

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).

Richard Pickersgill

Digitally signed by Richard Pickersgill
Date: 2022.11.10 14:34:42 Z

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

Module title: Research Methods and Statistics in Psychology II
Module code: [blank]
Credit value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Valdas Noreika

Pre-requisite modules
Research Methods and Statistics in Psychology Part I

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 builds on Research Methods and Statistics in Psychology Part I in Semester A and introduces advanced statistics necessary for independently conducting psychological research at the level for the research project. It also introduces additional methods psychologists use in research, including an introduction to qualitative methodology. The course will combine lectures and practical sessions covering computerised statistical analyses.

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

1. To provide skills and understanding of advanced statistical tests and research methods used in psychology.
2. To provide a knowledge of computer-based implementation of advanced statistical analysis.
3. To refine student’s skills in designing, analysing, interpreting and reporting scientific research in psychology.
4. To cover British Psychological Society (BPS) and QA areas for “research design and quantitative methods in psychology”.

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 To describe and use several advanced statistics in psychology including analysis of variance for more than one level, repeated measures analysis of variance, multiple regression, and logistic regression.

A2 To understand the basic principles of additional forms of advanced statistics in psychology, including factor analysis and meta-analysis.

A3 To understand and critically evaluate the properties of quantitative and qualitative data.
A4. To understand the assumptions of the above statistical tests and the appropriate context for their use.

A5. To have a thorough working knowledge of relevant statistical software for analysing advanced statistics in psychology.

Disciplinary Skills - able to:

B1. This module will develop students’ understanding, skills and knowledge necessary for designing, analysing and reporting empirical investigations in psychology.

B2. Students will acquire the skills to perform advanced statistical tests and develop an understanding of the assumptions underlying those statistics.

B3. Students will acquire practical computation skills using a relevant statistical software package.

Attributes:

C1. This module will enhance students’ understanding of research methods and statistics necessary to perform and evaluate scientific psychological research.

C2. Through lectures, private study and related practical components students will improve their generic quantitative research skills and competencies in experimental design.

C3. The module will improve students’ ability to handle information, to conduct independent study and to develop the skills to evaluate psychological research.

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, 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>Lectures</th>
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<tbody>
<tr>
<td>Practical computer labs</td>
<td>22 hours (11 x 2 hours)</td>
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</tbody>
</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a

106 hours
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.

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<td>Lab assignment 7</td>
<td>Coursework (CWK)</td>
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<td>Lab report</td>
<td>Coursework (CWK)</td>
<td>2000 words</td>
<td>76</td>
<td>Yes</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

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- 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

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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)'.

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<tr>
<td>1</td>
<td>Lab report</td>
<td>Coursework (CWK)</td>
<td>2000 words</td>
<td>100</td>
<td>Yes</td>
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</tbody>
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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: Developmental Psychology
Module code: 
Credit value: 15 Level: 7 Module type: LSR
Start date: September 2023
Proposed HECoS Code: 100497 psychology

Further details on HECoS codes can be found here

Responsible School / Institute: School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X School of Biological and Behavioural Sciences</td>
<td>100</td>
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</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:

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<tr>
<td>2025/26</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 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 represents a core topic of psychology and needs to be covered in order to meet criteria for accreditation by the British Psychological Society (BPS).

**Resource Requirements**

By School / Institute responsible for module:

School of Biological and Behavioural Sciences

By any other School / Institute or collaborating institution:

---

**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

[Signature]

Head(s) of supporting School / Institute

[Signature]
Section 2 - Module Specification

Module title: Developmental Psychology
Module code: 
Credit value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Michael Pluess

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 module surveys developmental psychology, covering human development across the whole life span but with a more detailed focus on development in the early years (infancy/childhood). The aim of the module is to introduce the key questions, theories, concepts, methodology, studies and research findings within developmental psychology, regarding different domains of psychological functioning including social, emotional, cognitive, cultural and behavioural development. The module will also cover the prenatal period, physical, motor, and sensory development, learning theory, moral development, and development of the self (identity). Where appropriate we will focus on the roles of culture and/or geography in development as well as considering novel stressors that can affect associated processes (e.g., war, displacement).

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

To provide an in-depth introduction to central concepts, theories, terminology, methodology and research questions in Developmental Psychology.
To develop students’ understanding and competence to critically evaluate central topics, methodologies, and empirical findings in Developmental Psychology.
To develop students’ ability to integrate the different components of Developmental Psychology.
To build and develop upon related topics covered in level 1 psychology modules.
To cover British Psychological Society (BPS) QA areas for "Developmental Psychology".

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 | To describe and critically evaluate central concepts and theories in Developmental Psychology based on empirical evidence. |
| A2 | To describe and critically evaluate the research methodology in Developmental Psychology. |
| A3 | To integrate the different concepts and theories in Developmental Psychology into a bigger picture (Life Span Perspective). |
Disciplinary Skills - able to:

| B1 | To describe and critically evaluate the central concepts and theories in the following areas of Developmental Psychology: early physical, motor and sensory development, social development, emotional development, parenting, cognitive development, learning theory, effects of early experiences, behavioural development, development of identity, moral development, development in adolescence and adulthood. |
| B2 | To improve the ability to extract and critically evaluate information from scientific literature. |
| B3 | To improve quantitative research skills including data analysis and interpretation |

Attributes:

| C1 | To engage critically with psychological knowledge and apply it to new and unfamiliar settings or knowledge areas. |
| C2 | To be able to evaluate research practices in psychology. |
| C3 | To be able to critically evaluate the reliability of different sources of information. |

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, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

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

| the module will be delivered through in-person lectures on campus as well as a practical session focused on the practical application of theory. This makes up a total of 28 hours. |
| 122 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.

<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>Report</td>
<td>Coursework (CWK)</td>
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<td>50</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Written Exam</td>
<td>Examination (EXM)</td>
<td>2 hours</td>
<td>50</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)**

<table>
<thead>
<tr>
<th>Sequence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written Exam</td>
<td>Examination (EXM)</td>
<td>2 hours</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)'.

