# Taught Programmes Board

A meeting of the Taught Programmes Board will be held on Wednesday 19th October 2022 at 2:00pm through Microsoft Teams and in room GC104

## Agenda

### Part 1 – Preliminary Items

<table>
<thead>
<tr>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Welcome and Apologies</strong></td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
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<tr>
<td>2. <strong>Declaration of Interests</strong></td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
</tr>
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</table>

### Part 2 – For Approval/Discussion

<table>
<thead>
<tr>
<th>Paper</th>
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<tbody>
<tr>
<td>3. <strong>Minutes of the Previous Meeting (14th September 2022)</strong></td>
<td>TPB2022-007</td>
<td>Prof. Tony Michael</td>
</tr>
<tr>
<td>4. <strong>Matters Arising from the Previous Meeting</strong></td>
<td>TPB2022-008</td>
<td>Prof. Tony Michael</td>
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</tbody>
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### Part 3 – Programme Proposals/Amendments

**School of Electronic Engineering and Computer Science**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>7. <strong>Postgraduate Programme Amendments</strong></td>
<td>TPB2022-011</td>
<td>Prof. Yue Chen / Dr Eliane Bodanese</td>
</tr>
</tbody>
</table>

**Wolfson Institute of Population Health**

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<tr>
<th>Paper</th>
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<th>Timing</th>
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<tbody>
<tr>
<td>8. <strong>MRes Creative Arts and Mental Health</strong></td>
<td>TPB2022-012</td>
<td>Maria Turri</td>
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</tbody>
</table>

**School of Economics and Finance**

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<thead>
<tr>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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<tbody>
<tr>
<td>9. <strong>MSc Investment and Finance with integrated Pre-Masters and MSc Banking and Finance with integrated Pre-Masters [September and January start dates]</strong></td>
<td>TPB2022-013</td>
<td>Yioryos Makeddonis / Jennefer Brown</td>
</tr>
</tbody>
</table>

**School of Languages, Linguistics and Film**

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<thead>
<tr>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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<tbody>
<tr>
<td>10. <strong>MA Translation and Adaptation Studies</strong></td>
<td>TPB2022-014</td>
<td>Will McMoran / Hannah Scott Deuchar</td>
</tr>
</tbody>
</table>
11. Programme Amendments*  
Module Proposals*  
Module Amendments*  
Module Withdrawals*  

<table>
<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. Programme Amendments*  
Module Proposals*  
Module Amendments*  
Module Withdrawals* | TPB2022-015 | N/A | 15:50 |

Part 5 – Other business

<table>
<thead>
<tr>
<th>Part 5 – Other business</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>12. Any other business</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>15:55</td>
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<tr>
<td>13. Date of next meeting</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>15:55</td>
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</table>

The next meeting will be held on Wednesday 30th November 2022. The deadline for papers is Wednesday 2nd November 2022.

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<thead>
<tr>
<th>TPB Meeting Dates 2022/23</th>
<th>Proposal Submission Deadline to DGLS</th>
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<tbody>
<tr>
<td>Wednesday 30th November 2022</td>
<td>Wednesday 2nd November 2022</td>
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<td>Wednesday 18th January 2023</td>
<td>Monday 12th December 2022</td>
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<td>Wednesday 15th February 2023</td>
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<td>Wednesday 12th July 2023</td>
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<td>Wednesday 9th August 2023</td>
<td>Wednesday 12th July 2023</td>
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*12th December 2022 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 14th September 2022 in Room QB201 and through Microsoft Teams

UNCONFIRMED

Present:

Prof. Tony Michael (Chair)       Dr Craig Agnor       Dr Shabnam Beheshti
Dr Chris Bray                   Dr John Buchanan       Dr Jayne Dennis
Prof. Maralyn Druce            Dr Mark Freestone       Mrs Elizabeth Gillow
Prof. Henri Huijberts           Dr Rachel Male          Dr Patrick McGurk
Prof. Michael McKinnie          Dr Catherine Molyneux     Dr Eranjan Padumadasa
Dr Daniel Peart                 Dr Javier Sajuria

In attendance:

Ms Alison Dawn                 Mrs Alice de Havillan       Mr Simon Hayter
Dr William Monteith (item 8)    Mr Ashley Palmer (Secretary)

Apologies:

Dr Sadani Cooray             Mr Charlie Sellar            Ms Saynab Sharif

Part 1 – Preliminary Items

1. Welcome and Apologies

The Chair welcomed everybody to the meeting. Apologies were NOTED from Sadani Cooray, Charlie Sellar and Saynab Sharif. It was confirmed that, notwithstanding the list of apologies, the meeting was quorate.

2. Declaration of Interests

The Chair invited members to declare any potential conflicts of interest. None were declared.

3. Minutes of the previous meeting (27th July 2022)

The Board APPROVED the minutes of the meeting held on 27th July 2022 to be an accurate record of that meeting.

4. Matters Arising

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. 2021.187 – This action, relating to the Board’s Terms of Reference, was complete. The draft Terms of Reference for 2022/23 were included on the agenda for consideration at this meeting.

ii. 2021.196.iii – This action, relating to the MSc Banking and Finance [January start], was ongoing.

iii. 2021.199.i – This action, relating to the MSc Management [January start], was ongoing.

iv. 2021.202.i – This action, relating to the Board’s Terms of Reference, was complete.

v. 2021.167.i, 2021.167.iii, 2021.167.iv – These actions, all relating to the MSc Materials Science and Engineering, were complete. The programme proposal had been approved by Chair’s Action.

vi. 2021.170.iii, 2021.170.iv – These actions, all relating to the NPU undergraduate amendments, were complete. The amendments had been approved by Chair’s Action.

vii. 2021.149.ii, 2021.149.iii, 2021.149.iv – These actions, all relating to the MSc Artificial Intelligence in the Biosciences, were complete. The programme proposal had been approved by Chair’s Action.

viii. 2021.110.iii, 2021.110.iv, 2021.110.v, 2021.110.vi – These actions, all relating to the BSc Management for Social Change, were complete. It was NOTED that the complexity of managing the third teaching semester required further deliberation and therefore the programme would no longer start in September 2023. If the School wished to bring forward a revised version of the programme, it would require further consideration by the Board and would need to start in September 2024.

ix. 2021.134.i – This action, relating to the BSc Computer Science and Artificial Intelligence, remained ongoing. The Chair would write to the School to request an update on this action.

Action: Chair

x. 2021.086.ix – This action, relating to the BSc Accountancy, remained ongoing.

Part 2 – For Approval/ Discussion

5. Chair’s Actions since the last meeting

2022.005 The Board RECEIVED a summary of actions taken by the Chair since the last meeting.

i. As noted above, this included approving the responses made to the actions for:
   • MSc Materials Science and Engineering and MSc Organic Electronics
   • NPU Undergraduate Amendments
   • MSc Artificial Intelligence in the Biosciences

ii. The Chair had also approved a new Summer School module:
   • Creative Futures: Preparing for a Career in the Creative Industries
6. Terms of Reference for 2022/23  

2022.006 The Board RECEIVED an updated version of the draft Terms of Reference and membership list for 2022/23. The following points were NOTED:

   i. Several technical updates had been made throughout the document (e.g. updating references to ‘ARCS’ to ‘DGLS’, and reflecting staff changes).

   ii. The possibility of proposals receiving conditional approval had been removed from the Terms of Reference (point 6). It was CONFIRMED that any proposals that did not satisfy the Board would need to be revised and resubmitted, and would not be approved (possibly by Chair’s Action) until all concerns expressed by the Board had been addressed.

   iii. It was suggested that the annual deadlines for new programme proposals be included in the Terms of Reference. It was AGREED that they would not be added to the Terms of Reference, but would instead be included on the agenda for each meeting.

   iv. A QUERY was raised about the potential for flexibility on the approval deadlines under certain circumstances (e.g. Schools winning tenders). It was NOTED that timescales for programme development and approval at Queen Mary were already more flexible than Russell Group competitors, and that there was a need to enforce deadlines to enable sufficient time for scrutiny / due diligence and, after approval, programme set-up, marketing and recruitment.

2022.007 The Terms of Reference and membership for 2022/23 were APPROVED by the Board.

7. Creation of Degree Apprenticeships Sub-Board

2022.008 The Chair proposed to establish a sub-board of TPB which would focus specifically on new proposals for degree apprenticeship programmes. The following points were NOTED:

   i. The sub-board would not have any authority to approve proposals for degree apprenticeships; Taught Programmes Board would remain the final approval authority for all new programme proposals.

   ii. The sub-board would encompass academic and professional services staff across Queen Mary with expertise in developing and delivering degree apprenticeships, and the regulatory framework that they operated within.

   iii. It was AGREED that there were many issues specific to degree apprenticeships that went beyond the normal matters considered by Taught Programmes Board, and which would benefit from more detailed consideration by staff with direct experience.

2022.009 The Board APPROVED the proposal to establish a sub-board to consider new proposals for degree apprenticeships. It was AGREED that the Chair would prepare a draft set of Terms of Reference for the sub-board and present this to the Board for consideration at the next meeting.

   Action: Chair

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Part 3 – Programme Proposals/ Amendments

School of Geography

8. BA Global Development with Year Abroad  

2022.010 The Board CONSIDERED the Part 2 Proposal for the BA Global Development with Year Abroad programme. The following points were NOTED:
i. The proposal was to add a year abroad to the existing BA Global Development programme, which had been approved by the Board last year.

ii. The proposal did not involve any changes to the content of the existing programme, and was identical to the existing programme, apart from the extramural year.

2022.011 The Board heard that:

i. The programme would recruit via direct applications, which could present challenges for students who are admitted to the programme but subsequently do not meet the requirements to take the year abroad.

ii. It was confirmed that students would also be able to transfer onto the year abroad programme; this included (with immediate effect) students who had been admitted to the BA Global Development in the last recruitment cycle.

iii. It was **NOTED** that the Global Opportunities Office had confirmed that they would be able to support the year abroad element of the programme, but would need to be advised that this would be coming into effect a year earlier, for any current students who transfer onto the new programme.

2022.012 The Board **APPROVED** the Part 2 Proposal for the **BA Global Development with Year Abroad** programme, without conditions.

2022.013 The Chair **AGREED** to raise the wider concerns about the management of year abroad programmes at a future meeting of RASB (as part of a broader paper on degrees incorporating an extramural year).

*Action: Chair*

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

<table>
<thead>
<tr>
<th>10.</th>
<th>Programme Amendments</th>
<th>TPB2022-006</th>
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<td>Module Proposals</td>
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<td>Module Amendments</td>
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<td>Module Withdrawals</td>
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2022.014 The Board **RECEIVED** a report of decisions made by Schools and Institutes of changes to the curricula for the period 1st August to 16th August 2022.

### Part 5 – Other Business

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<th>11.</th>
<th>Any Other Business</th>
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2022.015 The Chair sought delegated authority from the Board to consider and approve proposals for new Summer School modules outside of meetings. The Board **APPROVED** this request.

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<tr>
<th>12.</th>
<th>Date of next meeting</th>
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2022.016 The next meeting will be held on Wednesday 19th October 2022. The deadline for papers is Wednesday 21st September 2022.
<table>
<thead>
<tr>
<th>TPB Meeting Date</th>
<th>Intended Paper Circulation Date to TPB</th>
<th>Proposal Submission Deadline to DGLS</th>
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<tbody>
<tr>
<td></td>
<td>7 working days before meeting</td>
<td>20 working days before meeting</td>
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<tr>
<td><strong>Wednesday 19th October 2022</strong></td>
<td>Monday 10th October 2022</td>
<td>Wednesday 21st September 2022</td>
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<td>Monday 12th December 2022*</td>
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<td>Monday 31st July 2023</td>
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_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</th>
<th>Programme Organiser</th>
</tr>
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<tbody>
<tr>
<td>14th September 2022</td>
<td>2022.004.ix</td>
<td>BSc Computer Science and Artificial Intelligence</td>
<td>Write to the School to request an update on action 2021.134.i</td>
<td>Complete</td>
<td>Chair</td>
<td>Prof. Yue Chen / Dr Diego Perez Liebana</td>
</tr>
<tr>
<td>14th September 2022</td>
<td>2022.009</td>
<td>Creation of Degree Apprenticeships Sub-Board</td>
<td>Prepare a draft set of Terms of reference for the sub-board and present it to the Board for consideration</td>
<td>Complete</td>
<td>Chair</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</td>
<td>Ongoing</td>
<td>Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>27th July 2022</td>
<td>2021.196.iii</td>
<td>MSc Banking and Finance - January Start</td>
<td>Finalise the calendar for January 2023 entry</td>
<td>Complete</td>
<td>School of Economics and Finance</td>
<td>Dr Rachel Male</td>
</tr>
<tr>
<td>27th July 2022</td>
<td>2021.199.i</td>
<td>MSc Management - January Start</td>
<td>Finalise the calendar for January 2023 entry</td>
<td>Complete</td>
<td>School of Business and Management</td>
<td>Dr Patrick McGurk</td>
</tr>
<tr>
<td>6th April 2022</td>
<td>2021.134.i</td>
<td>BSc Computer Science and Artificial Intelligence</td>
<td>Update the programme specification to reflect that the School would seek accreditation for the programme at the next opportunity (for December 2022).</td>
<td>Ongoing</td>
<td>School of Electronic Engineering and Computer Science</td>
<td>Prof. Yue Chen / Dr Diego Perez Liebana</td>
</tr>
<tr>
<td>2nd February 2022</td>
<td>2021.086.ix</td>
<td>BSc Accountancy</td>
<td>Provide outstanding module proposals for review and approval by the Chair.</td>
<td>Complete</td>
<td>School of Business and Management</td>
<td>Dr Ishani Chandrasekara</td>
</tr>
<tr>
<td>Nature of proposal(s)</td>
<td>Report of Chair’s Action</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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</table>
| Approved proposal    | Summer School Module – Cancer Prevention  
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.  
Summer School Module – Comparative Politics of the UK and USA  
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.  
Summer School Module – The Buildings of London  
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.  
BSc Accountancy  
The Chair approved the module proposals that had been submitted in response to action 2021.086.ix relating to BSc Accountancy. |

*Ashley Palmer, DGLS  
Ashley.palmer@qmul.ac.uk*
Taught Programmes Board

Degree Apprenticeship Programmes Sub-Board [DAPS]

Terms of Reference – 2022/23

DRAFT

The Degree Apprenticeship Programme Sub-Board will provide review and commentary on degree apprenticeship programmes prior to consideration by Taught Programme Board (TPB). The Sub-Board cannot approve programmes, which remains the remit of TPB, but will have oversight of proposal to ensure the requirements of external regulatory bodies are met. The responsibilities of the Sub-Board are as follows:

1. To provide specialist consideration and commentary, in order to ensure agile, timely and efficient consideration by the Taught Programmes Board [TPB], on all proposals for:
   - New degree apprenticeship programmes
   - Amendments to existing degree apprenticeship programmes.

2. To ensure that all degree apprenticeships are likely to meet the governance requirements of all relevant regulatory bodies, including (but not limited to) any expectations and conditions of registration of the:
   - Office for Students [OfS]
   - Office for Standards in Education (Ofsted)
   - Education and Skills Funding Agency [ESFA]
   - Institute for Apprenticeships and Technical Education [IfATE].

3. In addition to TPB, to provide reports and updates, as required, to:
   - Degree Apprenticeships Oversight Board [DOAB]
   - Education Quality and Standards Board [EQSB]
   - Partnerships Board.

Membership

Prof Tony Michael (Chair)  Deputy Vice-Principal – Education (Programmes)
Alison Dawn             Academic Quality and Standards Officer (DGLS)
Alice de Havillan       Academic Quality and Standards Officer (DGLS)
Simon Hayter            Assistant Academic Registrar (DGLS)
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Pooja Kanani</td>
<td>Faculty Degree Apprenticeships Manager (Faculty of Science &amp; Engineering)</td>
</tr>
<tr>
<td>Dr Rachel Male</td>
<td>Deputy Dean for Education (Faculty of Humanities &amp; Social Sciences)</td>
</tr>
<tr>
<td>Eileen O’Gara</td>
<td>Head of Degree Apprenticeships</td>
</tr>
<tr>
<td>Dr Eran Padumadasa</td>
<td>Deputy Dean for Education – Employer-Led Education (Faculty of Science &amp; Engineering)</td>
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<tr>
<td>Jane Pallant</td>
<td>Deputy Academic Registrar (DGLS)</td>
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<tr>
<td>Ashley Palmer</td>
<td>Academic Quality and Standards Officer (DGLS)</td>
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<td>TBC</td>
<td>Deputy Dean for Education (Faculty of Medicine &amp; Dentistry)</td>
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Professor Anthony Michael  
*(TPB Chair and Deputy VP Education)*
### Nature of proposal(s)
Programme Amendments

<table>
<thead>
<tr>
<th>Owning Schools / Institutes</th>
<th>Electronic Engineering and Computer Science</th>
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<tr>
<th>Title of Proposal(s) being considered</th>
<th>Postgraduate Programme Amendments</th>
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<tbody>
<tr>
<td></td>
<td>• Overview Document</td>
</tr>
<tr>
<td></td>
<td>• MSc Computer Science (FT/PT)</td>
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<td>o Programme Amendment Forms</td>
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<td>o Programme Specifications</td>
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<td>• MSc Computing and Information Systems (FT/PT)</td>
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<td>• MSc Machine Learning for Visual Data Analytics (FT/PT)</td>
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<td>• MSc Internet of Things and Future Networks (FT/PT)</td>
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<tr>
<td></td>
<td>o ECS735P The Semantic Web (amendment)</td>
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<td>o ECS661U User Experience Design (amendment)</td>
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<td></td>
<td>o Research Methods (new module)</td>
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### 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

**Background**
The School of Electronic Engineering and Computer Science (EECS) seeks to amend its postgraduate taught programmes to introduce...
| proposal(s) from Governance and Legal Services | streams within each programme and reduce the number of elective modules offered. This initiative is currently being piloted on two programmes this year, MSc Artificial Intelligence and MSc Big Data Science, which were considered and approved by TPB in December 2021. The change would be implemented on all programmes submitted here in 2023/24, and would apply to new students only. The streams will vary from programme to programme, but the overall effect will be the same across all programmes. All students on each programme will take some common compulsory modules. They will also take other modules which will be compulsory only to that stream, so their overall diet will be dictated by the stream they select. There will therefore be no elective choice within or across streams. Students will be expected to choose their stream at the start of the year, during welcome week, and a stream selection fair will be organised to support this. Students who do not engage and do not select a stream will be automatically placed on the ‘default’ stream for their programme (as indicated in the overview document). In addition, the School are withdrawing the MSc Telecommunications and Wireless Systems, and incorporating some of the content from this programme into the MSc Internet of Things, which the School are renaming to MSc Internet of Things and Future Networks. These forms are provided to the Board for information. Modules One new Research Methods module is proposed. In addition, the School will retitle ECS735P The Semantic Web to reflect the changed focus of the module’s content, and create a P version of ECS661U User Experience Design, to include in MSc programme diets. Issues No issues have been identified. |

---

*Ashley Palmer DGLS*

*Ashley.palmer@qmul.ac.uk*
EECS MSc Prog Amendment for 2023/24
### MSc CS

#### Semester A
- **2 compulsory (2 x 15 credit)**
  - ECS713P Functional Programming
  - ECS789P Semi-structured Data and Advanced Data Modelling
- **2 elective (2 x 15 credit)**
  - ECS7018P Logic in Computer Science
  - ECS708P Machine Learning
  - ECS712P Design for Human Interaction
  - ECS763P Natural Language Processing

#### Semester B
- **2 compulsory (2 x 15 credit)**
  - ECS726P Security and Authentication
  - ECS773P Bayesian Decision and Risk Analysis
- **2 elective (2 x 15 credit)**
  - ECS733P Interactive System Design
  - ECS784P Data Analytics
  - ECS796P Distributed Systems

---

#### 2021/22
- **Semester C: Final Project (60 credits)**
- **Add 2 module**: ECS661P User Experience Design (Interaction Design) and new ECS7xxP Research Methods
- **Drop 5 modules**

#### 2023/24
- **Semester C: Final Project (60 credits)**
- **Stream 1: Software and Data Engineering (default)**
  - ECS713P Functional Programming
  - ECS789P Semi-structured Data and Advanced Data Modelling
  - ECS773P Bayesian Decision and Risk Analysis
  - ECS708P Machine Learning
  - ECS7018P Logic in Computer Science

- **Stream 2: Interaction Design**
  - ECS713P Functional Programming
  - ECS789P Semi-structured Data and Advanced Data Modelling
  - ECS712P Design for Human Interaction
  - ECS7xxP Research Methods (new)

- **ECS726P Security and Authentication**
  - ECS773P Bayesian Decision and Risk Analysis
  - ECS733P Interactive System Design
  - ECS784P Data Analytics
  - ECS661P User Experience Design (Interaction Design)
# MSc CIS

## Semester A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>ECS7009P</td>
<td>Introduction to Software Engineering</td>
</tr>
<tr>
<td>ECS7010P</td>
<td>Computer Architecture and Networks</td>
</tr>
<tr>
<td>ECS740P</td>
<td>Database Systems</td>
</tr>
<tr>
<td>ECS780P</td>
<td>Computer Programming</td>
</tr>
</tbody>
</table>

4 compulsory (4 x 15 credit)

## Semester B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECS7005P</td>
<td>Risk and Decision-Making for DS/AI</td>
</tr>
<tr>
<td>ECS726P</td>
<td>Security and Authentication</td>
</tr>
<tr>
<td>ECS733P</td>
<td>Interactive System Design</td>
</tr>
<tr>
<td>ECS725P</td>
<td>Mobile Services</td>
</tr>
<tr>
<td>ECS745P</td>
<td>Business Information Systems</td>
</tr>
<tr>
<td>ECS781P</td>
<td>Cloud Computing</td>
</tr>
<tr>
<td>ECS784P</td>
<td>Data Analytics</td>
</tr>
</tbody>
</table>

2 compulsory (2 x 15 credit)

## 2021/22

- Semester C: Final Project (60 credits)

  - **Drop 1 modules:** ECS781P Cloud Computing.