192
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>Individual Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value:</td>
<td>15</td>
</tr>
<tr>
<td>Level:</td>
<td>7</td>
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<td>Module type:</td>
<td>LSR</td>
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<tr>
<td>Scheme:</td>
<td>Taught Postgraduate</td>
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<tr>
<td>Start date:</td>
<td>September 2023</td>
</tr>
</tbody>
</table>

**Proposed HECoS Code:**

Further details on HECoS codes can be found [here](#).

**Responsible School / Institute:** School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X School of Biological and Behavioural Sciences</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:

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Biological and Behavioural Sciences</td>
<td>Biological Sciences (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.

Individual differences or differential psychology is an area of psychology that focuses on measuring, and understanding the causes of variation in, a wide range of behavioral traits including personality, psychopathology, intelligence and cognition. It is a core topic and required for BPS accreditation and will therefore be included as a compulsory module on the proposed Conversion Diploma in Psychology programme.

Elucidating the causes and consequences of individual differences has implications for improving education, increasing productivity and effectiveness in the workplace and understanding, treating and preventing both mental and physical illnesses. This module will therefore expose students to an area of psychology which is not only applicable to real world problems, but also at the cutting edge of research.

Individual differences research addresses several key controversial issues in psychology including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism. In understanding and explaining the evidence underlying these controversial issues, students will develop their ability to argue clearly and concisely and develop the critical thinking skills necessary to make evidence-based decisions. In addition, developing an empirically informed understanding of how and why individuals differ is an important transferable skill which promotes an understanding and appreciation of diversity.

Finally, studies of individual differences draw on, and integrate, research spanning social, developmental, biological and abnormal psychology and can include a diverse range of methodologies from psychometrics to molecular genetics. This module therefore provides an excellent opportunity for students to recognize the links between different areas of psychology and the importance of interdisciplinary approaches to understanding behaviour.

## Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>School of Biological and Behavioural Sciences</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).
<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>
<th>Head(s) of supporting School / Institute</th>
</tr>
</thead>
</table>

195
Section 2 - Module Specification

Module title: Individual Differences
Module code: 
Credit value: 15  Level: 7  Mode of Delivery: On Campus  Semester: 
Module Organiser: 

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 provides an in-depth analysis of a central area of psychology known variously as “individual differences” or “differential psychology”. We will build on several key areas of psychology that show substantial individual differences including personality, psychopathology, intelligence, and cognition. We will then explore the proposed causes and effects of these individual differences drawing from research using approaches from psycho-dynamics to behavioral genetics. Finally, we will explore the evidence behind several key controversies in individual differences including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism.

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

1. To provide a thorough grounding in the theories, methods and research findings in from historical to contemporary studies of individual differences.
2. To build upon and develop students’ understanding of several key areas of psychology including Cognitive Psychology and Basics of Biopsychology.
3. To cover British Psychological Society (BPS) QA areas for individual differences.
4. To develop students’ ability to critically evaluate the individual differences literature and apply these skills to inform their understanding of key controversies in individual differences including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism.

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 Critically evaluate the theories underlying individual differences research including their historical origins and development over time.
A2 Describe and critically evaluate the wide range of the methods used to measure and investigate the causes and effects of individual differences and show an awareness of their strengths and limitations
A3 Understand how individual differences research has been used to integrate multiple core areas of psychology including social, developmental, abnormal and biological psychology.
Disciplinary Skills - able to:

B1 Describe and critically evaluate key theories and empirical research examining the causes and effects of individual differences in human behavioral traits including personality, psychopathology, intelligence and cognition.

B2 Integrate theories and concepts across core areas of psychology including social, developmental, abnormal and biological psychology in order to explain differences in human behavior.

B3 Critically evaluate individual differences research and provide an informed view on key controversies in individual differences including the continuum between personality and mental health, the nature vs nurture debate, race differences in intelligence and genetic determinism.

Attributes:

C1 Critically evaluate the reliability of different sources of information.

C2 Connect information and ideas across different areas of psychology such as biological psychology, psychopathology and cognition.

C3 As this module focuses on the “individual” and variation among people, it will enhance students’ personal development skills such as understanding and interpreting the behaviour of individuals (on their own and in other contexts), appreciating and deploying their own unique talents and aptitudes in non-academic domains of functioning.

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, 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.

Lecturers

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

Lecturers: 22 hours
Independent Study: 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.

Total: 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>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Lab Report and Poster</td>
<td>Coursework (CWK)</td>
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<tr>
<td>2</td>
<td>Exam</td>
<td>Examination (EXM)</td>
<td>3 hours</td>
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<td>Yes</td>
<td>N/A</td>
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</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)

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<tr>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Exam</td>
<td>Examination (EXM)</td>
<td>3 hours</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 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: Basics of Biopsychology
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100497 psychology

Further details on HECoS codes can be found here

Responsible School / Institute: School of Biological and Behavioural Sciences

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>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X School of Biological and Behavioural Sciences</td>
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Responsible School / Institute | Subject Exam Board responsible for the module
------------------------------|------------------------------------------
School of Biological and Behavioural Sciences | Biological Sciences (PGT)
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<tr>
<td>2025/26</td>
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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 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.

To provide psychology MSc conversion students with a scientific overview of the brain and its function emphasizing concepts relevant to behaviour and its study.

This compulsory module supports psychology as a natural and experimental science and introduces students to the notion of psychology as a branch of the biological sciences (e.g., that behaviour is the end product of whole organism biology), a core aspect of accredited undergraduate degrees.

It will also introduce students to principles of neuroscience and the integrative scientific thinking skills required to study subsequent psychological topics.

Students will be introduced to empirical findings and will critically evaluate the range of methods in the field.

The topics covered include basic cell biology, principles of communication, regulation of gene expression, protein synthesis, and human neuroanatomy. The involvement of these and other cell biological processes in the control of behaviour will be illustrated.

**Resource Requirements**

| By School / Institute responsible for module: | School of Biological and Behavioural Sciences |
| By any other School / Institute or collaborating institution: | |

**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).
Section 2 - Module Specification

Module title: Basics of Biopsychology
Module code: 
Credit value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1
Module Organiser: Caroline Brennan

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).

The topics covered include basic cell biology, principles of neural communication, regulation of gene expression, protein synthesis, and human neuroanatomy. The involvement of these and other cell biological processes in control of behaviour will be illustrated. We start with a review of the historical view of biology in psychology - the mind /brain problem- leading on to an introduction to comparative psychology and the evolution of behaviour. We then move on to discuss human evolution and the function of the human brain. We describe the different cell types in the brain and their role in the development and function of neural circuits - in the context of the control of emotional, cognitive and motor behaviour. We incorporate a clinical perspective, with examples showing students what happens when common cell biological and neuronal processes malfunction.

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

The module aims to:
☐ To provide an overview of research and theory in biology as relevant to the psychological sciences.
☐ To provide a review of the origins of the human brain and the role of comparative studies in psychology
☐ To provide scientific reasoning skills and knowledge base from which to integrate theory and evidence between the biological and psychological sciences.

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.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
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<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>
To critically evaluate how concepts of cell communication and whole organism biology can be applied to the study of cognition and behaviour in humans and non-human animal models.

### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Generate and explore hypotheses and research questions drawing on relevant theory and research</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Engage critically with knowledge: acquire and apply knowledge in a rigorous way; connect information and ideas within their field of study; adapt their understanding to new and unfamiliar settings</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Research capacity: grasp the principles and practices of their field of study; acquire substantial bodies of new knowledge</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>Clarity of communication: explain and argue clearly and concisely</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.

#### Biological psychology texts:

- Bryan Kolb; Ian Q. Whishaw; G. Campbell Teskey (2019) Introduction to Brain and Behavior, Sixth Edition, Macmillan (online - access provided)

  Alternatives:

#### Cell biology texts:


  Alternatives:

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.

2. **Student independent learning time**

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

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

### 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>
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<th>% Weighting</th>
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<th>Qualifying Mark for Individual Assessment</th>
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<td>Yes</td>
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</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)'.

---

|   | Written Examination | Examination (EXM) | 1.5hr | 100 | Yes |
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: Psychology Research Project

Credit value: 60

Level: 7

Module type: LSR

Scheme: Taught Postgraduate

Start date: September 2023

Proposed HECoS Code: 100497 psychology

Responsibility School / Institute: School of Biological and Behavioural Sciences

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Biological and Behavioural Sciences</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:

Responsibility School / Institute | Subject Exam Board responsible for the module
School of Biological and Behavioural Sciences | Biological Sciences (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>2024/25</td>
<td>40</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>40</td>
<td>70</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 psychology research project module is a core requirement for BPS-accredited Psychology degrees. In their dissertation, student demonstrate core skills in planning, conducting, and reporting an empirical project. This module will be a core module for students on the MSc Psychology (Conversion) programme.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>School of Biological and Behavioural Sciences</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**

Richard Pickersgill

Digitally signed by Richard Pickersgill
Date: 2022.11.10 14:36:39 Z

**Head(s) of supporting School / Institute**

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

Module title: Psychology Research Project
Module code: 

Credit value: 60 Level: 7 Mode of Delivery: On Campus Semester: Semester 2 or 3

Module Organiser: Frederike Beyer

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 module allows students to conceive, design and carry out a substantive, original empirical study in an area of psychology independently. The students work on approved research topics set by project supervisors. Experimental or theoretical work is the principal component of the project. The work also involves critical evaluation of data previously published in the literature. A consideration of ethical issues is also required. A dissertation is prepared. This module will teach students to work on original scientific research topics and consolidate quantitative research skills, communication and critical evaluation. It will enhance students’ understanding of psychology in a broader context and will provide students with experience of working in a research environment. Research project topics are varied to reflect the breadth of psychological and biologically motivated psychological research in the Department, ranging from how parental attachment styles affect students learning to how mice learn to navigate new environments.

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

1. To develop experimental and theoretical skills in the context of addressing a particular scientific problem in psychology, working under supervision in an appropriate research laboratory.
2. To consolidate knowledge of psychological theory, hypothesis generation and testing, and methods provided in other modules of the programme in the context of a particular scientific problem in psychology.
3. To cover British Psychological Society (BPS) QA areas of “research design and quantitative methods in psychology” and the “practical component.” Students will also have the option of a qualitative research project necessary for original, specific scientific work in psychology.
4. To develop students ability to independently carry out empirical research.
5. To develop experimental and theoretical skills in the context of addressing a particular scientific problem in psychology, working under supervision in an appropriate research laboratory.

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 SEECA 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>A 1</td>
<td>To design and carry out a substantive, original empirical study in an area of psychology independently</td>
</tr>
<tr>
<td>A 2</td>
<td>To develop and test a theoretically motivated hypothesis or hypotheses in an area of psychology</td>
</tr>
<tr>
<td>A 3</td>
<td>To organise and critically evaluate published scientific information</td>
</tr>
<tr>
<td>A 4</td>
<td>To develop skills in experimental design, data collection, and statistical analytical techniques relevant to the area of psychology being investigated</td>
</tr>
<tr>
<td>A 5</td>
<td>To develop communication skills through a written scientific report on the empirical study</td>
</tr>
<tr>
<td>A 6</td>
<td>To critically evaluate the results, methodology, statistical analysis, outcomes and implications of the empirical study</td>
</tr>
<tr>
<td>A 7</td>
<td>To understand the ethical issues and procedures involved in the conduct of psychological research with human volunteers and non-human animals. Ethics applications are developed in an iterative feedback process and contribute to the overall dissertation grade</td>
</tr>
</tbody>
</table>

**Disciplinary Skills - able to:**

| B 1 | This module will teach students to work on original scientific research topics. It will enhance students’ understanding of psychology in a broader context. It will provide students with experience of working in a research group |