## Stream 1: Software Systems (default)

<table>
<thead>
<tr>
<th>Semester A (4 compulsory)</th>
<th>Semester B (4 compulsory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS7009P Introduction to Software Engineering</td>
<td>ECS7005P Risk and Decision-Making for DS/AI</td>
</tr>
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<td>ECS726P Security and Authentication</td>
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<td>ECS740P Database Systems</td>
<td>ECS733P Interactive System Design</td>
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<td>ECS780P Computer Programming</td>
<td>ECS784P Data Analytics</td>
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## Stream 2: Business

<table>
<thead>
<tr>
<th>Semester A (4 compulsory)</th>
<th>Semester B (4 compulsory)</th>
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</thead>
<tbody>
<tr>
<td>ECS7009P Introduction to Software Engineering</td>
<td>ECS7005P Risk and Decision-Making for DS/AI</td>
</tr>
<tr>
<td>ECS7010P Computer Architecture and Networks</td>
<td>ECS726P Security and Authentication</td>
</tr>
<tr>
<td>ECS740P Database Systems</td>
<td>ECS725P Mobile Services</td>
</tr>
<tr>
<td>ECS780P Computer Programming</td>
<td>ECS745P Business Information Systems (including web development?)</td>
</tr>
</tbody>
</table>

## 2023/24

- Semester C: Final Project (60 credits)
<table>
<thead>
<tr>
<th>Semester A</th>
<th>Semester B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 compulsory (2 x 15 credit)</td>
<td>2 compulsory (2 x 15 credit)</td>
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<tr>
<td>ECS700P Electronic Sensing</td>
<td>ECS7011P Quantum Programming</td>
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<tr>
<td>ECS714P Embedded Systems</td>
<td>ECS778P Advanced Control Systems</td>
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<tr>
<td>2 elective (2 x 15 credit)</td>
<td>2 elective (2 x 15 credit)</td>
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<tr>
<td>ECS707P Fundamentals of DSP</td>
<td>DENM600 Energy Storage Engineering</td>
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<tr>
<td>ECS720P Power Electronics</td>
<td>DENM601 Introduction to Solar Energy</td>
</tr>
<tr>
<td>ECS752P Microwave and Millimetrewave Electronics</td>
<td>ECS7012P Music and Audio Programming</td>
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<tr>
<td>ECS788P Control Systems</td>
<td>ECS787P Integrated Circuit Design</td>
</tr>
<tr>
<td></td>
<td>ECS790P Electrical Machines and Systems</td>
</tr>
</tbody>
</table>

2021/22  
Semester C: Final Project (60 credits)

2023/24  
Semester C: Final Project (60 credits)
## MSc ML for Visual Data Analytics

### Semester A (4 compulsory)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECS708P</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>ECS709P</td>
<td>Intro to Computer Vision</td>
</tr>
<tr>
<td>ECS795P</td>
<td>Deep Learning and Computer Vision</td>
</tr>
<tr>
<td>ECS776P</td>
<td>Image Processing</td>
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</table>

### Semester B (4 compulsory)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ECS757P</td>
<td>Digital Media and Social Networks</td>
</tr>
<tr>
<td>ECS797P</td>
<td>Machine Learning for Visual Data Analysis</td>
</tr>
<tr>
<td>ECS709P</td>
<td>Intro to Computer Vision</td>
</tr>
<tr>
<td>ECS795P</td>
<td>Deep Learning and Computer Vision</td>
</tr>
</tbody>
</table>

### Stream 1: Vision and Language (default)

- ECS708P Machine Learning
- ECS797P Machine Learning for Visual Data Analysis
- ECS709P Intro to Computer Vision
- ECS7026P Neural Networks and Deep Learning
- ECS780P Computer Programming
- ECS795P Deep Learning and Computer Vision
- ECS763P Natural Language Processing
- ECS7001P Neural Networks and NLP

### Stream 2: Computer Vision and Image Processing

- ECS708P Machine Learning
- ECS797P Machine Learning for Visual Data Analysis
- ECS709P Intro to Computer Vision
- ECS7026P Neural Networks and Deep Learning
- ECS780P Computer Programming
- ECS795P Deep Learning and Computer Vision
- ECS762P Computer Graphics
- ECS776P Image Processing

### 2021/22

- Semester A
- Semester B
- 2 compulsory (2 x 15 credit)
- 4 compulsory (4 x 15 credit)

### 2023/24

- Semester A
- Semester B
- 2 elective (2 x 15 credit)

---

**Drop** 4 modules: ECS759P Artificial Intelligence, ECS766P Data Mining, ECS765P Big Data Processing, ECS757P Digital Media and Social Networks

**Add** 4 modules: ECS780P Computer Programming, ECS763P Natural Language Processing, ECS7026P Neural Networks and Deep Learning, ECS7001P Neural Networks and NLP
### MSc Sound and Music Computing (SMC)

<table>
<thead>
<tr>
<th>Semester A</th>
<th>Semester B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 compulsory (2 x 15 credit)</td>
<td>4 elective (4 x 15 credit)</td>
</tr>
<tr>
<td>ECS707P Fundamentals of DSP</td>
<td>ECS7006P Music Informatics</td>
</tr>
<tr>
<td>ECS741P Music Perception and Cognition</td>
<td>ECS7013P Deep Learning for Audio and Music</td>
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<tr>
<td>ECS742P Interactive Digital Multimedia Techniques</td>
<td>ECS7022P Computational Creativity</td>
</tr>
<tr>
<td>ECS749P Sound Recording and Production Techniques</td>
<td>ECS735P The Semantic Web (ECS7xxP Data Semantics)</td>
</tr>
<tr>
<td>ECS765P Big Data Processing</td>
<td>ECS733P Interactive System Design</td>
</tr>
<tr>
<td>ECS733P Interactive System Design</td>
<td>ECS735P The Semantic Web</td>
</tr>
<tr>
<td>ECS735P The Semantic Web</td>
<td></td>
</tr>
</tbody>
</table>

### Semester C: Final Project (60 credits)

- **2021/22**
  - Add 1 module: ECS759P Artificial Intelligence

- **2023/24**
  - Semester C: Final Project (60 credits)
### MSc IoT and Future Networks

#### Semester A (4 compulsory) | Semester B (4 compulsory)
---|---
**Stream 1: AI driven (default)**
- ECS782P Introduction to IOT
- ECS783P Enabling Communication Tech for IoT
- ECS781P Cloud Computing
- ECS784P Data Analytics

**Stream 2: Future networks driven**
- ECS782P Introduction to IOT
- ECS783P Enabling Communication Tech for IoT
- ECS781P Cloud Computing
- ECS7020P Principles of Machine Learning

2021/22 Semester C: Final Project (60 credits)

**Amendment from IoT to IoT and Future Networks**

- **Drop** 5 modules:
- **Add 2 modules:** ECS7020P Principles of Machine Learning, and ECS7020P Principles of Machine Learning

2023/24 Semester C: Final Project (60 credits)
Programme Amendment Form

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

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

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

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

### Summary Information (as previously approved)

Programme title(s): MSc Computer Science
Programme and Route code(s): G4U1

<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 academic year</td>
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Responsible School / Institute: School of Electronic Engineering & Computer Science

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

NA

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

NA

1) **What are the proposed amendments?**

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

The programme amendment involves dividing the original MSc Computer Science programme into two distinct pathways, named “Software and Data Engineering” and “Interaction Design” respectively, with the “Software and Data Engineering” pathway being the default.
2) Proposed date of introduction: September 2023

3) Who does the proposed amendment apply to: New students only

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

The rationale for the programme amendment is that currently there is no provision for students wishing to specialise in Interaction Design at Masters level within the School, yet this is a very popular area of Computing with students, is highly relevant to modern application development, for example in the areas of Virtual and Alternative Reality (AR and VR), and is strongly underpinned by research within the School. The availability of this pathway will give the School a competitive alternative to programmes offered elsewhere within London, such as the MSc Human-Computer Interaction at UCL. There remains however strong demand for an essentially technical pathway in the area of Computer Science at MSc level, which is the reason for the creation of the default pathway “Software and Data Engineering” which maintains our provision of a mainstream Computer Science pathway at Masters level.

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

The new Research Methods module will need to be staffed within the School. The resource (staff member) to cover this has already been identified.
6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

The provision of the two pathways will give students with a degree of choice within the “fixed diet Masters” framework, as students wishing to take the MSc Computer Science programme will have the two pathways to choose from. There are no implications specific to part time students or students with disabilities and those who are neurodiverse.

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

We have not consulted the external examiners for the programme. There has been some consultation with students through informal discussions in which students have been very positive about the provision of the “Interaction Design” pathway and the additional choice this will afford.

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

Potential students will be made aware of the two pathways through our usual marketing channels such as the course prospectus, postgraduate open evenings, overseas visits etc. Further information will be provided during MSc Induction week and supported by student supervisors in their meetings with students early in the first semester.

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

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? Yes
- Has the Programme Specification been revised to take into account the programme amendment(s)? Yes

Approval of Programme Amendment
<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
<th>Time</th>
</tr>
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<td>Chenshe</td>
<td>2022.08.03 11:06:48 +01'00'</td>
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<tr>
<td>Head(s) of supporting School / Institute</td>
<td></td>
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<tr>
<td>Head(s) of supporting School / Institute</td>
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<tr>
<td>Professor Steve Uhlig</td>
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<table>
<thead>
<tr>
<th>Programme title(s):</th>
<th>MSc Computer Science</th>
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<tbody>
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<td>Programme and Route code(s):</td>
<td>G4U2</td>
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<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 academic years</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>Schools / Institutes who are also involved in teaching part of the programme:</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of any collaborative institution(s) involved in delivering any part of the programme:</th>
</tr>
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<tr>
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
<th>QMUL Model</th>
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<tbody>
<tr>
<td>Natural Language Processing</td>
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<td>7</td>
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<td>Data Semantics</td>
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<td>7</td>
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<tr>
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<td>Research Methods</td>
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<td>Mobile Services</td>
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<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Remove</td>
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> Has the Programme Specification been revised to take into account the programme amendment(s)? Yes

Approval of Programme Amendment
Programme Title: MSc FT Computer Science

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 Computer Science
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 12 Months FT
Queen Mary programme code(s): G4U1
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: BCS The Chartered Institute for IT
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

Programme outline

This MSc provides an advanced programme of study for students obtaining a good first degree in Computer Science or a closely related discipline. The Programme provides two study streams entitled “Software and Data Engineering” and “Interaction Design”. The “Software and Data Engineering” stream provides Advanced MSc study of core Computer Science subjects such as logic, security and functional programming in combination with topics central to modern software and data systems such as NoSQL databases, machine learning and data analytics. The Interaction Design stream provides a specialism in the area of Human-Computer Interaction (HCI), covering topics such as interface design for mobile and ubiquitous systems, human-robot interaction and designing interactions for virtual and alternative reality systems. The programme prepares you for a wide range of careers depending on your chosen stream. Typical jobs after graduating from the Software and Data Engineering stream include Data Scientist, Computer Programmer, Software Engineer, Systems Analyst, Database Developer/Data Engineer. Typical jobs after graduating from the Interaction Design stream include Interface/Interaction designer, User Experience specialist, Usability Engineer.

Aims of the programme

The aim of this Masters programme is to provide advanced study in the conceptual analysis of information and the development of effective technologies for its representation, distribution and use. The programme is multi-disciplinary and in addition to
Programme Title: MSc FT Computer Science

Computer Science optionally involves aspects of Interaction/Interface design, Artificial Intelligence, Machine Learning, Cognitive Psychology, Logic and Sociology. The course aims to address both fundamental principles and advanced techniques and to provide students with directly applicable knowledge and skills. The course is aimed at preparing students both for research study and specialist employment, especially in domains such as Software Engineering, Data Science, Human-Computer Interaction, Computer Programming and Semi-structured Data Engineering.

What will you be expected to achieve?

The programme provides opportunities for students:
(i) to develop a knowledge of a range of modelling, evaluation and design methods used in research and practice in the focal areas of the programme.
(ii) to gain experience with applying them in practice in a research-oriented project.

Academic Content:

| A1 | Theories, principles and techniques in Computer Science |
| A2 | Programming languages and environments, systems development methodologies |
| A3 | Approaches to program and system testing and evaluation |
| A4 | Optionally the design and evaluation of Interactive systems, including mobile, AR and VR systems, as well as sociological and ethnographic approaches to the evaluation of such systems. |

Disciplinary Skills - able to:

| B1 | Design, implement and test software systems |
| B2 | Critically evaluate alternative technology solutions |
| B3 | Design and implement data structures that are appropriate to a given software solution |
| B4 | Critically reflect on their own performance in Computing projects and apply to future projects |

Attributes:

| C1 | Integrate scholarship, research and professional activities with the Computing discipline in a developing professional career |
| C2 | Evaluate their practice and engage in continuing professional development |
Programme Title: MSc FT Computer Science

How will you learn?

Each non-project-based module normally involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

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How will you be assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a research paper, a reflective essay, a video presentation (usually including a demonstration of any developed software) and a viva involving the supervisor and an independent second examiner.

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 course has two streams and is organised over three semesters: The first semester (Semester A) consists of four compulsory modules. The second semester (Semester B) has four compulsory modules. Students carry out a large project full-time in the third semester (Semester C). This project will be individually supervised by an academic or research staff.

Students taking the Interactive Design stream will take modules in the order described below:

- Semester A (Interaction Design)
  - ECS713P Functional Programming
  - ECS789P Semi-Structured Data and Advanced Data Modelling
  - ECS712P Design for Human Interaction
  - ECSxxxP Research Methods

- Semester B (Interaction Design)
  - ECS726P Security and Authentication
  - ECS773P Bayesian Decision and Risk Analysis
  - ECS661P User Experience Design
  - ECS733P Interactive Systems Design

Students taking the Software and Data Engineering stream will take modules in the order described below:

The Software and Data Engineering stream is the default stream.

- Semester A (Software and Data Engineering)
  - ECS713P Functional Programming

- Semester B (Software and Data Engineering)
  - ECS726P Security and Authentication
  - ECS773P Bayesian Decision and Risk Analysis
  - ECS661P User Experience Design
  - ECS733P Interactive Systems Design
Programme Title: MSc FT Computer Science

ECS789P Semi-Structured Data and Advanced Data Modelling
ECS708P Machine Learning
ECS7018 Logic in Computer Science

Semester B (Software and Data Engineering)
ECS726P Security and Authentication
ECS773P Bayesian Decision and Risk Analysis
ECS733P Interactive Systems Design
ECS784P Data Analytics

Semester C
ECS750P Project

### Academic Year of Study  
FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
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The Industrial Advisory Panel works to ensure that our programmes are state-of-the-art and match the changing requirements of this fast-moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, IBM, The National Physical Laboratory, National Instruments, META, Google, PA Consulting, Rohde and Schwarz, O2, Cisco Systems, ARM, Selex and BAE Systems.

Recent graduates have found employment as IT consultants, specialist engineers, web developers, systems analysts, software designers and network engineers in a wide variety of industries and sectors. A number of students also go on to undertake PhDs in electronic engineering and computer science. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica, Credit Suisse, KPMG, Transport for London, Sky and Selex ES are among the organizations that have recently employed graduates of EECS programmes.

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

Students have the opportunity to undertake an industrial-linked project - these are very competitive.

Programme Specification Approval

Person completing Programme Specification: Tony Stockman

Person responsible for management of programme: Tony Stockman

Date Programme Specification produced / amended by School / Institute Education Committee: 23 Sep 2022

Date Programme Specification approved by Taught Programmes Board:

Programme Specification PG / 2021-22/ V1
Programme Title: MSc FT Computer Science
Programme Title: MSc PT Computer Science

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 Computer Science
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 24 Months PT
Queen Mary programme code(s): G4U2
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: BCS The Chartered Institute for IT
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

Programme outline

This MSc provides an advanced programme of study for students obtaining a good first degree in Computer Science or a closely related discipline. The Programme provides two study streams entitled “Software and Data Engineering” and “Interaction Design”. The “Software and Data Engineering” stream provides Advanced MSc study of core Computer Science subjects such as logic, security and functional programming in combination with topics central to modern software and data systems such as NoSQL databases, machine learning and data analytics. The Interaction Design stream provides a specialism in the area of Human-Computer Interaction (HCI), covering topics such as interface design for mobile and ubiquitous systems, human-robot interaction and designing interactions for virtual and alternative reality systems. The programme prepares you for a wide range of careers depending on your chosen stream. Typical jobs after graduating from the Software and Data Engineering stream include Data Scientist, Computer Programmer, Software Engineer, Systems Analyst, Database Developer/Data Engineer. Typical jobs after graduating from the Interaction Design stream include Interface/Interaction designer, User Experience specialist, Usability Engineer.

Aims of the programme

The aim of this Masters programme is to provide advanced study in the conceptual analysis of information and the development of effective technologies for its representation, distribution and use. The programme is multi-disciplinary and in addition to
Programme Title: MSc PT Computer Science

Computer Science optionally involves aspects of Interaction/Interface design, Artificial Intelligence, Machine Learning, Cognitive Psychology, Logic and Sociology. The course aims to address both fundamental principles and advanced techniques and to provide students with directly applicable knowledge and skills. The course is aimed at preparing students both for research study and specialist employment, especially in domains such as Software Engineering, Data Science, Human-Computer Interaction, Computer Programming and Semi-structured Data Engineering.

What will you be expected to achieve?

The programme provides opportunities for students:

i) to develop a knowledge of a range of modelling, evaluation and design methods used in research and practice in the focal areas of the programme.

(ii) to gain experience with applying them in practice in a research-oriented project.

Academic Content:

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<th>Theories, principles and techniques in Computer Science</th>
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<tbody>
<tr>
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<td>A3</td>
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</tbody>
</table>

Disciplinary Skills - able to:

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<tr>
<th>B1</th>
<th>Design, implement and test software systems</th>
</tr>
</thead>
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<tr>
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<td>Critically evaluate alternative technology solutions</td>
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Attributes:

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<th>C1</th>
<th>Integrate scholarship, research and professional activities with the Computing discipline in a developing professional career</th>
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</thead>
<tbody>
<tr>
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How is the programme structured?

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Students taking the Software and Data Engineering stream will take modules in the order described below:

Software and Data Engineering Stream (Default Stream)

Year 1 - Semester 1
ECS713P Functional Programming
ECS789P Semi-Structured Data and Advanced Data Modelling

Year 1 - Semester 2
ECS726P Security and Authentication
ECS773P Bayesian Decision and Risk Analysis

Year 2 - Semester 1
ECS708P Machine Learning
ECS7018P Logic in Computer Science

Year 2 - Semester 2
ECS733P Interactive Systems Design
ECS784P Data Analytics
Programme Title: MSc PT Computer Science

Semester 3
ECS750P Project

Students taking the Interactive Design stream will take modules in the order described below:

Interaction Design Stream

Year 1 - Semester 1
ECS713P Functional Programming
ECS789P Semi-Structured Data and Advanced Data Modelling

Year 1 - Semester 2
ECS726P Security and Authentication
ECS773P Bayesian Decision and Risk Analysis

Year 2 - Semester 1
ECS712P Design for Human Interaction
ECSxxx Research Methods (new module)

Year 2 - Semester 2
ECS661P User Experience Design
ECS733P Interactive Systems Design

Semester 3
ECS750P Project

Academic Year of Study    PT - Year 1

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<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Functional Programming</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Semi-Structured Data and Advanced Data Modelling</td>
<td>ECS789P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Security and Authentication</td>
<td>ECS726P</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<td>Bayesian Decision and Risk Analysis</td>
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Academic Year of Study    PT - Year 2

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Programme Title: MSc PT Computer Science

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<th>Module Title</th>
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Programme Title: MSc PT Computer Science

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Programme Specification Approval

| Person completing Programme Specification: | Tony Stockman |
| Person responsible for management of programme: | Tony Stockman |
| Date Programme Specification produced / amended by School / Institute Education Committee: | 26 Sep 2022 |
| Date Programme Specification approved by Taught Programmes Board: |   |
Programme Amendment Form

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

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

Programme titles changes must be proposed using the Programme Title Change Form.

Amendments to programme durations or modes of study can not be requested via this form.

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

Summary Information (as previously approved)

Programme title(s): MSc Computing and Information Systems

Programme and Route code(s): G5U5

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
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</table>

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

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

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

1) What are the proposed amendments?

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

The programme amendment involves dividing the original MSc Computing and Information Systems programme into two distinct pathways, named “Software Systems” and “Business Systems” respectively, with the “Software Systems” pathway being the default.
### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Selection Status</th>
<th>Credits</th>
<th>Level</th>
<th>Add / Remove Module from Programme</th>
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<tbody>
<tr>
<td>Cloud Computing</td>
<td>15</td>
<td>7</td>
<td>Remove</td>
</tr>
</tbody>
</table>

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

3) **Who does the proposed amendment apply to:** New students only

4) **Rationale**

It has been observed over several years that students on the current MSc Computing and Information Systems programme tend to follow one of two approaches when choosing their elective modules in the second semester. Those students who have coped well with the technical content in semester A tend to choose more technical options in semester B, while those students who have found the technical aspects of the Programme more difficult tend to choose more business-related options. The proposed new structure involving the two pathways is intended to preserve this level of choice within the “fixed diet Masters” framework.