**Attributes:**

| C 1 | This module will develop in students the quantitative or qualitative research skills necessary for independent, original scientific work in psychology. They will also develop problem-solving IT and communication skills through written means. |
| C 2 | They will learn how to put the generic organisation and time management skills acquired in previous psychology modules into practice by working in a laboratory/research group environment. It is anticipated that students will also learn experimental, methodological and technical skills that are subject-specific to the topic being investigated. |
| C 3 | Finally, students will be able to identify, address and discuss ethical issues and procedures in the conduct of research with human and non-human animal research participants. |

**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.

n/a

**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.

| Supervision meetings with project supervisor (group and / or individual meetings) | 15 |
| Research seminars, lab meetings, journal clubs | 20 |

2. **Student independent learning time**

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

| 565 |

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 600 |

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>Dissertation</td>
<td>Dissertation (DIS)</td>
<td>10000</td>
<td>100</td>
<td>Yes</td>
<td>Qualifying Mark for Individual Assessment</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)

<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)'.

<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Institute</td>
<td>Blizard Institute</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc &amp; PgDip Regenerative Medicine</td>
</tr>
<tr>
<td></td>
<td>P2PF</td>
</tr>
<tr>
<td></td>
<td>PS</td>
</tr>
<tr>
<td></td>
<td>JWS with SEMs (dated 2013)</td>
</tr>
<tr>
<td></td>
<td>External Examiner comments*</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>
</tbody>
</table>

**Potential issues identified and comments on the proposal(s) from Academic Secretariat**

**Background**

The Institute wishes to add a part-time route to their existing full-time, onsite programme which is taught in collaboration with the School of Engineering and Materials Science. The additional part-time route meets a growing need of applicants who are in part-time work and unable to commit to full-time study.

The proposal doesn't require any additional resource and has the support of SEMS to deliver the programme both full and part-time.

**Programme Structure**

Students take 60 taught credits in year one and 60 taught credit in year two. The core, 60 credit dissertation module is taken in year 2.

The programme has three 15 credit compulsory modules which are run in Semester A. Part time students will take two compulsory modules in year one and the final in year two.

**Admission and Entry Requirements**

Match those of the current full-time programme.

**Issues**

1) The joint working statement is from 2013 and will need to be updated to bring it up-to-date.

*current external examiner consulted as this is adding a PT route to an existing programme with no change to the programme diet of modules.

Alice de Havillan, DGLS - 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: MSc/PGDip Regenerative Medicine

Proposed 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>Master of Science (MSc)</td>
<td>Part-time</td>
<td>2 calendar years</td>
</tr>
<tr>
<td>Postgraduate Diploma (PGDip)</td>
<td>Part-time</td>
<td>2 academic years</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023

Proposed term dates: Standard Queen Mary 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

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.

This programme will fall under the remit of an existing joint working statement between Blizard Institute and School of Engineering and Materials Science.
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.

The Blizard institute & MSc Regenerative Medicine are committed to supporting inclusion and accessibility for all students, and has close links with QM DDS and student support services. Academic advisors and course tutors are encouraged to closely monitor the experience of all students, and provide all necessary support and referrals as needed. The programme aims to identify and assist any undiagnosed students who may be suffering from SpLD within the first semester. All efforts will be made to support these students in collaboration with the services offered by QM. All students are given the opportunity for a disability and dyslexia assessment, and the programme will work to implement all recommendations made by QM for diagnosed students. Reading material is available from Library Services and is reviewed annually. Slides are released in advance of lectures. Lectures and tutorials are recorded, captioned, and made accessible to students as soon as possible after delivery via QMPlus. Recordings remain available on QMplus for the full academic year and are archived for students who resit out of attendance in subsequent years.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (Turnitin). Students deliver a formative, non-assessed essay and formative oral presentation early in the first term of the programme and receive substantial individual & group feedback. As part of this training, students will be shown their Turnitin score, including how it was calculated.

Lecturers use a broad range of pedagogical and assessment strategies to engage and support students with different learning styles. Learning outcomes for the programme and each module are clear and published on QMPlus and/or the programme handbook. QMplus content for all Blizard programmes is reviewed for accessibility standards using Blackboard Ally.

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 (expected to be Turnitin). Staff also will be expected to be aware of plagiarism when marking. Students will be invited to submit a formative, non-assessed essay early in the first term of the programme for substantial feedback on assignment writing. As part of this training, students will be shown their Turnitin score, including how it was calculated. The Blizard Institute has a designated plagiarism lead and to support programmes and students.

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.

N/A
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.

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.

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Regenerative Medicine Sub-SEB; Blizard Postgraduate SEB</td>
</tr>
</tbody>
</table>

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? N/A
- 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).
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: Regenerative Medicine

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 Regenerative Medicine
PgDip Regenerative Medicine
Name of interim award(s): PGCert
Duration of study / period of registration: PgDip 18 months part-time; MSc 24 months part-time
Queen Mary programme code(s): PMSF - PSGRM - A3WD / PDPP - PSGRM - A4WD
QAA Benchmark Group:
FHEQ Level of Award: Level 7
Programme accredited by:
Date Programme Specification approved:
Responsible School / Institute: Blizard Institute

Schools / Institutes which will also be involved in teaching part of the programme:
School of Engineering & Materials Science

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

Programme outline

This part-time pathway of the MSc/PGDip Regenerative Medicine is to promote inclusion and equity, widening access for students who have caring responsibilities or need to work alongside their studies for financial reasons.

Regenerative medicine is an interdisciplinary field, which aims to repair diseased or damaged tissues using biological or cell based technologies. It is a rapidly growing area of biomedical research that encompasses stem cell biology, tissue engineering, drug delivery, and nanotechnology. This MSc/PGDip course aims to provide the next generation of scientists and medical professionals with the skills and knowledge required for successful careers in regenerative medicine. The multi-disciplinary programme is based within the Blizard Institute and delivered jointly with the School of Engineering and Materials Science. The programme is delivered via a blended learning programme, combining onsite and online delivery to offer an optimal educational experience.

Taught modules will develop a strong scientific foundation in the biology of stem cells and regeneration and the fundamental principles of biomaterials, tissue engineering and cellular reprogramming. The course then will explore how these concepts can be applied in academic and industrial settings, towards the development of novel regenerative technologies and the treatment of disease. Students will also receive practical training in research methods, translation and commercialisation, and ethics.
Programme Title: Regenerative Medicine

The MSc course will culminate with an intensive research project where students will work full time investigating a specific topic in Regenerative Medicine. In addition to technical knowledge, the research project will include training in experimental design, effective collaboration, data analysis, and presentation skills.

Students will receive the highest quality instruction from leading scientists and clinicians in their fields and participate in cutting-edge research in regenerative medicine. Students will benefit from:

- The expertise of internationally renowned scientists in stem cell biology, cellular regeneration, biomaterials, and tissue engineering.
- Interactive lectures, with tutorials to enhance the individual learning experience.
- Close links to St Bartholomew’s and the Royal London Hospitals and interaction with clinicians involved in translational research. These top teaching hospitals treat a large and diverse patient population and are well known for cardio-vascular, cancer, immunology, dermatology and trauma research.
- A strong emphasis on multi-disciplinary training through collaboration with the School of Engineering and Materials Science.
- Access to outstanding online and/or onsite research facilities in both the School of Medicine and Dentistry and School of Engineering and Materials Science.
- Industrial contacts, networking opportunities, and support from academic advisors and the student office.

Ultimately, the MSc/PGDip in Regenerative Medicine will provide students with a sound understanding of the biological basis of tissue regeneration and experience in the application of these principles in research and technology development. Students will be well positioned to continue their research training as PhD students or for professional careers in industry, healthcare, scientific communication or science policy.

Aims of the programme

The programme aims to:

- Synthesise and evaluate knowledge in modern concepts of stem cell biology and regenerative medicine, including fundamental principles of developmental biology, biomaterials, tissue engineering and cellular reprogramming.
- Develop the ability to critically appraise scientific literature relevant to regenerative medicine.
- Analyse scientific data in a rigorous manner and interpret the significance of experimental results in the context of previous work in regenerative medicine.
- Display skill in summarising and disseminating results using oral and written communication.
- Develop knowledge and technical ability in biomedical research.

What will you be expected to achieve?

Upon completion of the MSc/PGDip in Regenerative Medicine, students will be well placed for professional careers in academia, as well as the biotechnology and pharmaceutical industries. Throughout the MSc/PGDip essential transferable skills are emphasised that will be beneficial for any future career path. As a multi-disciplinary course, the MSc/PGDip is appropriate for a wide range of students. Graduates with degrees in biological sciences or medicine will gain an in-depth understanding of the cellular and molecular aspects of regenerative medicine as well as an introduction to the interdisciplinary fields of biomaterials and tissue engineering. Similarly, students with a physical sciences background will have the opportunity to broaden their experiences and acquire new skills in the biological sciences. Students who complete the MSc will additionally benefit from an intense 12 week research project, that will prepare them well for possible progression to PhD studies. The research project provides training in research techniques, data analysis, oral presentation skills, and critical appraisal of the scientific literature.

### Academic Content:

| A1 | Apply fundamental principles in biomaterials and tissue engineering to problems in regenerative medicine. |
Programme Title: Regenerative Medicine

A2 Develop in depth knowledge of the molecular and cellular basis of development, stem cell biology, and tissue regeneration.

A3 Describe and select appropriate research methods for investigating pluripotent and adult stem cells.

A4 Critically analyse and evaluate cell-based therapies in regenerative medicine.

A5 Assess the ethical and regulatory issues associated with stem cell and regenerative research.

Disciplinary Skills - able to:

B1 Display skill in summarising and disseminating results in oral and written communication.

B2 Design appropriate experiments to test a hypothesis.

B3 Integrate information from a variety of sources to construct a coherent analysis on a scientific topic.

B4 Collect and analyse experimental data from which to draw appropriate conclusions.

Attributes:

C1 Develop the ability to engage and communicate effectively with diverse audiences using oral and written methods.

C2 Critically evaluate one’s own work in a reflective manner and that of others in a respectful and constructive fashion.

C3 Work independently when appropriate and negotiate effective working relationships in a collaborative environment.

C4 Conduct work in a professional manner mindful of the necessity of intellectual integrity and ethical responsibility.

How will you learn?

• Each topic will be taught using a range of blended learning methods, varying according to the subject and learning objectives of the module. Modules may include lectures, small group tutorials, presentations, asynchronous online content, group discussion, practical classes and independent study. Most modules will follow a format of structured preparatory work (reading, preparation, and reflection exercises), with weekly interactive lectures/tutorials.

• As regenerative medicine is a multi-disciplinary field, collaborative group projects will be a significant component, and students will have the opportunity to work with and learn from their peers.

• The final research project will also be an essential part of the learning process. By working on a significant independent research project, students will gain new technical knowledge relevant to their thesis topic. In addition, students will develop research and transferable skills, such as literature review, data analysis, presentation skills, and scientific writing.

• Visiting speakers will describe current research in different fields relevant to regenerative medicine.

• As self-directed learning is a major component of each module, students will be encouraged to be proactive in identifying their own learning needs as the modules progress. Where required, support will be provided by module leads and academic advisors.

• Each 15 credit taught module involves approximately 30 hours of contact time plus 120 hours of independent study. Individual study time could be spent preparing for, or following up on formal study sessions; reading; producing written work; completing projects; and revising for examinations. The direction of the individual study will be guided by the formal study sessions, along with the reading lists and assignments.
Programme Title: Regenerative Medicine

How will you be assessed?

Modules will be assessed through a variety of ways including in-course written assignments, oral presentations, group projects, research proposals and examinations. Assessments may be delivered online or on campus.

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 PGDip comprises taught compulsory & elective modules (to the total value of 120 credits).
The MSc programme consists of the PGDip requirements plus plus the core research project (equivalent to 60 credits).