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

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

There are no resource implications resulting from the proposed programme amendment. All modules on both pathways already run within the School.
6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

The provision of the two pathways will give students with a degree of choice within the “fixed diet Masters” framework, as students will continue to be able to choose the module content which best matches their interests and academic abilities with the proposed new structure. There are no implications specific to part time students or students with disabilities and those who are neurodiverse.

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

We have not consulted the external examiners for the programme. There has been some consultation with students through an email questionnaire and informal discussions. Students have been very positive about the provision of the two pathways structure because it maintains a degree of flexibility within the “fixed diet Masters” framework.

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

Potential students will be made aware of the two pathways through our usual marketing channels such as the course prospectus, postgraduate open evenings, overseas visits etc. Further information will be provided during MSc Induction week and supported by student supervisors in their meetings with students early in the first semester.

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

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  Yes
- Has the Programme Specification been revised to take into account the programme amendment(s)?  Yes

**Approval of Programme Amendment**

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Head(s) of School / Institute</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
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Digitally signed by Yue Chen
Date: 2022.08.03 11:09:30 +01'00'

Digitally signed by Professor Steve Uhlig
Date: 2022.08.05 11:15:35 +01'00'
<table>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Programme Amendment Form

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

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

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

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

Summary Information (as previously approved)

Programme title(s): MSc Computing and Information Systems
Programme and Route code(s): G5U6

<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>
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Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

1) What are the proposed amendments?

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

The programme amendment involves dividing the original MSc Computing and Information Systems programme into two distinct pathways, named “Software Systems” and “Business Systems” respectively, with the “Software Systems” pathway being the default.
Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
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<td>7</td>
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<td>No</td>
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</tbody>
</table>

2) Proposed date of introduction: September 2023

3) Who does the proposed amendment apply to: New students only

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

It has been observed over several years that students on the current MSc Computing and Information Systems programme tend to follow one of two approaches when choosing their elective modules in the second semester. Those students who have coped well with the technical content in semester A tend to choose more technical options in semester B, while those students who have found the technical aspects of the Programme more difficult tend to choose more business-related options. The proposed new structure involving the two pathways is intended to preserve this level of choice within the “fixed diet Masters” framework.

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

There are no resource implications resulting from the proposed programme amendment. All modules on both pathways already run within the School.
6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

The provision of the two pathways will give students with a degree of choice within the “fixed diet Masters” framework, as students will continue to be able to choose the module content which best matches their interests and academic abilities with the proposed new structure. There are no implications specific to part time students or students with disabilities and those who are neurodiverse.

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

We have not consulted the external examiners for the programme. There has been some consultation with students through an email questionnaire and informal discussions. Students have been very positive about the provision of the two pathways structure because it maintains a degree of flexibility within the “fixed diet Masters” framework.

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Potential students will be made aware of the two pathways through our usual marketing channels such as the course prospectus, postgraduate open evenings, overseas visits etc. Further information will be provided during MSc Induction week and supported by student supervisors in their meetings with students early in the first semester.

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

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

> Has the Programme Specification been revised to take into account the programme amendment(s)? Yes
| Head(s) of supporting School / Institute | Head(s) of supporting School / Institute | Head(s) of supporting School / Institute | Head(s) of supporting School / Institute |
Programme Title: MSc FT Computing and Information Systems

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 Computing and Information Systems
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 12 Months FT
Queen Mary programme code(s): GSU5
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: BCS The Chartered Institute for IT
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

This MSc provides a programme of study for students obtaining a good first degree in subjects other than Computing or degrees with a high level of Computing content. The Programme provides two study streams entitled “Software Systems” and “Business Systems”. Both streams include 6 common modules which together provide students with the core knowledge and skills required to work in the Computing industry. These include Computer Programming, Database Application Design and Implementation, Software Engineering and Networks and Computer Architecture. The common modules in semester 2 cover Security and Authentication and Risk Analysis, which are topics required by the Chartered Institute for IT for partial or full accreditation. The Software Systems stream provides specialised study in Data Analytics and the Design of Interactive Systems. The Business Systems stream has a more commercial focus, providing specialised study in the ways in which organisations acquire and use Information Systems and the Design of Mobile Services.

The programme prepares you for a wide range of careers depending on your chosen stream. Typical jobs after graduating from the Software Systems stream include Data Scientist, Computer Programmer, Software Engineer, Usability Engineer, Interactive System Designer. Typical jobs for graduates of the Business Systems stream include Business Systems Analyst, Database
Programme Title: MSc FT Computing and Information Systems

Developer, Software Engineer and Mobile Service Designer.

**Aims of the programme**

The aim of this Masters programme is to offer a broad range of advanced study in the conceptual analysis of information and the development of effective technologies for its representation, distribution and use. The programme is multi-disciplinary and in addition to computer science optionally involves aspects of cognitive psychology, psycholinguistics, artificial intelligence, bioinformatics, logic, sociology and organisational management. The course aims to address both fundamental principles and advanced techniques and to provide students with directly applicable knowledge and skills. The course is aimed at preparing students both for research study and specialist employment, especially in domains such as broadcasting, multimedia production, consumer electronics and IT equipment-manufacturing.

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

The programme provides opportunities for students:

i) to develop a knowledge of a range of modelling, evaluation and design methods used in research and development in the focal areas of the programme.

(ii) to gain experience with applying them in practice in a research-oriented project.

---

**Academic Content:**

| A1 | Theories, principles and techniques in Computer Science |
| A2 | Programming languages and environments, systems development methodologies |
| A3 | Approaches to program and system testing and evaluation |

**Disciplinary Skills - able to:**

| B1 | Design, implement and test software systems |
| B2 | Critically evaluate alternative technology solutions |
| B3 | Design and implement data structures that are appropriate to a given software solution |
| B4 | Critically reflect on their own performance in Computing projects and apply to future projects |

**Attributes:**
How will you learn?

Each non-project-based module normally involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

Individual projects are undertaken during the summer months under the supervision of an academic member of staff with whom there are normally weekly consultancy meetings. These are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students' ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module. A number of industrial-linked projects may be offered each year, which students can apply for.

How will you be assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed by the student.

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 course has two streams and is organised over three semesters: The first semester (Semester A) consists of four compulsory modules. The second semester (Semester B) has four compulsory modules. Students carry out a large project full-time in the third semester (Semester C). This project will be individually supervised by an academic or research staff.

The Software Systems stream is the default stream for the programme.

Semester 1 (Business Systems)
- ECS7010P Computer Architecture and Networks
- ECS7009P Introduction to Software Engineering
- ECS780P Computer Programming
- ECS740P Database Systems

Semester 2 (Business Systems)
- ECS726P Security and Authentication
- ECS7005P Risk and Decision Making for Data Science and AI
- ECS745P Business Information Systems
- ECS725P Mobile Services

Semester 1 (Software Systems)
Programme Title: MSc FT Computing and Information Systems

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
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<td>Introduction to Software Engineering</td>
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<td>Computer Architecture and Networks</td>
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<td>Mobile Services</td>
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<td>7</td>
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<td>Semester 2</td>
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<td>Risk and Decision Making for Data Science and AI</td>
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<td>Project Module</td>
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<td>Core</td>
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<td>Semester 2</td>
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Academic Year of Study  FT - Year 1
What are the entry requirements?

Information on the entry requirements can be found at: www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/computing-and-information-systems-msc/

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

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

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

The School’s SEC advises the Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, including through student membership and consideration of student surveys and module questionnaires.

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

What academic support is available?

All students are assigned an academic advisor during induction week. The advisor’s role is to guide their advisees in their academic development including module selection, and to provide first-line pastoral support.

In addition, the School has a Senior Tutor for postgraduate students who provides second-line guidance and pastoral support for students, as well as advising staff on related matters.

Every member of teaching staff holds 2 open office hours per week during term-time.

Additional academic support is provided to those students who are successful in securing an industrial-linked project.

Programme-specific rules and facts

Special regulations apply for programmes accredited by the Engineering Council. Please refer to the Academic Regulations for full details. Students who complete the programme but do not meet the Engineering Council’s requirements will graduate with an alternate programme title.
How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The School has a wide range of industrial contacts secured through research projects and consultancy, our Industrial Experience programme and our Industrial Advisory Panel.

The Industrial Advisory Panel works to ensure that our programmes are state-of-the-art and match the changing requirements of this fast-moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, IBM, The National Physical Laboratory, National Instruments, PA Consulting, Rohde and Schwarz, O2, Cisco Systems, ARM, Selex and BAE Systems.

Recent graduates have found employment as IT consultants, specialist engineers, web developers, systems analysts, software designers and network engineers in a wide variety of industries and sectors. A number of students also go on to undertake PhDs in electronic engineering and computer science. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica, Credit Suisse, KPMG, Transport for London, Sky and Selex ES are among the organizations that have recently employed graduates of EECS programmes.

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

Students have the opportunity to undertake an industrial-linked project in the summer - these are very competitive.
Programme Title: MSc FT Computing and Information Systems
Programme Title: MSc PT Computing and Information Systems

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 Computing and Information Systems
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 24 Months PT
Queen Mary programme code(s): GSU6
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: BCS The Chartered Institute for IT
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

This MSc provides a programme of study for students obtaining a good first degree in subjects other than Computing or degrees with a high level of Computing content. The Programme provides two study streams entitled “Software Systems” and “Business Systems”. Both streams include 6 common modules which together provide students with the core knowledge and skills required to work in the Computing industry. These include Computer Programming, Database Application Design and Implementation, Software Engineering and Networks and Computer Architecture. The common modules in semester 2 cover Security and Authentication and Risk Analysis, which are topics required by the Chartered Institute for IT for partial or full accreditation. The Software Systems stream provides specialised study in Data Analytics and the Design of Interactive Systems. The Business Systems stream has a more commercial focus, providing specialised study in the ways in which organisations acquire and use Information Systems and the Design of Mobile Services.

The programme prepares you for a wide range of careers depending on your chosen stream. Typical jobs after graduating from the Software Systems stream include Data Scientist, Computer Programmer, Software Engineer, Usability Engineer, Interactive System Designer. Typical jobs for graduates of the Business Systems stream include Business Systems Analyst, Database...
Programme Title: MSc PT Computing and Information Systems

Developer, Software Engineer and Mobile Service Designer.

Aims of the programme

The aim of this Masters programme is to offer a broad range of advanced study in the conceptual analysis of information and the development of effective technologies for its representation, distribution and use. The programme is multi-disciplinary and in addition to computer science optionally involves aspects of cognitive psychology, psycholinguistics, artificial intelligence, bioinformatics, logic, sociology and organisational management. The course aims to address both fundamental principles and advanced techniques and to provide students with directly applicable knowledge and skills. The course is aimed at preparing students both for research study and specialist employment, especially in domains such as broadcasting, multimedia production, consumer electronics and IT equipment-manufacturing.

What will you be expected to achieve?

The programme provides opportunities for students:

i) to develop a knowledge of a range of modelling, evaluation and design methods used in research and development in the focal areas of the programme.

(ii) to gain experience with applying them in practice in a research-oriented project.

---

Academic Content:

| A1 | Theories, principles and techniques in Computer Science |
| A2 | Programming languages and environments, systems development methodologies |
| A3 | Approaches to program and system testing and evaluation |

Disciplinary Skills - able to:

| B1 | Design, implement and test software systems |
| B2 | Critically evaluate alternative technology solutions |
| B3 | Design and implement data structures that are appropriate to a given software solution |
| B4 | Critically reflect on their own performance in Computing projects and apply to future projects |

Attributes:
Programme Title: MSc PT Computing and Information Systems

| C1 | Integrate scholarship, research and professional activities with the Computing discipline in a developing professional career |
| C2 | Evaluate their practice and engage in continuing professional development |

How will you learn?

Each non-project-based module normally involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

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How will you be assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed by the student.

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 course has two streams and is organised over two years. Year One: The first semester (Semester A) consists of 2 compulsory modules. The second semester (Semester B) also has two compulsory modules. Year Two: The first semester (Semester A) consists of 2 compulsory modules. The second semester (Semester B) also has two compulsory modules. Students carry out a large project full-time in (Year two Semester C). This project will be individually supervised by an academic or research staff.

The Software Systems stream is the default stream for the programme.

STREAM: BUSINESS SYSTEMS

Year 1
Semester 1
ECS740P Databases (15 credits)
ECS780P Computer Programming (15 credits)
Semester 2
ECS726P Security and Authentication (15 credits)

Year 2
Semester 1

ECS7005P Risk and Decision Making for Data Science and AI (15 credits)
Programme Title: MSc PT Computing and Information Systems

ECS7009P Introduction to Software Engineering (15 credits)
ECS7010P Computer Architecture and Networks (15 credits)
Semester 2
Select two option from:
ECS725P Mobile Services (15 credits)
ECS745P Business Information Systems (15 credits)

STREAM: SOFTWARE SYSTEMS

Year 1
Semester 1
ECS740P Databases (15 credits)
ECS780P Computer Programming (15 credits)
Semester 2
ECS726P Security and Authentication (15 credits)
ECS7005P Risk and Decision Making for Data Science and AI (15 credits)

Year 2
Semester 1
ECS7009P Introduction to Software Engineering (15 credits)
ECS7010P Computer Architecture and Networks (15 credits)
Semester 2
Select two option from:
ECS733P Interactive Systems Design (15 credits)
ECS784P Data Analytics (15 credits)
Semester 3
ECS750P Project (60 credits)

Academic Year of Study  PT - Year 1

<table>
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<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
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Academic Year of Study  PT - Year 2
Programme Title: MSc PT Computing and Information Systems

<table>
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<th>Module Title</th>
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</table>

What are the entry requirements?

Information on the entry requirements can be found at: www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/computing-and-information-systems-msc/

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

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

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

The School's SEC advises the Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the University's Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School's Student Experience Action Plan, which records progress on learning and teaching related actions on a rolling basis. Students' views are considered in the APR process through module questionnaires, among other data.
What academic support is available?

All students are assigned an academic advisor during induction week. The advisor’s role is to guide their advisees in their academic development including module selection, and to provide first-line pastoral support.

In addition, the School has a Senior Tutor for postgraduate students who provides second-line guidance and pastoral support for students, as well as advising staff on related matters.

Every member of teaching staff holds 2 open office hours per week during term-time.

Additional academic support is provided to those students who are successful in securing an industrial-linked project.

Programme-specific rules and facts

Special regulations apply for programmes accredited by the Engineering Council. Please refer to the Academic Regulations for full details. Students who complete the programme but do not meet the Engineering Council's requirements will graduate with an alternate programme title.

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

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The School has a wide range of industrial contacts secured through research projects and consultancy, our Industrial Experience programme and our Industrial Advisory Panel.

The Industrial Advisory Panel works to ensure that our programmes are state-of-the-art and match the changing requirements of this fast-moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, IBM, The National Physical Laboratory, National Instruments, PA Consulting, Rohde and Schwarz, O2, Cisco Systems, ARM, Selex and BAE Systems.

Recent graduates have found employment as IT consultants, specialist engineers, web developers, systems analysts, software designers and network engineers in a wide variety of industries and sectors. A number of students also go on to undertake PhDs in electronic engineering and computer science. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica., Credit Suisse, KPMG, Transport for London, Sky and Selex ES are among the organizations that have recently employed graduates of EECS programmes.
Transferable skills are developed through a variety of means, including embedding of QM Graduate Attributes in taught modules and the summer project, together with the opportunity to participate in extra-curricular activities, e.g. the School’s E++ Society, the School’s Annual Programming Competition and external competitions with support from the School.

Students have the opportunity to undertake an industrial-linked project in the summer - these are very competitive.

### Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Tony Stockman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>Tony Stockman</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / Institute Education Committee:</td>
<td>26 Sep 2022</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board:</td>
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</table>
Programme Amendment Form

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

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

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

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

Summary Information (as previously approved)

Programme title(s): MSc in Machine Learning for Visual Data Analytics (Full-time)

Programme and Route code(s): H6JE

<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>Full-time</td>
<td>1 academic year</td>
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</table>

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

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

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

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

We propose to streamline the programme and offer two distinct streams so as to avoid the overhead, the timetabling issues and complications in tracking the prerequisites when elective modules are freely selected. The proposed streams are well focused and adapted to the recent developments in the area of Machine Learning for Visual Data Analysis. Specifically, we propose two streams as follows:

In the first stream, Vision and Language, the emphasis is on the intersection of Machine Learning, Computer Vision and Natural Language Processing. You will offered the following modules:
In the second stream, Computer Vision and Image Processing, the emphasis is on Machine Learning and Computer Vision. You will offer the following modules:

Semester 1
ECS708P Machine Learning
ECS709P Introduction to Computer Vision
ECS780P Computer Programming
ECS762P Computer Graphics

Semester 2
ECS795P Deep Learning and Computer Vision
ECS797P Machine Learning for Visual Data Analysis
ECS776P Image Processing
ECS7026P Neural Networks and Deep Learning (a Sem C module in 2021/22, will run in sem B from 2022/23 onwards)

In the third term the students carry out a major project.

For the first (default) stream, we introduce two modules on Natural Language processing so as to reflect the recent trends in which NLP methods are used increasingly more in order to support training, transfer of knowledge or applications in the field of Visual Analysis.

**Academic Year of Study**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
<th>QMUL Model</th>
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<tbody>
<tr>
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<td>Elective</td>
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<td>Remove</td>
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<td>7</td>
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</table>

2) Proposed date of introduction: September 2023

3) Who does the proposed amendment apply to: New students only

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

The rationale for the propose change into fixed streams is a) efficiency in timetabling and managing prerequisites and b) clearer focus of the programme with educational and marketing benefits.

The rationale for focusing the main stream to include Natural Language Processing modules is so as to reflect recent developments in the field of Visual Data Analytics. A programming module in Python is added to strengthen student programming skills.

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

The proposed change will reduce administration effort for handling timetabling and prerequisite constraints.

6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

Including the NLP modules in this programme might add pressure to two already very popular modules.
7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

No

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

N/A

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

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

> Has the Programme Specification been revised to take into account the programme amendment(s)?  
Yes

---

**Approval of Programme Amendment**

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Head(s) of School / Institute</th>
<th>Professor Steve Uhlig</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Chen</em></td>
<td><em>Yue Chen</em></td>
<td>Digitally signed by Yue Chen Date: 2022.06.24 15:53:23 +01'00'</td>
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<tr>
<td>Head(s) of supporting School / Institute</td>
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Hovering over the blank boxes with your cursor will display further guidance.

### Summary Information (as previously approved)

Programme title(s): **MSc in Machine Learning for Visual Data Analytics (Part-time)**

Programme and Route code(s): **H6JZ**

<table>
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<th>Award</th>
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<td>Master of Science (MSc)</td>
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Responsible School / Institute: **School of Electronic Engineering & Computer Science**

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

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

### 1) What are the proposed amendments?

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

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**YEAR 1 – Vision and Language**

**Semester 1**
YEAR 1 – Vision and Language
Semester 1
ECS708P Machine Learning
ECS709P Introduction to Computer Vision
Semester 2
ECS797P Machine Learning for Visual Data Analysis
ECS7026P Neural Networks and Deep Learning
YEAR 2 – Vision and Language
Semester 1
ECS780P Computer Programming
ECS763P Natural Language Processing
Semester 2
ECS795P Deep Learning and Computer Vision
ECS7001P Neural Networks and NLP
Semester 3
ECS750P Project
In the second stream, Computer Vision and Image Processing, the emphasis is on Machine Learning and Computer Vision. You will offered the following modules:
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<table>
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- Has the Programme Specification been revised to take into account the programme amendment(s)? Yes

Approval of Programme Amendment

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<tbody>
<tr>
<td>[Signature]</td>
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<td>[Signature]</td>
</tr>
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</table>

[Digital signatures and dates]

Digitally signed by Yue Chen
Date: 2022.06.24 15:33:49 +01'00'

Digitally signed by Yue Chen
Date: 2022.08.05 16:22:33 +01'00'
| Head(s) of supporting School / Institute | Head(s) of supporting School / Institute |
Programme Title: MSc FT Machine Learning for Visual Data Analytics

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 Machine Learning for Visual Data Analytics
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 12 Months FT
Queen Mary programme code(s): H6JE
QAA Benchmark Group: 
FHEQ Level of Award: Level 7
Programme accredited by: BCS The Chartered Institute for IT
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

As recent developments in computers and sensors make easier the generation, storage and processing of visual data, methods that enable a machine to analyse and understand images and videos become increasingly relevant. Increasingly so, the analysis of the images and image sequences that are produced in an unprecedented pace, is done with Machine Learning methodologies. The advances in the field are behind autonomous vehicles, Facebook's face and image analysis technologies, Google's visual search engine to name just a few of the applications that have found their way in our everyday life. As the field matures, more applications in areas such as Robotics, Human Computer Interaction, Medical Imaging and Multimedia Indexing and Retrieval are to be expected towards systems that can perceive the world with visual sensors and learn with different types of guidance, including Natural Language.

Recent trends in the field utilise multi-modal information and in particular representations from Natural Language Processing to guide learning.

The course aims at providing the students with the knowledge and skills to pursue a career in research or in related industries. It covers 

Fundamental methods and techniques in Computer Vision, Machine Learning, Image Processing and Natural Language
Programme Title: MSc FT Machine Learning for Visual Data Analytics

Aims of the programme

The course will enable students to study cutting edge technologies in the field of Machine Learning for Visual Data Analytics, and will provide them with the background and skills they need to pursue careers in research or in related industries. Specific aims include the completion of a broad range of advanced study in methods for design, build, and evaluation of related systems.

The course will give training and experience through lectures with associated lab and coursework, and a major individual project. The course covers is developed around three core strands.

1) Fundamental methods and techniques (in Computer Vision, Machine Learning, Image Processing and Natural Language Processing)
2) Programming tools, languages and techniques
3) Methods and techniques for Visual Analytics Systems and Applications

What will you be expected to achieve?

By the end of the programme the students will have
a) Awareness of the major applications in the area of Visual Data Analytics and the related challenges
b) Knowledge of the fundamental methodologies and recent trends in the area of Computer Vision and Natural Language Processing or Image Processing
c) Hands-on practical programming experience in labs
d) Hands on experience in design, implementation and evaluation of a mini research project

Academic Content:

A1 A critical awareness of current problems and new insights at the forefront of Machine Learning for Visual Data Analytics

A2 Knowledge of the fundamental methodologies in the field of Machine Learning for Visual Data Analytics

Disciplinary Skills - able to:

B1 The ability to apply appropriate analysis methods for solving complex problems and to assess their limitations

B2 Knowledge, understanding and skills to work with information that may be incomplete or uncertain, quantify the effect of this on the design and, where appropriate, use theory or experimental research to mitigate deficiencies
Programme Title: MSc FT Machine Learning for Visual Data Analytics

Attributes:

| C1 | Awareness of the need for a high level of professional and ethical conduct in engineering |

How will you learn?

Each non-project-based course unit involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience.

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Programme Title: MSc FT Machine Learning for Visual Data Analytics

ECS7026P Neural Networks and Deep Learning

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ECS776P Image Processing
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Semester 3
ECS750P Project Module

Academic Year of Study   FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
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<td>Semester 2</td>
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<td>Image Processing</td>
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<td>Semester 2</td>
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Programme Title: MSc FT Machine Learning for Visual Data Analytics

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<td>Core</td>
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</table>

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- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

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The Industrial Advisory Panel works to ensure that our programmes are state-of-the-art and match the changing requirements of this fast-moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, IBM, The National Physical Laboratory, National Instruments, PA Consulting, Rohde and Schwarz, O2, Cisco Systems, ARM, Selex and BAE Systems.

Recent graduates have found employment as IT consultants, specialist engineers, web developers, systems analysts, software designers and network engineers in a wide variety of industries and sectors. A number of students also go on to undertake PhDs in electronic engineering and computer science. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica, Credit Suisse, KPMG, Transport for London, Sky and Selex ES are among the organizations that have recently employed graduates of EECS programmes.

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

Students have the opportunity to undertake an industrial-linked project in the summer - these are very competitive.

Programme Specification Approval

Person completing Programme Specification: Ioannis Patras
Programme Title: MSc FT Machine Learning for Visual Data Analytics

Person responsible for management of programme: Ioannis Patras

Date Programme Specification produced / amended by School / Institute Education Committee: 27 Sep 2022

Date Programme Specification approved by Taught Programmes Board:
Programme Title: MSc PT Machine Learning for Visual Data Analytics

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 Machine Learning for Visual Data Analytics
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 24 Months PT
Queen Mary programme code(s): H6JZ
QAA Benchmark Group: 
FHEQ Level of Award: Level 7
Programme accredited by: BCS The Chartered Institute for IT
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

As recent developments in computers and sensors make easier the generation, storage and processing of visual data, methods that enable a machine to analyse and understand images and videos become increasingly relevant. Increasingly so, the analysis of the images and image sequences that are produced in an unprecedented pace, is done with Machine Learning methodologies. The advances in the field are behind autonomous vehicles, Facebook's face and image analysis technologies, Google's visual search engine to name just a few of the applications that have found their way in our everyday life. As the field matures, more applications in areas such as Robotics, Human Computer Interaction, Medical Imaging and Multimedia Indexing and Retrieval are to be expected towards systems that can perceive the world with visual sensors and learn with different types of guidance, including Natural Language.

Recent trends in the field utilise multi-modal information and in particular representations from Natural Language Processing to guide learning.

The course aims at providing the students with the knowledge and skills to pursue a career in research or in related industries. It covers

Fundamental methods and techniques in Computer Vision, Machine Learning, Image Processing and Natural Language...
Programme Title: MSc PT Machine Learning for Visual Data Analytics

Processing
- Programming tools, languages and techniques for application of Machine Learning methods for the Analysis of Visual Data
- Methods and techniques for Systems and Applications

The students are given
- Lectures in which the theory and the algorithms are presented
- Practical sessions / labs in which they get hands on experience with tools and algorithms
- A final year project in which they are supervised by world leading experts in cutting edge research topics.

The programme is offered and taught by academics from experts in Machine Learning, Computer Vision and Natural Language Processing in the School of Electronic Engineering and Computer Science. This is a team of more than 100 researchers (academics, post-docs, research fellows and PhD students), performing world leading research in the field.

Aims of the programme

The course will enable students to study cutting edge technologies in the field of Machine Learning for Visual Data Analytics, and will provide them with the background and skills they need to pursue careers in research or in related industries. Specific aims include the completion of a broad range of advanced study in methods for design, build, and evaluation of related systems.

The course will give training and experience through lectures with associated lab and coursework, and a major individual project. The course covers is developed around three core strands:

1) Fundamental methods and techniques (in Computer Vision, Machine Learning, Image Processing and Natural Language Processing)
2) Programming tools, languages and techniques
3) Methods and techniques for Visual Analytics Systems and Applications

What will you be expected to achieve?

By the end of the programme the students will have:

a) Awareness of the major applications in the area of Visual Data Analytics and the related challenges
b) Knowledge of the fundamental methodologies and recent trends in the area of Computer Vision and Natural Language Processing or Image Processing
c) Hands-on practical programming experience in labs
d) Hands on experience in design, implementation and evaluation of a mini research project

Academic Content:

| A1 | A critical awareness of current problems and new insights at the forefront of Machine Learning for Visual Data Analytics |
| A2 | Knowledge of the fundamental methodologies in the field of Machine Learning for Visual Data Analytics |

Disciplinary Skills - able to:

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ECS709P Introduction to Computer Vision

Semester 2
ECS797P Machine Learning for Visual Data Analysis
ECS7026P Neural Networks and Deep Learning

YEAR 2
Programme Title: MSc PT Machine Learning for Visual Data Analytics

Semester 1
ECS780P Computer Programming
ECS763P Natural Language Processing

Semester 2
ECS795P Deep Learning and Computer Vision
ECS7001P Neural Networks and NLP

Semester 3
ECS750P Project

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ECS780P Computer Programming
ECS762P Computer Graphics

Semester 2
ECS795P Deep Learning and Computer Vision
ECS776P Image Processing

Semester 3
ECS750P Project

Academic Year of Study  PT - Year 1

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<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Machine Learning</td>
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<td>Semester 1</td>
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<td>Introduction to Computer Vision</td>
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Programme Title: MSc PT Machine Learning for Visual Data Analytics

Academic Year of Study: PT - Year 2

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Programme Amendment Form

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

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

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

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

### Summary Information (as previously approved)

Programme title(s): **MSc Full-time Sound and Music Computing**

Programme and Route code(s): **H6T8**

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

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

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

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

**1) What are the proposed amendments?**

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

The purpose of the amendment is to accommodate the move to fixed stream-based structure of MSc programmes in EECS, replacing elective modules. Two streams are proposed for Sound and Music Computing in 1) AI and Music Data Science and 2) Audio and Music Systems Engineering (default). The new stream structure requires adding 1 module (Artificial Intelligence) on stream 1, complementing the existing modules in the programme.
### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Add / Remove Module from Programme</th>
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<td>7</td>
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<td>1</td>
<td>Add</td>
<td>No</td>
</tr>
</tbody>
</table>

2) Proposed date of introduction: 09/2023

3) Who does the proposed amendment apply to: New students only

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

This MSc provides interdisciplinary training in sound and music computing. The course offers specialist modules and projects in a wide range of areas including music signal processing, music informatics, music perception and cognition, data semantics and engineering, expressive musical performance and digital musical instruments, interfaces and effects. Modules on the AI and Music Data Science stream also includes machine learning, AI, and deep learning for audio and music and computational creativity, while the Audio and Music Systems Engineering stream includes sound recording and production techniques, music and audio programming and interactive systems design.

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

No

6) Anticipated practical implications of proposed amendment(s)
Please specify how students' study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

Students will have to chose a stream with a fixed module diet at the start of their studies as opposed to choosing elective modules. No other impacts are expected.
7) **External Examiner(s) and student consultation**

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

No, the move is part of a broader strategy for implementing pathway-based MSc programmes across the school and thoroughly discussed by TLC.

---

8) **Provision of information to students**

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

Only new students will be affected. The MSc will be advertised with the new structure.

---

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

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

- Has the Programme Specification been revised to take into account the programme amendment(s)?

Yes

---

**Approval of Programme Amendment**

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Head(s) of School / Institute</th>
<th>Professor Steve Uhlig</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Digitally signed by Yue Chen
Date: 2022.08.04 13:38:54 +01'00'
Programme Amendment Form

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

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

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

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

Summary Information (as previously approved)

Programme title(s): MSc Part-time Sound and Music Computing

Programme and Route code(s): H6T4

<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 academic years</td>
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</tbody>
</table>

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

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

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

1) What are the proposed amendments?

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

The purpose of the amendment is to accommodate the move to fixed stream-based structure of MSc programmes in EECS, replacing elective modules. Two streams are proposed for Sound and Music Computing in 1) AI and Music Data Science and 2) Audio and Music Systems Engineering (default). The new stream structure requires adding 1 module (Artificial Intelligence) on stream 1, complementing the existing modules in the programme.
### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
<th>QMUL Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artificial Intelligence</td>
<td>ECS759P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Add</td>
<td>No</td>
</tr>
</tbody>
</table>

**2) Proposed date of introduction:**

09/2023

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

New students only

**4) Rationale**

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

This MSc provides interdisciplinary training in sound and music computing. The course offers specialist modules and projects in a wide range of areas including music signal processing, music informatics, music perception and cognition, data semantics and engineering, expressive musical performance and digital musical instruments, interfaces and effects. Modules on the AI and Music Data Science stream also includes machine learning, AI, and deep learning for audio and music and computational creativity, while the Audio and Music Systems Engineering stream includes sound recording and production techniques, music and audio programming and interactive systems design.

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

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

No

**6) Anticipated practical implications of proposed amendment(s)**

Please specify how students' study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

Students will have to chose a stream with a fixed module diet at the start of their studies as opposed to choosing elective modules. No other impacts are expected.
7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

No, the move is part of a broader strategy for implementing stream-based MSc programmes across the school and thoroughly discussed by TLC.

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

Only new students will be affected. The MSc will be advertised with the new structure.

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

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  
  
- Has the Programme Specification been revised to take into account the programme amendment(s)?  
  Yes

Approval of Programme Amendment

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</tbody>
</table>

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Date: 2022.08.04 13:40:53 +01'00'

Digitally signed by Yue Chen
Date: 2022.08.05 11:13:45 +01'00'
Programme Title: MSc FT Sound and Music Computing

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Sound and Music Computing
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 12 Months FT
Queen Mary programme code(s): H6T8
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by:
Date Programme Specification approved:
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

This MSc provides interdisciplinary training in sound and music computing. The course offers specialist modules and projects in a wide range of areas including music signal processing, music informatics, music perception and cognition, data semantics and engineering, expressive musical performance and digital musical instruments, interfaces and effects. Modules on the AI and Music Data Science pathway also includes machine learning, AI, and deep learning for audio and music and computational creativity, while the Audio and Music Systems Engineering pathway includes sound recording and production techniques, music and audio programming and interactive systems design. You will graduate with an deep understanding of today’s leading edge music technologies, with the potential to become a pioneer in developing future generations of technologies.

Aims of the programme

The overall aims are to provide students with training in advanced music and audio technologies, and in particular to give them the background and skills they need for careers in the technical aspects of audio production, audio engineering, and broadcasting, music informatics and information retrieval, music data science and related machine learning and AI techniques and other areas of sound and music computing. Specific aims include the completion of a broad range of advanced
Programme Title: MSc FT Sound and Music Computing

study in methods of processing, analysis, synthesis and manipulation of musical signals and/or other music related data. This involves the use of both established and specialised data analysis and signal processing techniques, music perception and cognition, and basic data engineering and AI techniques in the field of audio and music.

What will you be expected to achieve?

**Discipline-specific skills**
- An understanding of the fundamentals of digital signal processing and of the techniques needed for real time digital signal processing
- An ability to use modern digital techniques for the analysis of sound, music, video and image transmission and processing
- An appreciation of the techniques underlying the use and transmission of multimedia images, voice and data
- An understanding of the general signal processing techniques appropriate to the processing of musical signals such as automatic music transcription, computational auditory scene analysis, and music information retrieval.
- An understanding of automatic music transcription, computational auditory scene analysis, and music information retrieval.
- A demonstration of the use of taught knowledge via the successful completion of a project in digital music processing or a cognate subject.
- An understanding of the human processing of sound and music, including the perception and cognition of musical sounds
- Knowledge of the algorithms for pattern recognition in audio and symbolic representations of music.
- Knowledge of the relative merits of the various modern approaches to signal processing of audio and music.
- An understanding of the statistical properties of sound and music.
- The ability to implement statistical approaches to the modeling and filtering of musical signal analysis.
- A general and theoretical understanding of musical signal analysis using the full range of statistical, intelligent and/or real-time processing methods.
- An understanding of how audio is streamed, transmitted, or broadcast.
- An understanding of the role of audio and music in the context of a multimedia system.
- An understanding of how music processing fits into the greater scheme of multimedia processing.
- Knowledge of the standards bodies and standards used for audio and music.
- Knowledge of the copyright issues involved with music and its distribution.

**Academic Content:**

| A1 | An ability to use modern digital techniques for the analysis of sound music, video transmission and processing. |
| A2 | An understanding of automatic music transcription, computational auditory scene analysis, and music information retrieval and other aspects of sound and music processing by humans and machines. |
| A3 | The ability to implement statistical and rule-based approaches to musical analysis and synthesis. |
| A4 | A general and theoretical understanding of musical analysis using the full range of statistical, intelligent and/or real-time processing methods |
| A5 | An understanding of the human perception of music and ability to apply this understanding in empirical experiments and computational models. |

**Disciplinary Skills - able to:**

| B1 | Work independently on a practical or research-based project under supervision |
Programme Title: MSc FT Sound and Music Computing

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources</td>
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<td>B4</td>
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</tr>
</tbody>
</table>

### How will you learn?

Each non-project-based module normally involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

Individual projects are undertaken during the summer months under the supervision of an academic member of staff with whom there are normally weekly consultancy meetings. These are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students’ ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module. A number of industrial-linked projects may be offered each year, which students can apply for.

### How will you be assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed by the student.

### How is the programme structured?

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

**Year 1**

**Semester 1: AI and Music Data Science Stream - 4 Modules**
- ECS741P Music Perception and Cognition
- ECS708P Machine Learning

Programme Specification PG / 2019-20 / V3
Programme Title: MSc FT Sound and Music Computing

ECS759P Artificial Intelligence
ECS765P Big Data Processing

Semester 1: Audio and Music Systems Engineering Stream - 4 Modules
ECS741P Music Perception and Cognition
ECS707P Fundamentals of DSP
ECS749P Sound Recording and Production Techniques
ECS742P Interactive Digital Multimedia Techniques

Semester 2: AI and Music Data Science Stream - 4 Modules
ECS7006P Music Informatics
ECS7013P Deep Learning for Audio & Music
ECS7022P Computational Creativity
ECS735P The Semantic Web (ECSxxxxP Data Semantics)

Semester 3
(must take and pass)
ECS750P Project

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Fundamentals of DSP</td>
<td>ECS707P</td>
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<td>Semester 1</td>
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<td>Music Perception and Cognition</td>
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<td>7</td>
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<td>Interactive Digital multimedia Techniques</td>
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<td>Machine Learning</td>
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<td>Semester 1</td>
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<td>Big Data Processing</td>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Music Informatics</td>
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<td>Semester 2</td>
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</table>
Programme Title: MSc FT Sound and Music Computing

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
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<td>ECS7012P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Deep Learning for Audio and Music</td>
<td>ECS7013P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Interactive System Design</td>
<td>ECS733P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>The Semantic Web</td>
<td>ECS735P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Computational Creativity</td>
<td>ECS7022P</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<td>Project Module</td>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

What are the entry requirements?

Information on the entry requirements can be found at: www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/sound-and-music-computing-msc/

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

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

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

The School’s SEC advises the Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, including through student membership and consideration of student surveys and module questionnaires.

The School participates in the University’s Annual Programme Review process, which supports strategic planning and operational issues for all undergraduate and taught postgraduate programmes. The APR includes consideration of the School’s Student Experience Action Plan, which records progress on learning and teaching related actions on a rolling basis. Students’ views are considered in the APR process through module questionnaires, among other data.
What academic support is available?

All students are assigned an academic advisor during induction week. The advisor’s role is to guide their advisees in their academic development including module selection, and to provide first-line pastoral support.

In addition, the School has a Senior Tutor for postgraduate students who provides second-line guidance and pastoral support for students, as well as advising staff on related matters.

Every member of teaching staff holds 2 open office hours per week during term-time.

Additional academic support is provided to those students who are successful in securing an industrial-linked project.

Programme-specific rules and facts

The programme adheres to the standard Academic Regulations for taught postgraduate programmes.

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

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The School of Electronic Engineering & Computer Science has a wide range of industrial contacts secured through research projects and consultancy, our Industrial Experience programme and our Industry Panel.

The Industry Panel works to ensure that our courses are state of the art and match the changing requirements of this fast moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, Royal Bank of Scotland, BT Labs, Oaklodge Consultancy, Intel Research, The Usability Company, Hewlett Packard Labs and Arclight Media Technology Limited

Recent graduates have found employment as programmers, Data Scientists, Systems Analysts, Software Engineers, database developers, IT consultants and web developers with well known multinational companies throughout the UK and Europe, the Americas and Asia. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica, JPMorgan, Bear Sterns, Apple, Google, Spotify, and the BBC are among the organizations that have recently employed graduates of EECS programs.
<table>
<thead>
<tr>
<th><strong>Programme Specification Approval</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person completing Programme Specification:</strong></td>
</tr>
<tr>
<td><strong>Person responsible for management of programme:</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Taught Programmes Board:</strong></td>
</tr>
</tbody>
</table>
Programme Title: MSc PT Sound and Music Computing

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Sound and Music Computing
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 24 Months PT
Queen Mary programme code(s): H6T4
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

This MSc provides interdisciplinary training in sound and music computing. The course offers specialist modules and projects in a wide range of areas including music signal processing, music informatics, music perception and cognition, data semantics and engineering, expressive musical performance and digital musical instruments, interfaces and effects. Modules on the AI and Music Data Science pathway also includes machine learning, AI, and deep learning for audio and music and computational creativity, while the Audio and Music Systems Engineering pathway includes sound recording and production techniques, music and audio programming and interactive systems design. You will graduate with an deep understanding of today’s leading edge music technologies, with the potential to become a pioneer in developing future generations of technologies.

Aims of the programme

The overall aims are to provide students with training in advanced music and audio technologies, and in particular to give them the background and skills they need for careers in the technical aspects of audio production, audio engineering, and broadcasting, music informatics and information retrieval, music data science and related machine learning and AI techniques and other areas of sound and music computing. Specific aims include the completion of a broad range of advanced
Programme Title: MSc PT Sound and Music Computing

study in methods of processing, analysis, synthesis and manipulation of musical signals and/or other music related data. This involves the use of both established and specialised data analysis and signal processing techniques, music perception and cognition, and basic data engineering and AI techniques in the field of audio and music.

What will you be expected to achieve?

### Discipline-specific skills
- An understanding of the fundamentals of digital signal processing and of the techniques needed for real time digital signal processing
- An ability to use modern digital techniques for the analysis of sound, music, video and image transmission and processing
- An appreciation of the techniques underlying the use and transmission of multimedia images, voice and data
- An understanding of the general signal processing techniques appropriate to the processing of musical signals such as automatic music transcription, computational auditory scene analysis, and music information retrieval.
- An understanding of automatic music transcription, computational auditory scene analysis, and music information retrieval.
- A demonstration of the use of taught knowledge via the successful completion of a project in digital music processing or a cognate subject.
- An understanding of the human processing of sound and music, including the perception and cognition of musical sounds
- Knowledge of the algorithms for pattern recognition in audio and symbolic representations of music.
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- An understanding of the statistical properties of sound and music.
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- An understanding of how audio is streamed, transmitted, or broadcast.
- An understanding of the role of audio and music in the context of a multimedia system.
- An understanding of how music processing fits into the greater scheme of multimedia processing.
- Knowledge of the standards bodies and standards used for audio and music.
- Knowledge of the copyright issues involved with music and its distribution.

### Academic Content:

| A1 | An ability to use modern digital techniques for the analysis of speech, music, video transmission and processing. |
| A2 | An understanding of automatic music transcription, computational auditory scene analysis, and music information retrieval and other aspects of sound and music processing by humans and machines. |
| A3 | The ability to implement statistical and rule-based approaches to musical analysis and synthesis. |
| A4 | A general and theoretical understanding of musical analysis using the full range of statistical, intelligent and/or real-time processing methods |
| A5 | An understanding of the human perception of music and ability to apply this understanding in empirical experiments and computational models. |

### Disciplinary Skills - able to:

| B1 | Work independently on a practical or research-based project under supervision |
Programme Title: MSc PT Sound and Music Computing

**B2** Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources

**B3** Carry out extended critical and analytic writing through a dissertation on their research project.

**B4** Take a practical approach to designing empirical experiments for testing hypotheses, including selection of appropriate methods, stimuli, participants, and methods for analysis.