Year 1, Semester One (two 15 credit compulsory modules)
- Stem cell and developmental biology (FMD, ICM7142)
- Research skills and methodology (FMD, ICMM132)

Year 1, Semester Two (two 15 credit elective modules)
- Tissue specific stem cells (FMD; ICM7144)
OR
- Induced pluripotent stem cells and genome engineering (FMD, ICM7145)
OR
- Neurodegenerative Diseases (FMD, ICMM929)
OR
- Medical ethics and regulatory affairs (SEMS, DENM702)

Year 2, Semester One (two 15 credit modules)
- Cellular and molecular basis of regeneration (FMD, ICM7141)
- Tissue engineering and regenerative medicine (SEMS, EMS617P)* OR Clinical sensors and measurements (EMS706P)**

Year 2, Semester Two (two 15 credit elective modules that have not have been taken previously)
- Biomaterials in regenerative medicine (FMD, ICM7143)
OR
- Tissue specific stem cells (FMD; ICM7144)
OR
- Induced pluripotent stem cells and genome engineering (FMD, ICM7145)
OR
- Neurodegenerative Diseases (FMD, ICMM929)
OR
- Medical ethics and regulatory affairs (SEMS, DENM702)

Year 2, Semester Three (60 credit core module)***
- Research project in regenerative medicine (FMD, ICM7146)
Students will select research projects from a wide range of topics in regenerative medicine. Examples include research on the cellular and molecular aspects of tissue regeneration, disease pathogenesis, development of stem cell therapies, design of novel nano-biotechnologies, or engineering biomaterials and tissue scaffolds.
Programme Title: Regenerative Medicine

* Level 6 module
** Elective modules - most students will be encouraged to take Tissue Engineering and Regenerative Medicine unless they have taken this module during their undergraduate studies at Queen Mary or a virtually identical module at another University
***Students on the intended PGDip will only complete the 120 taught credits (not ICM7146).

### Academic Year of Study: PT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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Programme Title: Regenerative Medicine

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<tr>
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<tr>
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<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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**What are the entry requirements?**

A 2:1 or above at undergraduate level in a relevant subject such as the biological sciences, physical sciences, medicine or Dentistry. Applicants with a 2:2 degree will be considered on an individual basis.

International applicants: qualification at degree level in an appropriate subject from a university or equivalent institution acceptable to QMUL.

If English is not a student’s first language, they will be required to meet the following standards in the IELTS or another acceptable English language examination.

**IELTS**
Overall: 6.5
Writing & Speaking: 6.0
Reading & Listening: 5.5

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

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 year 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. Each Institute operates a Learning and Teaching Committee, or equivalent, which advises the Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant Queen Mary policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All Institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a
Programme Title: Regenerative Medicine

The programme is continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the PTES results and module evaluations.

What academic support is available?

- Programme induction for orientation and introducing study skills.
- Research Skills and Methodology Module in Term 1 includes: practical laboratory techniques, seminars focused on writing, development of critical appraisal skills, training in statistical analysis, and workshops teaching oral presentation skills.
- Course handbook with timetable, other course information and contact details.
- Dedicated intranet website with access to lecture material, assignments and other course information.
- Library facilities with electronic access from distant sites.
- Academic Advisor System: each student will be assigned to an advisor who will act as a mentor to provide support and advice during the course, as well as guidance for career development and further training opportunities.
- Students will be allocated a dissertation supervisor relevant to their topic.
- Students will be encouraged to attend seminar programmes organised regularly in the Blizard Institute, the School of Medicine and Dentistry, and the School of Engineering and Materials Science.
- The course uses the virtual learning environment provided by the College (QM+), as well as other online platforms. This enables lecture notes, recorded content, captioned lectures, and handout material to be available electronically.

Programme-specific rules and facts

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

The Blizard institute & MSc Regenerative Medicine are committed to supporting inclusion and accessibility for all students, including those with disabilities. The institute close links with QM DDS and student support services. Academic advisors and course tutors are encouraged to closely monitor the experience of all students, and provide all necessary support and referrals as needed. The programme aims to identify and assist any undiagnosed students who may be suffering from SpLD within the first semester. All efforts will be made to support these students in collaboration with the services offered by QM. All students are given the opportunity for a disability and dyslexia assessment, and the programme will work to implement all recommendations made by QM for diagnosed students.

Through the Queen Mary Disability and Dyslexia Service 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.

To ensure access and inclusiveness, the programme ensures that reading material is available from Library Services and is reviewed annually. Slides are released in advance of lectures. Lectures and tutorials are recorded, captioned, and made accessible to students as soon as possible after delivery via QMPlus. Recordings remain available on QMplus for the full academic year and are archived for students who resit out of attendance in subsequent years.

All written assignments are to be submitted electronically by the student for entry into plagiarism detection software (Turnitin).
Programme Title: Regenerative Medicine

Students deliver a formative, non-assessed essay and formative oral presentation early in the first term of the programme and receive substantial individual & group feedback. As part of this training, students will be shown their Turnitin score, including how it was calculated.

Lecturers use a broad range of pedagogical and assessment strategies to engage and support students with different learning styles. Learning outcomes for the programme and each module are clear and published on QMPlus and/or the programme handbook. QMplus content for all Blizard programmes is reviewed for accessibility standards using Blackboard Ally.

Links with employers, placement opportunities and transferable skills

There are no formal employer links for this programme. However, the programme will offer an opportunity for graduates to further their career prospects within their own professional specialty, through the acquisition of:

1. A broad knowledge of stem cell and developmental biology.
2. An understanding of the research and clinical applications of stem cells in regenerative medicine, including aspects of tissue and genome engineering.
3. Skills for designing, evaluating and conducting experiments within their area of interest in stem cell biology and regenerative medicine.
4. Development of transferable skills, including:
   • communicating effectively to diverse audiences via oral presentations and written reports
   • working collaboratively within a team
   • conducting work in a professional manner, mindful of intellectual and ethical integrity

Programme Specification Approval

Person completing Programme Specification: Prof. Kristin Braun

Person responsible for management of programme: Profs. John Connelly & Kristin Braun

Date Programme Specification produced / amended by School / Institute Education Committee: 24/11/22

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>Dr Marios Stavridis</th>
</tr>
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<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Associate Dean, Learning and Teaching, School of Life Sciences, University of Dundee</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:m.stavridis@dundee.ac.uk">m.stavridis@dundee.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>

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?