**Attributes:**

<table>
<thead>
<tr>
<th>C1</th>
<th>Work independently on a practical or research-based project under supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Analyse complex, novel and diverse situations, and identify appropriate methods of working and communicating</td>
</tr>
<tr>
<td>C3</td>
<td>Able to engage confidently with others in identifying and communicating problems, identifying goals and solutions and work with others and individually towards achieving them.</td>
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</tbody>
</table>

**How will you learn?**

Each non-project-based module normally involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

Individual projects are undertaken during the summer months under the supervision of an academic member of staff with whom there are normally weekly consultancy meetings. These are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students’ ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module. A number of industrial-linked projects may be offered each year, which students can apply for.

**How will you be assessed?**

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed by the student.

**How is the programme structured?**

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

**Year 1**

Semester 1: AI and Music Data Science Pathway - 4 Modules
ECS741P Music Perception and Cognition
ECS708P Machine Learning
Programme Title: MSc PT Sound and Music Computing

Semester 1: Audio and Music Systems Engineering Pathway - 4 Modules
ECS741P Music Perception and Cognition
ECS707P Fundamentals of DSP

Semester 2: AI and Music Data Science Pathway - 4 Modules
ECS7006P Music Informatics
ECS7013P Deep Learning for Audio & Music

Semester 2: Audio and Music Systems Engineering Pathway - 4 Modules
ECS7006P Music Informatics
ECS7012P Music and Audio Programming

Year 2:
Semester 1: AI and Music Data Science Pathway - 4 Modules
ECS759P Artificial Intelligence
ECS765P Big Data Processing

Semester 1: Audio and Music Systems Engineering Pathway - 4 Modules
ECS749P Sound Recording and Production Techniques
ECS742P Interactive Digital Multimedia Techniques

Semester 2: AI and Music Data Science Pathway - 4 Modules
ECS7022P Computational Creativity
ECS735P The Semantic Web (ECSxxxxP Data Semantics)

Semester 2: Audio and Music Systems Engineering Pathway - 4 Modules
ECS733P Interactive System Design
ECS735P The Semantic Web (ECSxxxxP Data Semantics)

Semester 3
(must take and pass)
ECS750P Project

Academic Year of Study   FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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Programme Title: MSc PT Sound and Music Computing

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<th>Module Selection Status</th>
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<th>Semester</th>
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<td>Music and Audio Programming</td>
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<td>Deep Learning for Audio and Music</td>
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<td>The Semantic Web</td>
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<td>7</td>
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<td>Semester 2</td>
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<td>7</td>
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<td>2</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

What are the entry requirements?

Information on the entry requirements can be found at: www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/sound-and-music-computing-msc/

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

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

Each semester, students are invited to complete a web-based module questionnaire for each of their taught modules, and the results are fed back through the SSLC meetings. The results are also made available on the student intranet, as are the minutes of
Programme Title: MSc PT Sound and Music Computing

The SSLC meetings. Any actions necessary are taken forward by the relevant Senior Tutor, who chairs the SSLC, and general issues are discussed and actioned through the School’s Education Committee (SEC).

The School’s SEC advises the Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, including through student membership and consideration of student surveys and module questionnaires.

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

What academic support is available?

All students are assigned an academic advisor during induction week. The advisor’s role is to guide their advisees in their academic development including module selection, and to provide first-line pastoral support.

In addition, the School has a Senior Tutor for postgraduate students who provides second-line guidance and pastoral support for students, as well as advising staff on related matters.

Every member of teaching staff holds 2 open office hours per week during term-time.

Additional academic support is provided to those students who are successful in securing an industrial-linked project.

Programme-specific rules and facts

The programme adheres to the standard Academic Regulations for taught postgraduate programmes.

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

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites. Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The School of Electronic Engineering & Computer Science has a wide range of industrial contacts secured through research projects and consultancy, our Industrial Experience programme and our Industry Panel.
Programme Title: MSc PT Sound and Music Computing

The Industry Panel works to ensure that our courses are state of the art and match the changing requirements of this fast moving industry. The Panel includes representatives from a variety of Computer Science oriented companies ranging from SMEs to major blue-chips. These include: Microsoft Research, Royal Bank of Scotland, BT Labs, Oaklodge Consultancy, Intel Research, The Usability Company, Hewlett Packard Labs and Arclight Media Technology Limited

Recent graduates have found employment as programmers, Data Scientists, Systems Analysts, Software Engineers, database developers, IT consultants and web developers with well known multinational companies throughout the UK and Europe, the Americas and Asia. Merrill Lynch, Microsoft, Nokia, Barclays Capital, Logica, JPMorgan, Bear Sterns, Apple, Google, Spotify, and the BBC are among the organizations that have recently employed graduates of EECS programs.

Programme Specification Approval

| Person completing Programme Specification: | George Fazekas |
| Person responsible for management of programme: | George Fazekas |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 27 Sep 2022 |
| Date Programme Specification approved by Taught Programmes Board: | }
Programme Amendment Form

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

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

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

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

Summary Information (as previously approved)

Programme title(s): Advanced Electronic and Electrical Engineering MSc

Programme and Route code(s): H60A

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

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

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

School of Engineering & Materials Science

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

none

1) What are the proposed amendments?

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

In line with new QMUL guidelines for masters programmes, this masters programme will be amended to have 2 streams (with one as the default).

Currently:
Semester A, 2 compulsory modules:
ECS700P Electronic Sensing ECS7011P, ECS714P Embedded Systems
2 optional modules from: ECS788P Control Systems, ECS720P Power Electronics, ECS707P Fundamentals of DSP,
ECS752P Microwave and Millimetrewave Electronics

Semester B
2 compulsory modules: ECS7011P Quantum Programming, ECS778P Advanced Control Systems

2 elective modules from:
DENM600 Energy Storage Engineering
ECS7012P Music and Audio Programming
DENM601 Introduction to Solar Energy
ECS787P Integrated Circuit Design
ECS790P Electrical Machines and Systems

This is to change to the following 2 streams with no options:
STREAM 1 (to be called "Electronic Systems Engineering")
========
SEM A
ECS700P Electronic Sensing
ECS714P Embedded Systems
ECS707P Fundamentals of DSP
ECS788P Control Systems

SEM B
ECS7011P Quantum Programming
ECS778P Advanced Control Systems
ECS7012P Music and Audio programming
ECS787P Integrated Circuit Design

STREAM 2 (default stream, to be called "Electrical Systems Engineering")
========
SEM A
ECS700P Electronic Sensing
ECS714P Embedded Systems
ECS720P Power Electronics
ECS752P Microwave and Millimetrewave Electronics

SEM B
ECS790P Electrical Machines and Systems
ECS778P Advanced Control Systems
DENM601 Introduction to Solar Energy (SEMS)
DENM600 Energy Storage Systems (SEMS)
2) Proposed date of introduction:  
Sept 2023

3) Who does the proposed amendment apply to:  
New students only

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

In line with new QMUL guidelines for masters programmes, this masters programme will be amended to have 2 named streams (with one as the default).

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

none

6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

No implications except that choice has been removed.
7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

None consulted. This has come down as a requirement from QMUL centrally.

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

During induction programmes in Sept.

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

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

> Has the Programme Specification been revised to take into account the programme amendment(s)?  Yes

### Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Director of Education</th>
<th>Head(s) of School / Institute</th>
<th>Professor Steve Uhlig</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>[Signature]</td>
<td>[Signature]</td>
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<tr>
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<td>Digitally signed by Professor Steve Uhlig Date: 2022.08.05 11:15:08 +01'00'</td>
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<tr>
<td>Head(s) of supporting School / Institute</td>
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<td>Head(s) of supporting School / Institute</td>
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Programme Amendment Form

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

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

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

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

Summary Information (as previously approved)

Programme title(s): Advanced Electronic and Electrical Engineering MSc
Programme and Route code(s): H60C

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<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<td>Part-time</td>
<td>2 calendar years</td>
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Responsible School / Institute: School of Electronic Engineering & Computer Science

Schools / Institutes who are also involved in teaching part of the programme:
School of Engineering & Materials Science

Details of any collaborative institution(s) involved in delivering any part of the programme: none

1) What are the proposed amendments?

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

In line with new QMUL guidelines for masters programmes, this masters programme will be amended to have 2 streams (with one as the default).

Currently:
Semester A, 2 compulsory modules:
ECS700P Electronic Sensing ECS7011P, ECS714P Embedded Systems
2 optional modules from: ECS788P Control Systems, ECS720P Power Electronics, ECS707P Fundamentals of DSP,
ECS752P Microwave and Millimetrewave Electronics

Semester B
2 compulsory modules: ECS7011P Quantum Programming, ECS778P Advanced Control Systems

2 elective modules from:
DENM600 Energy Storage Engineering
ECS7012P Music and Audio Programming
DENM601 Introduction to Solar Energy
ECS787P Integrated Circuit Design
ECS790P Electrical Machines and Systems

This is to change to the following 2 streams with no options:
STREAM 1 (to be called "Electronic Systems Engineering")

This is the PT 2 year version.

The default pathway is to be called "Electrical Systems Engineering":
SEM A
year 1
ECS700P Electronic Sensing
ECS720P Power Electronics

year 2
ECS714P Embedded Systems
ECS752P Microwave and Millimetrewave Electronics

SEMB
year 1
ECS790P Electrical Machines and Systems
DENM601 Introduction to Solar Energy (SEMS)

year 2
ECS778P Advanced Control Systems
DENM600 Energy Storage Systems (SEMS)

The other pathways is to be called "Electronic Systems Engineering":
SEM A
year 1
ECS700P Electronic Sensing
ECS788P Control Systems

year 2
ECS714P Embedded Systems
ECS707P Fundamentals of DSP

SEM B
year 1
ECS7011P Quantum Programming
ECS787P Integrated Circuit Design

year 2
ECS7012P Music and Audio programming
ECS778P Advanced Control Systems
2) Proposed date of introduction:  
Sept 2023

3) Who does the proposed amendment apply to:  
New students only

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

In line with new QMUL guidelines for masters programmes, this masters programme will be amended to have 2 named streams (with one as the default).

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

none

6) Anticipated practical implications of proposed amendment(s)
Please specify how students’ study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

No implications except that choice has been removed.
7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

None consulted. This has come down as a requirement from QMUL centrally.

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

During induction programmes in Sept.

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

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

> Has the Programme Specification been revised to take into account the programme amendment(s)? Yes

Approval of Programme Amendment

Director of Education

Head(s) of supporting School / Institute

Head(s) of School / Institute

Professor Steve Uhlig

Digitally signed by Yue Chen
Date: 2022.08.04
13:23:18 +01'00'

Digitally signed by Professor Steve Uhlig
Date: 2022.08.05
11:14:40 +01'00'
Programme Title: MSc FT Advanced Electrical and Electronic Engineering

Programme Specification

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<td>Name of Final Award and Programme Title</td>
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<td>Name of Interim Award(s)</td>
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<tr>
<td>Date Programme Specification Approved</td>
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<td>Responsible School / Institute</td>
<td>School of Electronic Engineering &amp; Computer Science</td>
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</tbody>
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Schools which will also be involved in teaching part of the programme

- School of Electronic Engineering & Computer Science
- School of Engineering & Materials Science

Institution(s) other than Queen Mary that will provide some teaching for the programme

- none

Programme Outline

This masters programme builds on the strengths of the Queen Mary University School of Electronic Engineering and Computer Science. These strengths include world-leading research in: networks, antenna design and electromagnetics, computer vision and computer theory. The programme emphasizes core electrical and electronic engineering knowledge and skills, which, upon completion, will enable the students to acquire the essential knowledge, skills, competency, and engineering awareness necessary for a successful career in electronics based industries.

This masters programme is comprehensive and includes theory, lab-practice, simulation and project work, all of which are underpinned by over 125 years of experience in electrical engineering and electronics at Queen Mary. Our programme brings together our teaching, research and industrial contacts to allow the cohort to emphasize either electrical or electronic engineering, or combine the two as best suits their personal requirements.

Aims of the Programme

This programme aims to provide the curriculum to develop appropriate programme level learning outcomes supporting the
development of graduate engineers to postgraduate level.

The programme aims to enable students to acquire the knowledge, skills, competency, and engineering awareness necessary for a successful career in many electronics based industries.

This programme aims to develop engineering graduates' expertise so that they develop expertise in applying scientific knowledge, mathematics and ingenuity to develop solutions for technical, societal and commercial problems.

The programme aims to masters graduates who will be able to design systems while considering the limitations imposed by practicality, regulation, safety and cost following the completion of one of the programmes.

The programme emphasises analogue and digital circuit design, power electronics and electrical systems, control and microwave and millimetrewave technologies; areas with a major skills shortage worldwide and particularly in the UK.

What Will You Be Expected to Achieve?

Students who successfully complete this programme will, subject to choices, be able to construct:
- designs for analogue electronic circuits
- designs for control systems schematically
- designs for embedded and critical systems
- designs for electrical power systems, power electronic circuits, using associated engineering design principles

Students who successfully complete this programme will, subject to choices, be able to understand:
- the principles underlying the design of integrated circuits
- the principles of digital signal processing
- the principles energy storage and the provision of solar energy
- the principles communication systems based on microwaves and millimeterwave technology.

Academic Content:

| A1 | A comprehensive knowledge and understanding of scientific principles and methodology necessary to underpin their education in electrical and electronic engineering, and an understanding and know-how of the scientific principles of related disciplines, to enable appreciation of the scientific and engineering context, and to support understanding of the relevant historical, current and future developments and technologies. |
| A2 | Knowledge and understanding of mathematical and statistical methods necessary to underpin their education in their engineering discipline and to enable them to apply a range of mathematical and statistical methods, tools and notations proficiently and critically in the analysis and solution of engineering problems. |
| A3 | A comprehensive knowledge and understanding of mathematical and computational models relevant to the engineering discipline, and an appreciation of their limitations. |
| A4 | Awareness of developing technologies related to own specialisation. |
| A5 | Understanding of electronic and electrical engineering principles and the ability to apply them to undertake critical analysis of key engineering processes in electronic and electrical engineering. |

Disciplinary Skills - able to:

| B1 | Ability to apply and integrate knowledge and understanding of other engineering disciplines to support study of their own engineering discipline and the ability to evaluate them critically and to apply them effectively. |
| B2 | Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modelling techniques. |
Programme Title: MSc FT Advanced Electrical and Electronic Engineering

| B3 | Ability to apply quantitative and computational methods, using alternative approaches and understanding their limitations, in order to solve engineering problems and to implement appropriate action. |
| B4 | Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modelling techniques. |
| B5 | Ability to extract and evaluate pertinent data and to apply engineering analysis techniques in the solution of unfamiliar problems in electronics and electrical engineering. |
| B6 | Ability to investigate and define the problem, identifying any constraints including environmental and sustainability limitations; ethical, health, safety, security and risk issues; intellectual property; codes of practice and standards. |

Attributes:

| C1 | Engage critically with engineering knowledge and design principles |
| C2 | Have a global perspective of the value of electrical and electronic engineering, particularly with respect to its use and value in the global networked society |
| C3 | Demonstrate rounded intellectual development |
| C4 | Be able to communicate their work to technical and non-technical audiences. |
| C5 | Develop research capacity and demonstrate information expertise: Work with information that may be incomplete or uncertain, quantify the effect of this on the design and, where appropriate, use theory or experimental research to mitigate deficiencies. |

How Will You Learn?

By attendance at lectures (typically 16 hours per week), tutorials (typically 8 hours per week), and labs (typically 8 hours per Each non-project-based module involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

Individual projects are undertaken during the summer months under the supervision of an academic member of staff with whom there are normally weekly consultancy meetings. These are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students’ ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module. A number of industrial-linked projects may be offered each year, which students can apply for.

How Will You Be Assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed by the student.
Programme Title: MSc FT Advanced Electrical and Electronic Engineering

How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

The course has two streams and is organised over three semesters: The first semester (Semester A) consists of four compulsory modules. The second semester (Semester B) has four compulsory modules. Students carry out a large project full-time in the third semester (Semester C). This project will be individually supervised by an academic or research staff.

The default stream is “Electrical Systems Engineering”:
- ECS700P Electronic Sensing
- ECS714P Embedded Systems
- ECS720P Power Electronics
- ECS752P Microwave and Millimetrewave Electronics
- ECS790P Electrical Machines and Systems
- ECS778P Advanced Control Systems
- DENM601 Introduction to Solar Energy (SEMS)
- DENM600 Energy Storage Systems (SEMS)

The other stream is “Electronic Systems Engineering”:
- ECS700P Electronic Sensing
- ECS714P Embedded Systems
- ECS707P Fundamentals of DSP
- ECS788P Control Systems
- ECS7011P Quantum Programming
- ECS778P Advanced Control Systems
- ECS7012P Music and Audio programming
- ECS787P Integrated Circuit Design

All students have a Project / industrial project during the 3rd (summer) semester.

Academic Year of Study  FT - Year 1

<table>
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<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Module Selection Status</th>
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Programme Title: MSc FT Advanced Electrical and Electronic Engineering

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Programme Title: MSc FT Advanced Electrical and Electronic Engineering

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Programme Title: MSc FT Advanced Electrical and Electronic Engineering

Transferable skills are developed through a variety of means, including embedding of QM Graduate Attributes in taught modules and the summer project, together with the opportunity to participate in extra-curricular activities, e.g. the School's E++ Society, the School's Annual Programming Competition and external competitions with support from the School.

Students have the opportunity to undertake an industrial-linked project in the summer - these are very competitive.

Programme Specification Approval

| Person completing Programme Specification | John Schormans |
| Person responsible for management of programme | John Schormans |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 27 Sep 2022 |
| Date Programme Specification approved by Taught Programmes Board | |

Queen Mary
University of London
Programme Title: MSc PT Advanced Electrical and Electronic Engineering

Programme Specification

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary University of London</th>
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<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary University of London</td>
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<tr>
<td>Name of Final Award and Programme Title</td>
<td>MSc Advanced Electrical and Electronic Engineering</td>
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<tr>
<td>Name of Interim Award(s)</td>
<td>PG Certificate and PG Diploma</td>
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<td>Duration of Study / Period of Registration</td>
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<td>QM Programme Code / UCAS Code(s)</td>
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<td>Programme Accredited by</td>
<td>The Institute of Engineering and Technology (IET)</td>
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<tr>
<td>Date Programme Specification Approved</td>
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<tr>
<td>Responsible School / Institute</td>
<td>School of Electronic Engineering &amp; Computer Science</td>
</tr>
</tbody>
</table>

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

- School of Electronic Engineering & Computer Science
- School of Engineering & Materials Science

Institution(s) other than Queen Mary that will provide some teaching for the programme
none

Programme Outline

This masters programme builds on the strengths of the Queen Mary University School of Electronic Engineering and Computer Science. These strengths include world-leading research in: networks, antenna design and electromagnetics, computer vision and computer theory. The programme emphasizes core electrical and electronic engineering knowledge and skills, which, upon completion, will enable the students to acquire the essential knowledge, skills, competency, and engineering awareness necessary for a successful career in electronics based industries.

This masters programme is comprehensive and includes theory, lab-practice, simulation and project work, all of which are underpinned by over 125 years of experience in electrical engineering and electronics at Queen Mary. Our programme brings together our teaching, research and industrial contacts to allow the cohort to emphasize either electrical or electronic engineering, or combine the two as best suits their personal requirements.

Aims of the Programme

This programme aims to provide the curriculum to develop appropriate programme level learning outcomes supporting the
Programme Title: MSc PT Advanced Electrical and Electronic Engineering

development of graduate engineers to postgraduate level.

The programme aims to enable students to acquire the knowledge, skills, competency, and engineering awareness necessary for a successful career in many electronics based industries.

This programme aims to develop engineering graduates' expertise so that they develop expertise in applying scientific knowledge, mathematics and ingenuity to develop solutions for technical, societal and commercial problems.

The programme aims to masters graduates who will be able to design systems while considering the limitations imposed by practicality, regulation, safety and cost following the completion of one of the programmes.

The programme emphasises analogue and digital circuit design, power electronics and electrical systems, control and microwave and millimetrewave technologies; areas with a major skills shortage worldwide and particularly in the UK.

What Will You Be Expected to Achieve?

Students who successfully complete this programme will, subject to choices, be able to construct:
- designs for analogue electronic circuits
- designs for control systems schematically
- designs for embedded and critical systems
- designs for electrical power systems, power electronic circuits, using associated engineering design principles

Students who successfully complete this programme will, subject to choices, be able to understand:
- the principles underlying the design of integrated circuits
- the principles of digital signal processing
- the principles energy storage and the provision of solar energy
- the principles communication systems based on microwaves and millimeterwave technology.

Academic Content:

A 1 A comprehensive knowledge and understanding of scientific principles and methodology necessary to underpin their education in electrical and electronic engineering, and an understanding and know-how of the scientific principles of related disciplines, to enable appreciation of the scientific and engineering context, and to support understanding of the relevant historical, current and future developments and technologies.

A 2 Knowledge and understanding of mathematical and statistical methods necessary to underpin their education in their engineering discipline and to enable them to apply a range of mathematical and statistical methods, tools and notations proficiently and critically in the analysis and solution of engineering problems.

A 3 A comprehensive knowledge and understanding of mathematical and computational models relevant to the engineering discipline, and an appreciation of their limitations.

A 4 Awareness of developing technologies related to own specialisation.

A 5 Understanding of electronic and electrical engineering principles and the ability to apply them to undertake critical analysis of key engineering processes in electronic and electrical engineering.

Disciplinary Skills - able to:

B 1 Ability to apply and integrate knowledge and understanding of other engineering disciplines to support study of their own engineering discipline and the ability to evaluate them critically and to apply them effectively.

B 2 Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modelling techniques.

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<table>
<thead>
<tr>
<th>Ability</th>
<th>Description</th>
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<tr>
<td>B3</td>
<td>Ability to apply quantitative and computational methods, using alternative approaches and understanding their limitations, in order to solve engineering problems and to implement appropriate action.</td>
</tr>
<tr>
<td>B4</td>
<td>Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modelling techniques.</td>
</tr>
<tr>
<td>B5</td>
<td>Ability to extract and evaluate pertinent data and to apply engineering analysis techniques in the solution of unfamiliar problems in electronics and electrical engineering.</td>
</tr>
<tr>
<td>B6</td>
<td>Ability to investigate and define the problem, identifying any constraints including environmental and sustainability limitations; ethical, health, safety, security and risk issues; intellectual property; codes of practice and standards.</td>
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Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
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<tr>
<td>C1</td>
<td>Engage critically with engineering knowledge and design principles</td>
</tr>
<tr>
<td>C2</td>
<td>Have a global perspective of the value of electrical and electronic engineering, particularly with respect to its use and value in the global networked society</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate rounded intellectual development</td>
</tr>
<tr>
<td>C4</td>
<td>Be able to communicate their work to technical and non-technical audiences.</td>
</tr>
<tr>
<td>C5</td>
<td>Develop research capacity and demonstrate information expertise: Work with information that may be incomplete or uncertain, quantify the effect of this on the design and, where appropriate, use theory or experimental research to mitigate deficiencies.</td>
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</table>

How Will You Learn?

By attendance at lectures (typically 16 hours per week), tutorials (typically 8 hours per week), and labs (typically 8 hours per Each non-project-based module involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience. Practical sessions provide students with guidance and help while solving a problem. These lessons take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures.

Individual projects are undertaken during the summer months under the supervision of an academic member of staff with whom there are normally weekly consultancy meetings. These are used for students to report on their progress, discuss research and design issues and plan their future work. This develops and reinforces students’ ability to communicate technical ideas clearly and effectively. The Projects Coordinator also runs a thread of taught sessions to support the project module. A number of industrial-linked projects may be offered each year, which students can apply for.

How Will You Be Assessed?

The assessment of taught modules normally consists of a combination of written examination and coursework.

The project is examined on the basis of a written report, a formal oral presentation, and, where applicable, a demonstration of any software and/or hardware developed by the student.
How is the Programme Structured?
Please specify the full time and part time programme diets (if appropriate).

The course has two streams and is organised over three semesters: Year One: The first semester (Semester A) consists of 2 compulsory modules. The second semester (Semester B) also has two compulsory modules. Year Two: The first semester (Semester A) consists of 2 compulsory modules. The second semester (Semester B) also has two compulsory modules. Students carry out a large project full-time in (Year two Semester C). This project will be individually supervised by an academic or research staff.

The default stream is to be called "Electrical Systems Engineering":

SEM A - Year 1
ECS700P Electronic Sensing
ECS720P Power Electronics

SEM A - Year 2
ECS714P Embedded Systems
ECS752P Microwave and Millimetrewave Electronics

SEM B - Year 1
ECS790P Electrical Machines and Systems
DENM601 Introduction to Solar Energy (SEMS)

SEM B - Year 2
ECS778P Advanced Control Systems
DENM600 Energy Storage Systems (SEMS)

SEM 3
ECS750P Project (60 credits)

The other stream is to be called "Electronic Systems Engineering":

SEM A - Year 1
ECS700P Electronic Sensing
ECS788P Control Systems

SEM A - Year 2
ECS714P Embedded Systems
ECS707P Fundamentals of DSP

SEM B - Year 1
ECS7011P Quantum Programming
ECS787P Integrated Circuit Design

SEM B - Year 2
ECS7012P Music and Audio programming
ECS778P Advanced Control Systems
SEM 3
ECS750P Project (60 credits)

ECS778P Advanced Control Systems

All students have a Project / industrial project during the 3rd (summer) semester.
Programme Title: MSc PT Advanced Electrical and Electronic Engineering

### Academic Year of Study PT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Module Selection Status</th>
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| Person completing Programme Specification | John Schormans |
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| Date Programme Specification produced/amended by School Learning and Teaching Committee | 27 Sep 2022 |
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Queen Mary University of London
Programme Title Change Form

This form should be used to submit a proposal to change the title of an approved programme of study. The form cannot be used to make any other changes to a programme. Requests to change the title of a programme must:

- be considered by the School / Institute Teaching and Learning Committee (or equivalent);
- be discussed with Marketing and Communications;
- be considered through the Faculty Planning and Accountability Review, or Faculty Executive;
- be considered by the Student Recruitment and Admissions Group.

If the programme is delivered as part of a collaborative arrangement, the title change request may also need to be considered by the Partnerships Board. Please contact the Academic Secretariat for more information.

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

Current Programme Information (as previously approved)

Programme title(s): **MSc Internet of Things**

Programme and Route code(s): **PMSP-QMCOMP1-PSIOO**

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<thead>
<tr>
<th>Programme Qualification</th>
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<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full-time</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Part-time</td>
<td>2 academic years</td>
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Responsible School / Institute: **School of Electronic Engineering & Computer Science**

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

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

1) **What is the proposed programme title?**

Please confirm the proposed programme title and attach an updated Programme Specification.

MSc Internet of Things and Future Networks
2) Proposed date of introduction:  
2023/24

3) Who will the new programme title be available to? 
Please clarify whether the new programme title will be available to new applicants only, or whether existing students and offer holders will be given the option to transfer to the new programme. If there are applicants or offer holders for the programme with its existing title, please outline how this will be managed (further guidance and information must be sought from Admissions).

new applicants only,

4) Rationale 
Please outline the rationale for the proposed programme title change.

This is an exciting new program that merges and evolves and replaces the current MSc IoT and MSc Telecommunication and Wireless Systems courses into a joint This (new) course is being conceived as an evolution of the current/previous MSc IoT and the title change emphasises far stronger support for both data science/AI and (future) network, -driven IoT (AI-IoT/AIoT).

5) Marketing information 
Please provide evidence of student demand for the proposed programme (further guidance and information must be sought from Marketing and Communications). This could include:

- A level trends and UCAS or HESA data;
- UK, EU and international economic data and regional, national or sector-specific data;
- consideration whether the market is UK-only, EU or international (consult International Office);
- feedback from prospective, current and former students - via questionnaire or focus groups;
- employer feedback / feedback from Professional or Statutory Regulatory Bodies (consult the Careers Service).

This advanced (MSc) course cannot be directly related to A level trends. Judging by the industrial placement MSc projects being procured as an indicator, there seems a good industrial-driven rational for such a course.

No feedback from MScs at the course-level is gathered by universities/QMUL admin. to the best of my knowledge, only the NSS is used at undergrad. level or individual module feedback is gathered.

There are other different trend data we could access, e.g., IoT, is trending flat somewhat on google trend at about 55%-65% interest in google searches, since 2017, see https://trends.google.co.uk/trends/explore?date=today%205-y&geo=GB&q=iot but there is no baseline. - as is Telecommunications.

This site, https://www.mordorintelligence.com/industry-reports/ai-in-iot-market, estimates will quadruple in market share. Farnell one of the most prominent UK electronics companies has published a book promoting it, see https://uk.farnell.com/aiot-ebook-lp

6) Competitor provision (from other Higher Education Institutions where applicable) 
Please provide brief summary including: programme titles, length of time programmes have been offered, numbers of applicants and registered students.

There are other individual MScs on IoT and Telecoms as detailed in the spec. It is not easy for academics to know how to get numbers of applicants/students on courses, accurately, offered by competitor universities.
To the best of my knowledge there is no other MSc that combines AI-driven and next-generation-networks/telecoms driven IoT.
7) External Examiner(s) and student consultation

Have you consulted your External Examiner(s) and students about the proposed title change? If so, please detail their comments.

I did consult 2 of the orig. external MSc program reviewers, Dr. Patricia charlton (Open Uni., Uk) and Dr Sergi Robles (UAB, Spain) who agreed with the rational for the changes.
I emailed the current MSc IoT cohort and held a Teams meeting to discuss the proposed changes on 2020-12-17 and they also commented that the rational for the changes seems fine.

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

---

Approval of Programme Title Change

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

Digitally signed by Professor Steve Uhlig
Date: 2022.09.15 12:36:26 +01'00'

Date of SRAG consideration: 

Vice-Principal and Executive Dean
Programme Amendment Form

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

- changes in core, compulsory or recommended modules
- changes in the programme regulations

Please note that changes to programme titles, durations or modes of study can not be requested via the Programme Amendment Form.

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

Summary Information (as previously approved)

Programme title(s): Internet of Things (IoT) and Future Networks, MSc

Programme and Route code(s): PMSP-QMCOMP1-PSIOO

<table>
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<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<td>Master of Science (MSc)</td>
<td>Full-time</td>
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Responsible School / Institute: School of Electronic Engineering & Computer Science

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

School of Electronic Engineering & Computer Science

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

N/A

1) What are the proposed amendments?

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

The proposed module amendments are described in the table below. 5 modules are removed. It has 2 fixed diet pathways: Future networks driven (pathway) or AI driven (pathway) - this is the default pathway if none is specified.

SEM A or 1
Path: AI
ECS782P - Introduction to IoT
ECS783P - Enabling Communications Technologies for IoT
ECS781P - Cloud computing
### Semester B or 2
**Path:** AI
- ECS726P - Security & Authentication
- ECS725P Mobile Services
- ECS784P - Data Analytics
- ECS7020P Principles of Machine Learning
- ECS7026P - Security & Authentication
- ECS725P Mobile Services
- ECS708P - Modelling & Performance
- ECS7021P - 5G Mobile and Beyond

**Semester C or 3**
- ECS750P – Project

Need to remove the following Electives
- **Sem1**
  - ECS764P Applied Statistics
  - ECS708P Machine Learning
  - ECS700P Electronic Sensing

- **Sem 2**
  - ECS735P Semantic Web
  - ECS757P Digital Media & Social Networks

Add ECS7020P Principles of Machine Learning and ECS7008P Modelling and Performance

### Academic Year of Study  FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
<th>QMUL Model</th>
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<tbody>
<tr>
<td>Applied statistics</td>
<td>ECS764P</td>
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<td>Machine Learning</td>
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<td>7</td>
<td>Elective</td>
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<td>Yes</td>
</tr>
<tr>
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<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Remove</td>
<td>Yes</td>
</tr>
<tr>
<td>Digital Media &amp; Social Networks</td>
<td>ECS757P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Remove</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 2) Proposed date of introduction:

Sep 2023

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

New students only

### 4) Rationale

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

**Rational:**
QMUL S&E faculty has recently decreed that QMUL offers no elective modules in any MSc program. For those modules that couldn't be made compulsory, e.g., because there were too many, they were discarded. The ones that were discarded was based upon an analysis of the least popular elective module choices that students took in recent previous years.

Because of low MSc numbers in the MSc IoT and MSc Telecoms, we discussed and agreed to merge these two MSc into one combined one.

To avoid students having no modules choices in courses that they enroll on, where much feedback from students says they are unhappy with this, we've created two pathways with all compulsory choice modules for telecoms (Future networks driven (pathway) and one that is AI driven (pathway))

There are also two new Telecoms compulsory module to update it that focus on increasing the networking, wireless element of MSc IoT after all, it is about an Internet of things.

N.B part-time is exactly the same as full-time in terms of the proposed module changes & the rational behind it. It applies only to a new cohort of students.

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

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

There are none that I can currently think of.

### 6) Anticipated practical implications of proposed amendment(s)

Please specify how students' study might be affected. Please give particular consideration to the impacts on part-time students (if applicable), as well students with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism).

Currently, to the best of my knowledge, there should be no additional effect on existing students, only on new students. New students with disabilities and those who are neurodiverse should not be adversely affected by these changes.
7) External Examiner(s) and student consultation
Have you consulted your External Examiner(s) and / or students about the proposed amendment(s)? If so, please detail their comments.

I did consult 2 of the orig. external MSc program reviewers, Dr. Patricia charlton (Open Uni., Uk) and Dr Sergi Robles (UAB, Spain) who agreed with the rational for the changes.
I emailed the current MSc IoT cohort and held a Teams meeting to discuss the proposed changes on 2020-12-17 and they also commented that the rational for the changes seems fine.

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

N/A, this applies to new students only that have not arrived. They will be made aware by the updated Program description.

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

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

> Has the Programme Specification been revised to take into account the programme amendment(s)?  
Yes

### Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Director of Taught Programmes</th>
<th>Head(s) of School / Institute</th>
<th>Professor Steve Uhlig</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>[Signature]</td>
<td>[Signature]</td>
</tr>
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</table>

Digitally signed by Yue Chen  
Date: 2022.08.05 13:18:34 +01'00'

Digitally signed by Professor Steve Uhlig  
Date: 2022.08.05 16:16:16 +01'00'
Programme Amendment Form

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

- changes in core, compulsory or recommended modules
- changes in the programme regulations

Please note that changes to programme titles, durations or modes of study can not be requested via the Programme Amendment Form.

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<td>Programme and Route code(s): PMSP-QMCOMP1-PSIOO</td>
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<tr>
<td>Programme Qualification</td>
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<td>Master of Science (MSc)</td>
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Responsible School / Institute: School of Electronic Engineering & Computer Science

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

School of Electronic Engineering & Computer Science

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

N/A

**1) What are the proposed amendments?**

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

The proposed module amendments are described in the table below. 5 modules are removed. It has 2 fixed diet pathways: Future networks driven (pathway) or AI driven (pathway) - this is the default pathway if none is specified.

Year 1
SEM A or 1
Path: AI or Future Networks
ECS782P - Introduction to IoT
ECS783P - Enabling Communications Technologies for IoT
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Remove</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Sensing</td>
<td>ECS700P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Remove</td>
<td>Yes</td>
</tr>
<tr>
<td>Machine Learning</td>
<td>ECS708P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Remove</td>
<td>Yes</td>
</tr>
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Need to remove the following Electives
Sem1
ECS764P Applied Statistics
ECS708P Machine Learning
ECS700P Electronic Sensing
Sem 2
ECS735P Semantic Web
ECS757P Digital Media & Social Networks

Add ECS7020P Principles of Machine Learning and ECS7008P Modelling and Performance
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<td>ECS735P</td>
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<td>Elective</td>
<td>1</td>
<td>Remove</td>
<td>Yes</td>
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<tr>
<td>Digital Media &amp; Social Networks</td>
<td>ECS757P</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Yes</td>
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<tr>
<td>Principles of Machine Learning</td>
<td>ECS7020P</td>
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<tr>
<td>Modelling &amp; Performance</td>
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<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Add</td>
<td>Yes</td>
</tr>
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2) Proposed date of introduction:  

Sep 2023

3) Who does the proposed amendment apply to:  

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

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N.B part-time is exactly the same as full-time in terms of the proposed module changes & the rational behind it. It applies only to a new cohort of students.

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

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

> Has the Programme Specification been revised to take into account the programme amendment(s)?
  Yes

Approval of Programme Amendment

Director of Taught Programmes

Head(s) of supporting School / Institute

Head(s) of School / Institute

Professor Steve Uhlig

Digitally signed by Yue Chen
Date: 2022.08.05 13:19:48 +01'00'

Digitally signed by Professor Steve Uhlig
Date: 2022.08.05 16:15:51 +01'00'
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<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
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</thead>
</table>

142
Programme Title: MSc FT Internet of Things and Future Networks

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Internet of Things and Future Networks
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 12 Months FT
Queen Mary programme code(s): TBC
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by:
Date Programme Specification approved:
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

This is an exciting new program that merges and evolves and replaces the current MSc IoT and MSc Telecoms courses into a joint MSc called MSc Internet of Things (IoT) and Future Networks. This (new) course is being conceived as an evolution of the current/previous MSc IoT that adds far stronger support for (future) networks. IoT focuses on a vision of more connected, different, things (or digital devices) than in previous visions of Internet. More things are part of the physical world that connect to form smart environments. Humans will use more different things (sensors, tags, cards, phones, actuator, wearables) to interact with the world. IoT will drive the need for new future networks that will in turn facilitate the uptake of IoT. For example, because of the need for lower power wide area networks (LPWAN) to connect things, the need to connect many more densely spatially distributed things in addition to people (hence, the need for new Cellular phone network generations such as 5G and 6G (from 2030 to enable this)), greater machine to machine (M2M) interaction will allow more physical things to interact with other things without human intervention.

There are several important indicators that there is a need for skilled graduates with IoT skills: the increasing number of heterogeneous connected things, the perceived increase in market revenue, the increasing range of IoT products from startups, the range of major established high-tech companies with IoT divisions, the interest in developing IoT standards, and specific IoT jobs are increasingly being advertised.

QMUL School of Electronic Engineering and Computer Science is well placed to deliver this programme as we have strong R&D...
Programme Title: MSc FT Internet of Things and Future Networks

Centres of excellence in core subject areas comprising Networks and Systems, Communication Systems Research (CSR), Antennas & Electromagnetics, Cognitive Science, together with cross-cutting centres such as the Centre for Intelligent Sensing (CIS) and the QMUL IoT lab.

Aims of the programme

This MSc is designed to meet the demand for a new kind of IT specialist with skills - those who can:
1. Engineer new interactive products, things, or smart objects;
2. Interconnect and embed these things into larger diverse systems and architectures;
3. Intelligently fuse and analyse the data collected.

Programme graduates will be able to pursue careers in IoT positions in Industry, as well as initiate research in multiple scientific domains that rely on performing advanced IoT.

What will you be expected to achieve?

An in depth knowledge both theoretically and practically of IoT-driven telecoms and IoT driven data science and AI.

Academic Content:

| A1 | Evaluate the scientific, mathematical and software ‘tools’ relevant to the problem domain of IoT System Engineering |
| A2 | Master the programming tools and techniques for processing heterogeneous things, including the wide use of tags, sensors and other Things in the physical world. |
| A3 | Apply methods and techniques for automated and manual interaction with IoT devices, their services and their data |

Disciplinary Skills - able to:

| B1 | Evaluate the scientific, mathematical and software ‘tools’ relevant to the problem domain of IoT system engineering |
| B2 | Develop novel techniques for interconnecting things, sensing the environment and processing the data there from. |
| B3 | Establish hypotheses on sensing the world, embedding and connect new things through relating physical world models with theoretical models |

Attributes:
Programme Title: MSc FT Internet of Things and Future Networks

<table>
<thead>
<tr>
<th>C1</th>
<th>Engage critically with knowledge in the domain of IoT System Engineering, intelligent sensors and data analytics</th>
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</thead>
<tbody>
<tr>
<td>C2</td>
<td>Develop a global perspective on how to engineer new things, intelligently sense the environment and analyse the data</td>
</tr>
<tr>
<td>C3</td>
<td>Develop new information, communication technology expertise in the domain</td>
</tr>
</tbody>
</table>

**How will you learn?**

Each taught course unit involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience.

Tutorial sessions actively engage students on applying the techniques and tools presented in the lectures to solve practical problems. These sessions take the form of exercise classes and programming laboratories under the guidance of the teaching staff. In addition to the final year project, other modules introduce project working skills.

**How will you be assessed?**

The assessment of the taught course units takes place through a written examination and coursework.

The final year project is examined on the basis of a written report, a formal oral presentation, and a demonstration of the piece of software developed or the insights from the data analysis carried by the student. The projects will have two examiners each, with a third if there is disagreement.

**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 full-time programme is delivered over three semesters, the first two being the taught courses and the 3rd being the project; although students will start some preparation work for their projects in semesters (Sem) A or 1 and B or 2. The course is split into two Streams: Future networks driven (stream) or AI driven (stream) - this is the default stream if none is specified.

**SEM A or 1**
Stream: AI
ECS782P - Introduction to IoT
ECS783P - Enabling Communications Technologies for IoT
ECS781P - Cloud computing
ECS765P - Big Data Processing
Stream: Future Networks
ECS782P - Introduction to IoT
ECS783P - Enabling Communications Technologies for IoT
ECS781P - Cloud computing
ECS702P - Mobile and WLAN

**SEM B or 2**
Programme Title: MSc FT Internet of Things and Future Networks

Stream: AI
ECS726P - Security & Authentication
ECS725P Mobile Services
ECS784P - Data Analytics
ECS7020P Principles of Machine Learning

Stream: Future Networks
ECS726P - Security & Authentication
ECS725P Mobile Services
ECS7008P - Modelling & Performance
ECS7021P - 5G Mobile and Beyond

Semester C or 3
ECS750P – Project

Academic Year of Study   FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
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<th>Semester</th>
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<td>Semester 1</td>
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<tr>
<td>Enabling Communication Technologies for IoT</td>
<td>ECS783P</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Cloud Computing</td>
<td>ECS781P</td>
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<tr>
<td>Mobile and WLAN Technologies</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<td>Big Data Processing</td>
<td>ECS765P</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Mobile Services</td>
<td>ECS725P</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>Security and Authentication</td>
<td>ECS726P</td>
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<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Principles of Machine Learning</td>
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<td>15</td>
<td>7</td>
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<tr>
<td>5G Mobile and Beyond</td>
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<tr>
<td>Data Analytics</td>
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<tr>
<td>Project Module</td>
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<td>60</td>
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<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>
Programme Title: MSc FT Internet of Things and Future Networks

What are the entry requirements?

Information on the entry requirements can be found at: www.qmul.ac.uk/postgraduate/taught/coursefinder/courses/internet-of-things-data-msc/

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

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

The School’s SEC advises the Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, including through student membership and consideration of student surveys and module questionnaires.

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

What academic support is available?

All students are assigned an academic advisor during induction week. The advisor’s role is to guide their advisees in their academic development including module selection, and to provide first-line pastoral support.

In addition, the School has a Senior Tutor for postgraduate students who provides second-line guidance and pastoral support for students, as well as advising staff on related matters.

Every member of teaching staff holds 2 open office hours per week during term-time.

Additional academic support is provided to those students who are successful in securing an industrial-linked project.