This is the development of a Part-time route to an existing programme. The programme is well established and well-regarded in the sector. Its Aims, objectives and learning outcomes are clearly laid out and align very well with the content, teaching and assessment plans. The range of modules ensures programme ILOs are met well and offer a limited amount of optionality that is welcome by students. The development of students through this programme will be similar to that of the original (“parent”) programme just on a different timescale.

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?

As mentioned this is a new route to an existing programme. The overall design is suitable to part time study and the students will be taking modules in a logical order that will support their development and progression through the programme. The structure is clearly explained and is based on modules already running very successfully. This development is a very clearly needed addition to the existing programme suite, as it meets demand of applicants currently not able to study full time. In this sense it is an addition driven by equal opportunities consideration.

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?

Very clear and appropriate Learning, Teaching and Assessment strategies that have been tried and tested in the main programme. No concerns.

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 programme ILOs align well with benchmark statements for Bioscience.

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 for any special educational needs requirements?

All very clear and aligned with sector best practices.

5. Learning resources and facilities
- Have indicative reading lists been supplied and are they appropriate?
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?

Clear guidance and support to all students, including students with disabilities and additional support needs.

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?

As with the parent Full Time programme, the arrangements for QA are clear and appropriate. The collaboration between the two Schools is well established and appears to work well already. The programme remains fresh and relevant and is in a sector with clear student demand. Student feedback will be captured with established methods and used for enhancement as in the parent programme.

8. Other

- Please use this space to provide any additional feedback not covered in other sections.

This is a very straightforward addition of a part-time route to an existing programme. There appears to be demand for it so it is eminently sensible to proceed. The only comment I would make is that the target for recruitment seems on the cautious side- nevertheless, as the programme requires no new taught provision to be created, any recruitment to it is a bonus and will add to the viability of the parent programme.

9. Response to External Adviser feedback

- Please include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The programme team would like to thank the external advisor for very positive feedback.

We agree that the recruitment projections are cautious, but any additional students will result in additional income. The Blizard Institute will advertise the part-time and full-time MSc pathways aggressively, with a view to maximise overall student numbers. There are no resource implications expected, since the part-time programme will use existing modules.

External reference points

- QAA Subject Benchmark Statements (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)
December 2013

JOINT WORKING STATEMENT, Programme:
  • MSc Regenerative Medicine

The Schools involved with the programme are
  • School of Medicine and Dentistry
  • School of Engineering and Materials Science

This joint working statement describes the administrative and governance arrangements for the delivery of the programme.

It is not the intention of this agreement to consider every administrative detail, although as a work in progress these details may well be included in the future. It is, rather, intended as a guide to principles and to basic working arrangements and cooperation that will ensure the successful delivery of the programmes.

The programme has been developed as an SMD programme, with a number of modules to be delivered and administered by SEMS.

1 Key principles
  a The Head of the School delivering a module agrees to take ultimate responsibility for the delivery of the module.
  b Whenever there is a perceived quality failure, the Schools work together to resolve the problem.
  c This is a new programme; all parties commit to be flexible.

2 Module and Programme administration and delivery
  a Overall administrative responsibility and QMUL accountability for the overall programme rests with SMD. Overall administrative responsibility and QMUL accountability for individual modules rests with the School delivering the modules.
  b Module organisers and support staff in each School have operational responsibility for the delivery of their modules, including teaching administration, assessment administration, preparation of materials, delivery of classes, marking, contact with students over issues in the modules, and all procedural and academic quality assurance issues.
  c Module leaders will prepare module information including curriculum, reading lists, timetables, and other relevant information.
  d Module organisers are responsible for setting assessment suitable for their modules. It is preferable if this is done in consultation with the Programme Directors, but it is recognised that each School will have its own norms and preferences.
  e Students should receive feedback on assessment (including any external comments) in a constructive and timely manner.
  f Each module organiser will contribute necessary material for marketing, programme handbooks, and other programme related material in a timely way.
  g It is the responsibility of each School to communicate any issues or problems that occur on shared modules that may affect students registered on any of the modules.

3 Student projects
  a Students will carry out a 12-week research project, based in either SMD or SEMS. Supervisors will submit short project proposals in Term 1, and students will be able to
read and rank their top 3 projects. Students will be assigned a project and supervisor in Term 2. Every effort will be made to match students with a preferred project.

b SMD faculty will supervise approximately 75% of the projects and SEMS faculty will supervise 25%. This split is a rough estimate and may vary depending on the number of projects submitted.

c Projects should be on a topic related to regenerative medicine research, including but not limited to stem cell biology, disease pathogenesis, tissue engineering and regeneration, biomaterial design, and nanotechnology.

d A consumable budget of £2000 will be allocated from the overall course budget to each research project and managed by the student’s supervisor. This money must only be used for consumables needed for the research project.

4 Timetabling

a SMD and SEMS will collaboratively timetable the modules. However, it is essential that timetabling is discussed early and avoidance of any timetabling clashes is organised well in advance of any School or College deadlines.

b Assessment deadline dates will need to be set and agreed in advance so as to avoid as much as possible multiple submissions at once.

5 Student feedback

a Each module organiser should circulate module evaluation forms, either electronically or on paper, as required by the QM module evaluation team.

6 Assessment and examination board process

a Individual Schools are responsible for preparing and marking the assessments for their modules.

b The module results will be considered and approved at the appropriate Subject Examination Board of the School delivering the module. The results for SEMS modules will be communicated to the SMD Subject Examination Board in a timely manner.

c School administrators will assist one another in providing necessary information for the boards, for instance reporting absences, extenuating circumstances, appeals, and other relevant information.