Programme-specific rules and facts

The programme adheres to the standard Academic Regulations for taught postgraduate programmes.
How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The staff involved in the IoT MSc have strong links and research collaboration with industrial partners including IBM, HP, BBC, and Tech City IT startups. Several of these companies will be involved in the teaching activities, providing guest lectures, as well as business use cases for applying IoT Engineering techniques.

Additionally, several of the MSc projects offered to the students will be performed in collaboration with an industry partner, including summer placement opportunities. The coordinator of this MSc also acts as the industrial project coordinator across all MScs offered by EECS.

Programme Specification Approval

| Person completing Programme Specification: | Karen Finesilver |
| Person responsible for management of programme: | Stefan Poslad |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 27 Sep 2022 |
| Date Programme Specification approved by Taught Programmes Board: | |
Programme Title: MSc PT Internet of Things and Future Networks

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Internet of Things and Future Networks
Name of interim award(s): PG Certificate and PG Diploma
Duration of study / period of registration: 24 Months PT
Queen Mary programme code(s): TBC
QAA Benchmark Group: Computing
FHEQ Level of Award: Level 7
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme outline

This is an exciting new program that merges and evolves and replaces the current MSc IoT and MSc Telecoms courses into a joint MSc called MSc Internet of Things (IoT) and Future Networks. This (new) course is being conceived as an evolution of the current/previous MSc IoT that adds far stronger support for (future) networks. IoT focuses on a vision of more connected, different, things (or digital devices) than in previous visions of Internet. More things are part of the physical world that connect to form smart environments. Humans will use more different things (sensors, tags, cards, phones, actuator, wearables) to interact with the world. IoT will drive the need for new future networks that will in turn facilitate the uptake of IoT. For example, because of the need for lower power wide area networks (LPWAN) to connect things, the need to connect many more densely spatially distributed things in addition to people (hence, the need for new Cellular phone network generations such as 5G and 6G (from 2030 to enable this)), greater machine to machine (M2M) interaction will allow more physical things to interact with other things without human intervention.

There are several important indicators that there is a need for skilled graduates with IoT skills: the increasing number of heterogeneous connected things, the perceived increase in market revenue, the increasing range of IoT products from startups, the range of major established high-tech companies with IoT divisions, the interest in developing IoT standards, and specific IoT jobs are increasingly being advertised.

QMUL School of Electronic Engineering and Computer Science is well placed to deliver this programme as we have strong R&D
Programme Title: MSc PT Internet of Things and Future Networks

centres of excellence in core subject areas comprising Networks and Systems, Communication Systems Research (CSR) Antennas & Electromagnetics, Cognitive Science, together with cross-cutting centres such as the Centre for Intelligent Sensing (CIS) and the QMUL IoT lab.

Aims of the programme

This MSc is designed to meet the demand for a new kind of IT specialist with skills - those who can:
1. Engineer new interactive products, things, or smart objects;
2. Interconnect and embed these things into larger diverse systems and architectures;
3. Intelligently fuse and analyse the data collected.

Programme graduates will be able to pursue careers in IoT positions in Industry, as well as initiate research in multiple scientific domains that rely on performing advanced IoT.

What will you be expected to achieve?

An in depth knowledge both theoretically and practically of IoT-driven telecoms and IoT driven data science and AI.

Academic Content:

A1 Evaluate the scientific, mathematical and software ‘tools’ relevant to the problem domain of IoT System Engineering
A2 Master the programming tools and techniques for processing heterogeneous things, including the wide use of tags, sensors and other Things in the physical world.
A3 Apply methods and techniques for automated and manual interaction with IoT devices, their services and their data

Disciplinary Skills - able to:

B1 Evaluate the scientific, mathematical and software ‘tools’ relevant to the problem domain of IoT system engineering
B2 Develop novel techniques for interconnecting things, sensing the environment and processing the data there from.
B3 Establish hypotheses on sensing the world, embedding and connect new things through relating physical world models with theoretical models

Attributes:
Programme Title: MSc PT Internet of Things and Future Networks

<table>
<thead>
<tr>
<th>C1</th>
<th>Engage critically with knowledge in the domain of IoT System Engineering, intelligent sensors and data analytics</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Develop a global perspective on how to engineer new things, intelligently sense the environment and analyse the data</td>
</tr>
<tr>
<td>C3</td>
<td>Develop new information, communication technology expertise in the domain</td>
</tr>
</tbody>
</table>

How will you learn?

Each taught course unit involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience.

Tutorial sessions actively engage students on applying the techniques and tools presented in the lectures to solve practical problems. These sessions take the form of exercise classes and programming laboratories under the guidance of the teaching staff. In addition to the final year project, other modules introduce project working skills.

How will you be assessed?

The assessment of the taught course units takes place through a written examination and coursework.

The final year project is examined on the basis of a written report, a formal oral presentation, and a demonstration of the piece of software developed or the insights from the data analysis carried by the student. The projects will have two examiners each, with a third if there is disagreement.

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 full-time programme is delivered over three semesters, the first two being the taught courses and the 3rd being the project; although students will start some preparation work for their projects in semesters (Sem) A or 1 and B or 2. The course is split into two streams: Future networks driven (stream), or AI driven (stream) - this is the default stream if none is specified. Notes for the AI stream, the data science modules are done in year 1 in case students want to use those in the project. It is recommended that PT MSc students start their project in year 1 semester 3 and continue it in year 2 semester 3. Else they will face an impossible task to do the project FT mode in year 2 semester 3 only when they study part-time and may well be working full-time.

Year 1
SEM A or 1
Stream: AI or Future Networks
ECS782P - Introduction to IoT
ECS783P - Enabling Communications Technologies for IoT

SEM B or 2
Stream: AI
Programme Title: MSc PT Internet of Things and Future Networks

**ECS784P - Data Analytics**
**ECS7020P Principles of Machine Learning**
Stream: Future Networks
**ECS7008P - Modelling & Performance**
**ECS7021P - 5G Mobile and Beyond**

 Semester C or 3
**ECS750P – Project Part 1**

Year 2
**SEM A or 1**
Stream: AI
**ECS781P - Cloud computing**
**ECS765P Big Data Processing**
Stream: Future Networks
**ECS781P - Cloud computing**
**ECS702P - Mobile and WLAN**

SEM B or 2
Stream: AI or Future Networks
**ECS726P - Security & Authentication**
**ECS725P Mobile Services**

 Semester C or 3
**ECS750P – Project Part 2**

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### Academic Year of Study  
PT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Introduction to IoT</td>
<td>ECS782P</td>
<td>15</td>
<td>7</td>
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<td>Enabling Communication Technologies for IoT</td>
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<td>Semester 2</td>
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<td>Principles of Machine Learning</td>
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<td>5G Mobile and Beyond</td>
<td>ECS7021P</td>
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Programme Title: MSc PT Internet of Things and Future Networks

Academic Year of Study: PT - Year 2

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<th>Module Title</th>
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<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Big Data Processing</td>
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<td>Semester 1</td>
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<td>Semester 2</td>
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Programme Specification Approval

Person completing Programme Specification: Karen Finesilver
Programme Title: MSc PT Internet of Things and Future Networks

Person responsible for management of programme: Stefan Poslad

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: 27 Sep 2022

Date Programme Specification approved by Taught Programmes Board:
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Programme withdrawals/suspensions require the approval of the relevant Faculty Senior Executive. The School / Institute should only send final, signed forms to the Academic Secretariat.

NB any associated modules which also need to be withdrawn, should be submitted on module withdrawal form(s). Withdrawn programmes will be removed from Course Finder, but cannot be fully withdrawn until all enrolled students have completed.

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

### Summary Information

Programme Title(s): MSc Telecommunication and Wireless Systems (f/t)

Programme and Route Code(s): 

<table>
<thead>
<tr>
<th>Programme Qualification</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 academic year</td>
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</table>

Please indicate if the programme is being withdrawn or suspended: **Withdrawn**

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

Schools / Institutes who are also involved in delivering part of the programme: none

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

#### 1) Rationale for withdrawal / suspension

Please outline the rationale for the proposed withdrawal / suspension.

Too few applicants.
2) Proposed date of last intake: 2022

3) Anticipated implications of proposed withdrawal / suspension
Please specify how students’ study patterns might be affected. Please indicate how many students are currently enrolled on the programme, and what arrangements have been made and agreed with students for the programme to be taught out.

About 5 students currently enrolled. All current students will be properly taught out using academic year 2023/24.

4) Recruitment and applicants
Please provide the student recruitment numbers for the past three academic years. Please also confirm how many offers have been made to applicants for the next academic year.

Student numbers have run at around 10 or less for the last three years.

5) Consultation with Marketing
Have the Marketing department been consulted on the decision to withdraw / suspend the programme(s)? For further information please contact the Faculty Marketing Manager.

Marketing have been involved with the "selling" of this programme for many years. They have indicated that they believe there is a larger market for it globally; however, we have not been able to find that market, and numbers remain too low.

Approval of Programme Withdrawal / Suspension

Requests to suspend or withdraw programmes must be considered by Education Committees before seeking Senior Faculty Executive approval.

Director of Taught Programmes: 

Head(s) of School/Institute: 

Professor Steve Uhlig

Digitally signed by Yue Chen
Date: 2022.08.24 14:20:50 +01'00'

Digitally signed by Professor Steve Uhlig
Date: 2022.08.25 08:29:48 +01'00'

Head(s) of supporting School/Institute: 

Head(s) of supporting School/Institute: 

Date of Faculty approval: 

Dean of Education signature: 

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Summary Information

Programme Title(s): MSc Telecommunication and Wireless Systems (p/t)

Programme and Route Code(s):

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<tbody>
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<td>Part-time</td>
<td>1 academic year</td>
</tr>
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Please indicate if the programme is being withdrawn or suspended: Withdrawn

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

Schools / Institutes who are also involved in delivering part of the programme: none

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

1) Rationale for withdrawal / suspension

Please outline the rationale for the proposed withdrawal / suspension.

Too few applicants.
2) Proposed date of last intake 2022

3) Anticipated implications of proposed withdrawal / suspension
Please specify how students' study patterns might be affected. Please indicate how many students are currently enrolled on the programme, and what arrangements have been made and agreed with students for the programme to be taught out.

1 student currently enrolled. All current students will be properly taught out using academic year 2023/24 and 2024/25.

4) Recruitment and applicants
Please provide the student recruitment numbers for the past three academic years. Please also confirm how many offers have been made to applicants for the next academic year.

Student numbers have run at around 1 for the last three years.

5) Consultation with Marketing
Have the Marketing department been consulted on the decision to withdraw / suspend the programme(s)? For further information please contact the Faculty Marketing Manager.

Marketing have been involved with the "selling" of this programme (and the f/t version) for many years. They have indicated that they believe there is a larger market for it globally; however, we have not been able to find that market, and numbers remain too low.

Approval of Programme Withdrawal / Suspension

Requests to suspend or withdraw programmes must be considered by Education Committees before seeking Senior Faculty Executive approval.

Director of Taught Programmes: [Signature]

Date of Faculty approval:

Dean of Education signature:

Head(s) of School/Institute:

Head(s) of supporting School/Institute:

Head(s) of supporting School/Institute:
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 must not be used to change either the level or the credit value of the module. If the level or credit value of a module is to be changed then a module proposal form must be submitted as alterations will be needed to the substance of the module. Some changes may also require cross-school approval.

School / Institute Teaching and Learning 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. The completed, signed module amendment form should then be returned to the Academic Secretariat to be recorded and scrutinised.

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

Summary Information

Module title: Data Semantics (former title: The Semantic Web - ECS735P - requires new code)  Module code: ECS735P
Credit value: 15  Level: 7  Module type:  Scheme: Postgraduate Taught
Responsoble School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme(s) of study in which the module is offered:
Big Data Science, Sound and Music Computing (Computer Science and Internet of Things only until 2022/23)

Module update to start from (month & year): 09/2023
Module Organiser: George Fazekas
Please specify the component(s) to be amended:

<table>
<thead>
<tr>
<th>Component</th>
<th>Option</th>
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<tbody>
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<td>Module title</td>
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<td>Content description</td>
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<td>Method of assessment</td>
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<tr>
<td>Change in relative assessment weightings</td>
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<tr>
<td>Learning Outcomes</td>
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<td>Other (please specify below)</td>
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</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.

The module title will change from "The Semantic Web" to "Data Semantics" to reflect change of focus in the syllabus. The module assessment type and pattern (incl. reassessment) remain unchanged. The core learning outcomes, syllabus and content will remain unchanged.

2) Rationale for the proposed amendment(s)
This amendment responds to recent changes in the field of Semantic Web, including broader accessibility and relevance of Semantic Web technologies across industries and data-intensive applications. The module will keep substantial content introducing Semantic Web technologies, however the focus will shift from building the Semantic Web towards applications of component technologies in data science and semantic media. The module will thus better cater for students of the Big Data Science and Sound and Music Computing MSc programmes.

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).

The co-ordinator of Big Data Science and Sound and Music Computing MScs have been consulted about the proposed changes, also student feedback from previous years and changes in the discipline have been taken into account. The module will incorporate more fundamental principles in structured and semi-structured data modeling, including JSON and XML, removing prerequisites. The module is designed to be inclusive, students with special needs are supported by demonstrators and can get extra time in labs and assessments. A formative (mock) assessment with feedback is provided to support summative in-class assessments.

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).

While data has become a valuable asset across industries in recent years, organisations increasingly realise that having large
amounts of data is not sufficient to derive value from it. Data needs to be clean, consistent, preferably interconnected and associated with clear semantics. This enables data scientists and business analysts to focus on extracting useful insights from vast amounts of data, especially in the world of social media. Examples of semantic data models include knowledge graphs, ontologies and taxonomies that have been developed in the data and artificial intelligence world for the past decade. The goal of these models is to capture the meaning of data in an explicit and shareable way, and to facilitate data-driven applications. The popularity of these models has increased substantially through the development of knowledge driven search at internet companies, the development of the Semantic Web, social networks, as well as media sharing and streaming platforms. This module will teach students fundamental principles of semantic data modelling though discussing applications related to the Semantic Web and Semantic Media. This includes logic based data modelling principles which strike a good balance between tractability and usability, and data modelling languages such as the Ontology Web Language (OWL) and the graph-based SPARQL query language. These allow automated processing and reasoning over data and facilitate the use of AI techniques in tasks such as search and recommendation. The module introduces implementations and applications of data semantics to a broad range of content types including music and media. Topics include XML, JSON, semantic modelling, Predicate and Description Logics, the RDF model and databases, OWL2, SPARQL and ontology design, as well as applications and ontologies for specific domains including text, image, audio and multimedia.

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>
<tbody>
<tr>
<td>1</td>
<td>Mid-Term test (MCQ)</td>
<td>In-class test</td>
<td>25 min</td>
<td>15</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Final quiz (MCQ)</td>
<td>In-class test</td>
<td>50 min</td>
<td>25</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mini Project</td>
<td>Coursework</td>
<td>4 weeks</td>
<td>60</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
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>
<tbody>
<tr>
<td>999</td>
<td>Mini Project</td>
<td>Coursework</td>
<td>4 weeks</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
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>Lecture</td>
<td>24</td>
</tr>
<tr>
<td>Demonstration</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>48</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>48</td>
<td>32</td>
</tr>
<tr>
<td>Work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>102</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

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Approval of Module Amendment

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[Signatures and dates]

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Head(s) of other School / Institute where this module is offered

Head(s) of other School / Institute where this module is offered

Head(s) of other School / Institute where this module is offered
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

Module title: User Experience Design
Module code: ECS661P
Credit value: 15
Level: 7
Module type: MOD
Scheme: Postgraduate Taught
Responsible School / Institute: School of Electronic Engineering & Computer Science

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

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

Programme(s) of study in which the module is offered:
Computing and Information Systems (Interaction Design Pathway)

Module update to start from (month & year): September 2023
Module Organiser: Dr Tony Stockman

Please specify the component(s) to be amended:

<table>
<thead>
<tr>
<th>Component</th>
<th>Amend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td>☐</td>
</tr>
<tr>
<td>Content description</td>
<td>☐</td>
</tr>
<tr>
<td>Method of teaching</td>
<td>☐</td>
</tr>
<tr>
<td>Method of assessment</td>
<td>☐</td>
</tr>
<tr>
<td>Change in syllabus</td>
<td>☐</td>
</tr>
<tr>
<td>Change in relative assessment weightings</td>
<td>☐</td>
</tr>
<tr>
<td>Learning Outcomes</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.

We would like to request the following:

Creation of a version of ECS661U User Experience Design for PGT students, with the code ECS661P. All other aspects of the module are unchanged.

2) Rationale for the proposed amendment(s)

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).

There will be no impact on the students' programme of study. Students and external examiners have not been consulted. All materials for the module are provided in accessible format.
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).

NA

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>

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**Qualifying mark**: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
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>
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>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<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

Head School / Institute

Head of supporting School / Institute

Head of supporting School / Institute

Digitally signed by Professor Steve Uhlig
Date: 2022.09.29 12:08:32 +01'00'
Head of other School / Institute where this module is offered

Head of other School / Institute where this module is offered
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
- **Module code:**
- **Credit value:** 15
- **Level:** 7
- **Module type:** LSR
- **Scheme:** Taught Postgraduate
- **Start date:** September 2023
- **Proposed HECoS Code:** 100366 computer science

Further details on HECoS codes can be found here.

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

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></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 Electronic Engineering and Computer Science
- **Subject Exam Board responsible for the module:** EECS (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>30</td>
<td>10</td>
<td>100</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 module has been developed to address the needs of students on the MSc Computer Science programme following the Interaction Design pathway. Interaction Design work makes substantial use of experimental methods such as surveys, interviews and focus groups for requirements capture, and techniques such as direct observation, critical incident analysis and ethnography in the evaluation of existing or newly design interactive applications. Furthermore, the ability to analyse the quantitative and qualitative data arising from such studies is a core skill required by an Interaction Design student.

### Resource Requirements

**By School / Institute responsible for module:**

No special resource requirements.

**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:**
  - Professor Steve Uhlig
  - Digitally signed by Professor Steve Uhlig
  - Date: 2022.09.27 11:15:29 +01'00'

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

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

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Section 2 - Module Specification

Module title: Research Methods
Module code: 
Credit value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 1
Module Organiser: Mustafa Bozkurt

Pre-requisite modules  Co-requisite modules  Overlapping modules
N/A  N/A  N/A

1) Content Description
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module offers students an introduction to quantitative and qualitative research methods relevant in the context of computing and to the types of skills necessary for the planning, data gathering and dissemination stages of academic research. The module provides a foundation for further learning in specific research methods. It is primarily designed for new students beginning MSc courses in EECS and there is an emphasis on research techniques used in computer science research.

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

The main aim of this module is to equip students with the basic knowledge and skills to undertake the design of an original research project. The module also aims to:
• Equip students with basic skills and understanding required for the acquisition and critical appraisal of research literature, and other evidence
• Equip students with a basic understanding of the underlying principles of quantitative and qualitative research in the context of computing.
• Enable students to gain a basic overview of a range of quantitative and qualitative approaches to analysis
• Introduce students to the basics of data collection and data generation methods
• Enable students to choose the most appropriate research method to address a particular research question

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 Design an appropriate mixed-method research study to answer a research question
A2 Choose the appropriate quantitative or qualitative methods to collect data
A3 Describe a range of quantitative and qualitative research designs used in computing research

A4 Critically evaluate qualitative and/or quantitative research evidence

A5 Justify the choice of evidence or appropriate research approach for a research question

Disciplinary Skills - able to:

B1 Design research studies and experiments

B2 Critique and identify weaknesses in study and experiment designs

B3 Identify suitable qualitative and quantitative data collection and analysis methods suitable for given contexts and experiments

B4 Analyse quantitative and qualitative results

B5 Write, critique and discuss papers describing experimental studies.

Attributes:

C1 Integrate scholarship, research and professional activities with the Computing discipline in a developing professional career

C2 Evaluate their practice and engage in continuing professional development

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.

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
Real world research : a resource for users of social research methods in applied settings

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.

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the

| Lecture 20 hours |
| Seminar 20 hours |

1. Student / lecturer interaction
achieved 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>
<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>001</td>
<td>Group Assignment</td>
<td>Coursework (CWK)</td>
<td>25</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Group Assignment</td>
<td>Coursework (CWK)</td>
<td>25</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>individual Assignment</td>
<td>Coursework (CWK)</td>
<td>3,000 words</td>
<td>50</td>
<td>Yes</td>
<td>40</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>
<tbody>
<tr>
<td>999</td>
<td>Individual Assignment</td>
<td>Coursework (CWK)</td>
<td>3,000 words</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)'.

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<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Institute</td>
<td>Wolfson Institute of Population Health</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MRes Creative Arts and Mental Health</td>
</tr>
<tr>
<td></td>
<td>• P2PF</td>
</tr>
<tr>
<td></td>
<td>• PS</td>
</tr>
<tr>
<td></td>
<td>• External Adviser comments</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these will be clearly stipulated and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>Background</td>
</tr>
<tr>
<td></td>
<td>The Institute wishes to introduce a new full time, onsite MRes as part of the London Interdisciplinary Social Science Doctoral Training Partnership (LISS DTP) suite of programmes for students wishing to pursue social science research in the arts and mental health. The LISS DTP suite of programmes are specifically designed for those students looking to undertake further doctoral studies and includes the required Economic and Social Research Council (ESRC) quantitate and qualitative training to support progression to a PhD.</td>
</tr>
<tr>
<td></td>
<td>Like the other LISS DTP programmes, the ESRC required training is delivered via the two SPIR modules and the current agreement between WIPH and SPIR has been updated to include this programme.</td>
</tr>
<tr>
<td></td>
<td>Similar to the existing MSc Creative Arts and Mental Health, students will benefit from lectures which will be led by clinicians and artists in the field to complement the teaching of Institute staff.</td>
</tr>
<tr>
<td>Programme Structure</td>
<td>The programme follows the standard FT structure of 60 credits in each semester;</td>
</tr>
<tr>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>2 x 30 credit taught modules.</td>
</tr>
<tr>
<td></td>
<td>In addition, students are encouraged to undertake extra curricula placements within arts organisations. Calling on existing resources in place for the MSc Creative Arts, the Team will support students in arranging these placements which may be used to develop their dissertation projects. The Board is asked to note that placements are not compulsory and do not form part of the intended award.</td>
</tr>
<tr>
<td>Admission</td>
<td></td>
</tr>
</tbody>
</table>

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Standard LISS DTP admission arrangements and entry requirements are required with students applying for both ESRC funding and the programme. However, only those with ESRC funding can be accepted onto the programme.