7 Staff development

Staff delivering a module must be appropriately trained, and must agree to take training where necessary.

8 Further joint SMD/SEMS initiatives

It is expected that this cooperation will form just one part of a wider collaboration in the area of taught provision between both Schools.

Document control

<p>| Policy title | Joint working statement, MSc Regenerative Medicine |
| Author       | John Connelly                                   |
| Status       | Final for Taught Programmes Board               |
| Date         | 10 December 2013                                |
| Contact      | John Connelly <a href="mailto:j.connelly@qmul.ac.uk">j.connelly@qmul.ac.uk</a>, ex 13-7160 |</p>
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## FMD Academic Developments 2022-23

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<td>Grand Total</td>
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235
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 2nd 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**

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>BA Global Development with Year Abroad</td>
<td>September 2023</td>
<td>Approved</td>
<td>Approved</td>
</tr>
<tr>
<td>SBM</td>
<td>MSc Environmental Analytics</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Feb 2023 TBC</td>
</tr>
<tr>
<td>SBM</td>
<td>BSc Business Management for Social Change [non-DA version]</td>
<td>September 2024</td>
<td>Approved</td>
<td>Expected</td>
</tr>
<tr>
<td>SBM</td>
<td>MSc Supply Chain and Logistics Analytics</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Feb 2023 TBC</td>
</tr>
<tr>
<td>SBM</td>
<td>MSc Marketing and Creative Industries</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Feb 2023 TBC</td>
</tr>
<tr>
<td>CCLS</td>
<td>London - New York LLM [QMUL - Fordham University]</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Feb 2023 TBC</td>
</tr>
<tr>
<td>SLLF</td>
<td>MA Translation and Adaption</td>
<td>September 2023</td>
<td>Approved</td>
<td>Approved</td>
</tr>
<tr>
<td>SEF</td>
<td>SEF PG programmes with integrated PMP</td>
<td>September 2023</td>
<td>Approved</td>
<td>Approved</td>
</tr>
<tr>
<td>Law</td>
<td>Law and Politics in Practice [transfer only]</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Jan 2023 TBC</td>
</tr>
<tr>
<td>Law</td>
<td>Law with Business in Practice [transfer only]</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Jan 2023 TBC</td>
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<tr>
<td>Law</td>
<td>LLB Law and Climate Justice</td>
<td>September 2024</td>
<td>Approved</td>
<td>TPB Jan 2023 TBC</td>
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<tr>
<td>SED</td>
<td>MA English Literature</td>
<td>September 2023</td>
<td>Approved</td>
<td>TPB Feb 2023 TBC</td>
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</tbody>
</table>

In addition, the following programme amendments are also expected to require consideration by TPB at a future meeting.

| SBM    | Programme Amendment: BSc International Business [3-year programme]          | September 2023     | N/A           | Approved            |
| CCLS   | Programme Amendments: Paris programmes [significant amendment]              | September 2023     | N/A           | Expected            |
| SEF    | Programme Amendments: Change of structure of UG SEF programmes [significant amendment] | September 2023     | N/A           | TPB Feb 2023 TBC   |
| SEF    | Programme Amendments: MSc Wealth Management                                  | September 2024     | N/A           | TPB Mar 2023 TBC   |
### Science and Engineering

<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>EECS</td>
<td>Programme Amendments: PGT Programmes [introducing ‘streams’]</td>
<td>September 2023</td>
<td>N/A</td>
<td>Approved</td>
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<tr>
<td>SBBS</td>
<td>MSc Psychology (conversion)</td>
<td>September 2023</td>
<td>Approved</td>
<td>Jan 2023 TPB</td>
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<tr>
<td>SPCS</td>
<td>MSc AI in Drug Discovery</td>
<td>September 2024</td>
<td>Submitted</td>
<td>Expected</td>
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<tr>
<td>SBBS</td>
<td>MSc Precision Biomedicine</td>
<td>September 2024</td>
<td>Expected</td>
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<tr>
<td>EECS</td>
<td>MSc Power Engineering</td>
<td>September 2024</td>
<td>Expected</td>
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<td>SEMS</td>
<td>MSc Engineering Management</td>
<td>September 2024</td>
<td>Expected</td>
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<tr>
<td>SMS</td>
<td>MSc Actuarial Science</td>
<td>September 2024</td>
<td>Expected</td>
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<tr>
<td>SMS</td>
<td>MSc Applied Statistics</td>
<td>September 2024</td>
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### Medicine and Dentistry (updated 9/1/22)

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<tr>
<th>Institute</th>
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<th>Part 1 status</th>
<th>Part 2 status</th>
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<tbody>
<tr>
<td>WIPH</td>
<td>MRes Social Science Enquiry in Creative Arts and Mental Health (formerly MRes Creative Arts and Mental Health)</td>
<td>September 2023</td>
<td>Approved</td>
<td>Approved</td>
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<tr>
<td>WIPH</td>
<td>MSc Forensic Mental Health</td>
<td>September 2023</td>
<td>Approved</td>
<td>Feb 2023 TPB (TBC)</td>
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<tr>
<td>BCI</td>
<td>MSc/PgD Cancer Biology [collaboration with USM]</td>
<td>September 2023</td>
<td>Expected</td>
<td>Expected</td>
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<tr>
<td>Blizard</td>
<td>MSc/PgD Regenerative Medicine [adding PT route to existing FT]</td>
<td>September 2023</td>
<td>Approved</td>
<td>Jan 2023 TPB</td>
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<tr>
<td>Blizard</td>
<td>MSc/PgD/Pgc Enhancing the Safety and Wellbeing of Patients in Care &amp; Custody</td>
<td>September 2023</td>
<td>Approved</td>
<td>Feb 2023 TPB (TBC)</td>
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<tr>
<td>WHRI</td>
<td>MSc/PgD/PgC Perioperative Medicine</td>
<td>September 2023</td>
<td>Approved</td>
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