No Issues identified

Alice de Havillan, ARCS
Ext 7789
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: Creative Arts and Mental Health

Proposed Programme and Route Code(s): PMRF-QMWOLF1 -PSCAH (A3X7)

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Research (MRes)</td>
<td>Full-time</td>
<td>1 calendar year</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023
Proposed term dates: standard

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 Wolfson Institute of Population Health will have overall responsibility for the programme. A programme convenor from the Institute will be responsible for overseeing admissions, module and programme development, assessment and quality assurance. In delivering these functions, the programme convenor will work closely with the Schools' Postgraduate Administrators.

The Wolfson Institute of Population Health has a Joint Working Statement (JWS) with the School of Politics and International Relations and the programme convenor will be responsible for joint communications/management to avoid timetable clashes as well as information on location of teaching. All teaching for the programme will happen at Mile End. Campus.

For quality assurance, all modules on the programme will be subject to annual student feedback and evaluation. The programme convenor will be responsible for completing an annual programme review detailing student numbers, grade profiles, student evaluation and any changes to the teaching on the programme to the Institute’s Education Committee. The MSc Director formally reports on all MSc/MRes programmes in the Annual Review of Programmes (Postgraduate).

The Institute's Staff Student Liaison Committee provides a formal means of communication and discussion between the School / Institute and its postgraduate students. The committee consists of postgraduate student representatives together with members of staff (including the Institute Manager, the MSc Director and programme convenors). There are elections for postgraduate members at the start of each academic year. It is designed to respond to the needs of students and meets regularly throughout the year.

The programme convenor will be the primary point of contact for all students enrolled on the programme and their personal tutor, being available throughout the year to provide academic as well as pastoral support.

A one-day programme induction will be provided for all incoming students during Welcome Week. This will be used as an opportunity to acquaint new students with the format of the programme and expectations of them. Students also receive a library induction. Students with special educational needs have the opportunity to talk to their tutor about how the college can best support their needs, and to agree with the students how to communicate those needs to appropriate members of staff.

Progression will be dealt with by the post-graduate Subject Examination Board, which meets in June and October to consider all post-graduate students. Progression is confirmed at the Summer Board (June) and Award at the Autumn Board (October). In accordance with Institute policies and practice, all assessments will be double-marked internally, and a sample will be sent to the external examiner for the programme.

Responsibility for the management and delivery of the 2 x 30 credit methods modules (Introduction to Social Science Research 1, and Introduction to Social Science Research 2) which make up part of this programme and will be delivered by the School of
Politics and International Relations, which will be responsible for the design and delivery of these modules (production of course materials, allocation of teaching and marking).

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 modules part of this programme are designed to maximize inclusivity. Moreover, the programme director will discuss specific needs with each student and tailor interventions supportive of their needs.

- Each module has an introductory page with learning outcomes, aims and objectives.
- Each module has a general list of resources, in addition to the resources provided for each teaching session. Resources are linked to the library’s electronic copy whenever possible. Resources also comprise audio-visual material, to diversify modes of learning and improve accessibility. Readings are continually reviewed to ensure that fully accessible versions are made available to all students.
- A good proportion (more than 50%) of the frontal lectures for the Wolfson modules are delivered as flipped classrooms: students have access to a pre-recording of the lecture with captions, one to two weeks before the live session. The live session is then used to check understanding, personalize and extend learning through seminar work, including peer-learning, and to link content from different teaching sessions.
- When frontal lectures are delivered live, the module convenor considers the opportunity of recording the lecture to make it accessible to students post-event. This usually happens unless the lecturer objects, which is sometimes the case if lecturers use clinical material or very personal material.
- Accessibility is constantly improved following student feedback.

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.

This MRes programme will make use of Turnitin plagiarism detection software via the QMPlus interface, which is already in use throughout the Wolfson Institute on the MSc Mental Health modules.

Both the Wolfson Institute of Population Health and the School of Politics and International Relations utilise Turnitin and have academic misconduct officers who review cases for further investigation by the School/Institute or for reporting to the Central Misconduct team.

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>SMD: Wolfson Institute of Preventive Medicine</td>
<td>WIPH (PGT)</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? 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).
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: MRes Creative Arts and Mental Health

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and title: MRes Creative Arts and Mental Health
Name of interim award(s): PGDip, PGCert
Duration of study / period of registration: 1 Year Full Time
Queen Mary programme code(s): PMRF-QMWolf1-PSCAH (A3X7)
QAA Benchmark Group: Medicine
FHEQ Level of Award: Level 7
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: Wolfson Institute of Population Health

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:
N/A

Programme outline

The MRes Creative Arts and Mental Health programme comprises three semesters (two teaching semesters and a semester dedicated to the dissertation). In the semesters 1 and 2, the students will be expected to take two modules delivered by the Wolfson Institute (Critical Mental Health Science and Critical Encounters in Arts and Mental Health) and two modules delivered by the School of Politics. Each of these modules is worth 30 credits. In the third semester a dissertation module worth 60 credits will be offered. The programme satisfies the research training requirements of the ESRC 1+ element of the 1+3 components. This programme enables the Institute to continue to attract high quality students eligible for ESRC funding. It provides core training for those students seeking to pursue postgraduate study and ultimately an academic career in the social sciences.

The Programme will comprise five modules:

Semester 1 Module A1 - Critical Mental Health Science - is a compulsory module providing an introduction to key concepts and critical debates in contemporary mental health theory and practice, such as assessment, diagnosis and classification, psychosocial determinants of mental health, critical psychiatry, innovative psychosocial treatments.

Semester 2 Module B1 - Critical Encounters in Arts and Mental Health - is a compulsory specialist module focusing on case studies of critical and productive encounters between the arts and mental health, ranging from arts projects applied to mental
Programme Title: MRes Creative Arts and Mental Health

Health, well-being and social justice; arts-based interventions aimed at co-production; creative enquiry (the use of the arts for professional development of mental health professionals); artistic practice which employs representations of mental health to address stigma, advocacy, protest and education of the public.

Semester 1 Module A2 - Introduction to Social Science 1: Epistemology, Research Design, and Qualitative Methods

Semester 2 Module B2 - Introduction to Social Science 2: Quantitative Methods and Data

These two modules will comprise additional generic social science training co-ordinated by the Doctoral College.

Semester 3 Module C - Dissertation module, including empirical projects that can serve as pilot projects or methodological explorative enquiry towards the future PhD research project.

Aims of the programme

The aim of the programme is to provide advanced training in wider social science research approaches and methodologies, combined with specialist study in critical mental health and the intersections of the arts and mental health for those wishing to proceed to a PhD. The specific strength of this MRes is that students will develop a knowledge base from interdisciplinary fields which will focus on the application of the arts to mental health in applied and participatory arts, education of mental health professionals and of the public, research and advocacy.

The programme provides advanced knowledge of the field of mental health from a critical mental health perspective that focuses on psychosocial approaches and innovation, as well as development of critical thinking about the intersections between the arts and mental health and arts-related practices in clinical and non-clinical contexts. Students will have access to advanced training to carry out research on the arts and mental health, including core research training in social science epistemologies, research design and qualitative methods, and quantitative methods and data.

This programme focuses on developing students’ ability to think critically about the relationship between the arts and mental health and mental health care practices in a national and international context. Specific aims are to develop and enhance:
- the ways in which mental health professionals, arts practitioners and others interested in mental health and well-being work together in both clinical and non-clinical environments;
- the ways in which mental health experiences are represented in the arts and in popular culture, and how arts-based practice may help to expand and nuance both clinical and popular understandings of patient and clinician experiences in the mental health system;
- perceptions and assumptions about ways in which arts-based practices may support recovery;
- critical assessment of the strengths and weaknesses of current practice in arts/mental health collaborations, informing the development and evaluation of arts-based interventions in both preventive and therapeutic settings.

Students are encouraged to complement their curricular studies with relevant placements within arts organizations: the programme has established collaborations with a number of organizations and placements have been used by students to develop and carry out dissertation projects.

Students will be encouraged to undertake an empirical project for their dissertation and these may include, but not be limited to, a qualitative evaluation of an arts-in-mental-health intervention in collaboration with an arts organisation or an evaluation of a pilot intervention which the student has co-developed.

Students will discover their own learning needs and objectives. Specific research training is delivered through the modules Introduction to Social Science 1 and 2 (delivered by the School of Politics and International Relations). There are also one-day dedicated research methods workshops in term 1 and term 2, which are designed to support students on the programme to develop their specific dissertation projects. One-to-one supervision is provided in term 3 to all students, to support them in conducting their dissertation. Students who need to start designing the dissertation project at an early stage, including ethics approval and data collection, are supported by one-to-one supervision starting as early as term 1 when needed.

What will you be expected to achieve?

Students will be expected to analyze and reflect critically on the intersections between the arts and mental health, evaluating and integrating evidence from different academic disciplines, including social science, psychology, psychiatry, arts and humanities, philosophy. They will also draw on practice-based skills and knowledge. Students will learn the methodological skills necessary to conduct research and apply them to their own research project.
## Programme Title: MRes Creative Arts and Mental Health

### Academic Content:

<table>
<thead>
<tr>
<th>A1</th>
<th>To develop a critical understanding of core dimensions of mental health from a critical perspective with specific focus on: assessment, diagnosis and classification, psychosocial determinants of mental health, innovative psychosocial treatments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>To develop a critical understanding of productive intersections between the arts and mental health, in both clinical and non-clinical contexts, with a specific focus on areas related to the student chosen interests.</td>
</tr>
<tr>
<td>A3</td>
<td>To learn about research methodologies and design, including qualitative and quantitative methods.</td>
</tr>
<tr>
<td>A4</td>
<td>To do the above in a multi-professional environment where learning takes place through participation and discussion of the complex issues in seminars, taught lectures and extracurricular opportunities for practice-based skills.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Critically synthesize and evaluate evidence in critical mental health science and practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Critically synthesize, evaluate and integrate evidence derived from different academic disciplines, including social science, psychology, psychiatry, arts and humanities, philosophy, and depending on student chosen interests.</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrate effective interpretation and critical appraisal of quantitative and qualitative data; apply research methodologies to the design, data collection and data analysis in their own empirical research project.</td>
</tr>
<tr>
<td>B4</td>
<td>Develop strong reading, writing and speaking skills in order to disseminate their research in essays and presentations, with an eye to potential research publication at the end of the course.</td>
</tr>
<tr>
<td>B5</td>
<td>Work collaboratively with one another, with the teaching team and, where appropriate, with community partners.</td>
</tr>
</tbody>
</table>

### Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>To develop an area (or more) of specialist expertise in the arts and mental health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>To develop research skills in quantitative and/or qualitative methodologies and apply them to the critical appraisal of existing research and/or to an empirical research project.</td>
</tr>
<tr>
<td>C3</td>
<td>To demonstrate self-direction and independent learning, to make decisions in complex situations and to communicate research findings within a professional environment and to the public.</td>
</tr>
</tbody>
</table>

### How will you learn?

Teaching and learning will take place through a mix of specialist lectures delivered by Queen Mary academics, as well as external lecturers (clinicians and artists), seminars, group work, practice-based workshops and field visits. You will be encouraged to engage with extracurricular practice-based activities such as creative enquiry and work placement within an organisation that operates in a field related to creative arts and mental health. Students are also invited to contribute content through peer-learning activities.

Students are encouraged to develop their own area(s) of specialist interest and one to one advisory sessions are offered on
Programme Title: MRes Creative Arts and Mental Health

The dissertation is supported through individual supervision sessions in term 3. Research methodologies and skills are taught in dedicated modules in term 1 and 2.

How will you be assessed?
Assessment is designed to test the individual module learning outcomes and may include, but not be limited to: critical essays, research proposal and a dissertation.

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 MRes will comprise two 30 credit modules relating to critical mental health science and intersections between the arts and mental health, two further 30-credit modules involving core social science methods training, and a 60 credit dissertation module.

Completion of all Modules (180 credits) is necessary for the award of an MRes.

Students study 60 credits in each semester and the required social science modules are taken sequentially. Specifically, students will attend 2 modules in term 1 (one delivered by Wolfson and one delivered by the School of Politics), 2 modules in term 2 (one delivered by Wolfson and one delivered by the School of Politics), and will complete the dissertation in term 3.

### Academic Year of Study FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Mental Health Sciences</td>
<td>WOFM940</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Introduction to Social Science 1: Epistemology, Research Design</td>
<td>POLM082</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Critical Encounters in Arts and Mental Health</td>
<td>WOFM947</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Introduction to Social Science 2: Quantitative Methods and Data</td>
<td>POLM083</td>
<td>30</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Programme Title: MRes Creative Arts and Mental Health

<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>Dissertation</td>
<td>WOFM980</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

**What are the entry requirements?**

While applicants for the MRes Creative Arts and Mental Health should have an undergraduate degree in a related subject, with a typical entry requirement of 2.1. They must also have been accepted into the KCL/Imperial/QMUL ESRC Doctoral Training Partnership.

Applicants will be expected to demonstrate strong academic thinking, reading and writing skills via a personal statement and references. We wish to include people from diverse cultural and professional backgrounds and career pathways, including people coming from an arts background who wish and have the ability to conduct research in social science. Individual meetings can be arranged to discuss specific circumstances. Some applicants will be interviewed to discuss entry onto the course.

International students are required to meet standard 7.0 on the International English Language Testing System (IELTS). For further information, please refer to English language requirements for admissions to Queen Mary University University of London: http://www.qmul.ac.uk/international/englishlanguagerequirements/

Students applying from countries which require a tier 4 visa should also take care to meet UK Border Agency (UKBA) minimum component scores, as well as overall Queen Mary requirements.

**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 schools/institutes and its students. The committee consists of student representatives 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.

Students provide regular feedback (on a weekly basis) for Wolfson delivered modules. Moreover, students fill in a module evaluation form at the end of each module. The Programme Convenor is responsible for overseeing student feedback and making sure that this informs the quality assurance of the programme delivery. Moreover, students are encouraged to raise any concerns or issues with the module organiser and/or with the programme convenor at any time during their studies.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Directors of Education on all matters relating to the delivery of taught programmes at institute 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. Students' views are incorporated in the committee's work in a number of ways, such as through student membership or consideration of student surveys.

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. The main document of reference for this process is the Taught Programmes Action Plan (TPAP), or annual review programme, which is the summary of the school/institute'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 PTES and module evaluations.

**What academic support is available?**

Students attend an induction day at the start of the programme, during induction week. This provides students with information about academic regulations, available services (including Disability and Dyslexia Service, IT support, Library access and facilities) and programme specific information.

Every effort is made to enhance accessibility to learning materials and inclusivity (see section here below). All lecture and learning materials, including preparation material, asynchronous material including video-recordings with subtitles, presentation...
Programme Title: MRes Creative Arts and Mental Health

Handouts, and additional resources are made available through QMplus.

As per university requirements, QMplus will be used to deliver materials for all modules on the course, and all staff teaching on the course will have access to all QMplus module areas for the course, in order to ensure effective collaboration.

Students are assigned an academic advisor who will be available to discuss academic or other issues that a student may wish to discuss, as well as signpost students to relevant services. In semester 2, students are assigned a dissertation supervisor who best matches the dissertation topic chosen.

Programme-specific rules and facts

None

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

The programme prides itself for a track record of inclusivity. Past students with disabilities and neurodiversity including diagnosis of mental disorders, autism, chronic medical conditions, have attended the MSc Creative Arts and Mental Health and thrived on it. The programme will foster inclusivity through a range of measures, including: tutor’s attention to individual students’ needs, a variety of methods for teaching delivery which maximizes opportunities for success (seminar, group tutorial, discussion forums, formative assessments, peer-learning, as well as some frontal teaching delivered asynchronously), use of e-learning platform for enhancing students’ access to learning material in their own time and in ways that best suit them (this includes audiovisual recording of lectures with subtitles).

Each module has a general list of resources, in addition to the resources provided for each teaching session. Resources are linked to the library’s electronic copy whenever possible. Resources also comprise audio-visual material, to diversify modes of learning and improve accessibility. Readings are continually reviewed to ensure that fully accessible versions are made available to all students. Pre-readings and preparatory material, including video-recordings of asynchronous lectures with subtitles, are released to students 2 weeks before the lecture. Q-review is used to record all onsite lectures and recordings are released to students within 3-4 days on average.

The MSc Creative Arts and Mental Health has also attracted students from many diverse ethnic backgrounds (UK and international), as well as other diversities including gender, age, economic background. The Critical Mental Health Sciences module centres on the links between mental health, social oppression, stigma and discrimination, taught in lectures such as ‘Institutional Racism in Psychiatry’, ‘The Power Threat Meaning Framework, ‘Open Dialogue, and ‘Survivor Perspective’. Through seminar work, all voices, both outside and inside the class, are made to feel welcome and on a par. Attention to inclusivity is also paid in curricular design and in how it is represented by invited external lecturers for all Wolfson modules.

When appropriate, students will be signposted to Queen Mary services dedicated to supporting students with disabilities and neurodiversity.

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)
Programme Title: MRes Creative Arts and Mental Health

- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The programme has established links with mental health and arts organisations which provide extracurricular placements for our students as well as opportunities for empirical research projects.

Community/industry partners may include (but are not limited to):
- East London NHS Foundation Trust
- Oxford Health NHS Foundation Trust
- Theatre Troupe
- Green Shoes Arts
- Children’s Integrated Commissioning, London Borough of Tower Hamlets
- The Space Theatre
- Hampstead Theatre
- Dragon Cafe'
- May Contain Nuts Theatre Company
- Live Art Development Agency
- Moving Pieces

Programme Specification Approval

| Person completing Programme Specification: | Maria Grazia Turri |
| Person responsible for management of programme: | Maria Grazia Turri |
| Date Programme Specification produced / amended by School / Institute Education Committee: | 08.09.2022 |
| 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 Nick Rowe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Associate Professor and Director of Converge, York St John University</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:n.rowe@yorksj.ac.uk">n.rowe@yorksj.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?

   The aims for this programme of study are clearly stated. The programme has a clear rationale providing an opportunity for students to progress toward doctoral studies in the field of arts and mental health. Progression through the programme seems clear and should provide the small number of students engaged with a straightforward means of fulfilling the learning outcomes.

   I would make a few suggestions in relation to the overall aims and learning outcomes:

   1. Mention is made of collaboration with people with lived experience of mental ill health. Currently this seems a little weak and could be strengthened to reflect the changing priorities in contemporary mental health practice.
2. It would be worth discussing if mention should be made of the arts therapies specifically, many of which are state registered and which have a particular and distinctive approach to arts and mental health that is different to that of community arts and health practitioners.

3. The term ‘critical mental health’ is used on several occasions, a definition of this term, which is widely used in an unfocused way, would be helpful.

4. This programme will require very little experience of arts practice from its students and is not geared to provide this. It would be possible therefore for a student to complete without any experience of arts practice. It is worth considering if this is desirable.

5. It is questionable whether the politics-led modules would provide sufficient and specific focus for the particular methodological and ethical issues related to research in arts and mental health.

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?

This is a clearly structured programme that, except for the points made above in Section 1, reflect current practice in the field.

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?

NA

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 seems to be flexible means of assessment that are appropriate to scholarship at this level.

In my mind there is a question about whether the two politics led modules would give the students sufficient focus on methodologies appropriate to arts and mental health and the particular ethical issues that this raises.

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?

I am not able to answer these questions, however if required I would be grateful to be pointed toward to policies mentioned. The links below do not seem to work.

### 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?

The entry requirements are appropriate to this level of study, I do wonder though given the research focus of this programme if more should be sought here from candidates. In what ways will the admission team make a judgement about the appropriateness of this research-orientated programme for a student?

### 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?

I haven’t seen reading lists and would be happy to receive those if necessary. As far as I can tell the use of online teaching resources has been clearly stated.

### 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?

These are clearly stated although I wonder, given the mental health focus, if some thought should be given to the support of people with lived experience of mental ill health wishing to undertake this programme.

### 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?

The management of the programme is clearly stated.

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

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**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.

We are very grateful to Dr Rowe for his helpful comments. We have responded to his points and also invited a further response as there was a need for some clarification around the scope for amendments.

1.

*Mention is made of collaboration with people with lived experience of mental ill health. Currently this*
seems a little weak and could be strengthened to reflect the changing priorities in contemporary mental health practice.

The sentence to which Dr Row refers ("critical assessment of the strengths and weaknesses of current practice in arts/mental health collaborations, with an eye to developing best practices for collaboration among arts workers, clinicians, mental health researchers, and - crucially - people with lived experience of mental health issues") may be misleading and we have changed it.

There is a lot of input to the programme from people with lived experience who are also artists. They contribute to both Critical Mental Health Science and to Critical Encounters in Arts and Mental Health, and some of the key readings (I am sorry that I did not provide a list) are within this area – for example Anna Harpin, *Madness, Art and Society* and Lucy Hutson, *Everything in My Head at One Time in My Life*. (please see attached reading lists)

NR: That’s fine, thank you.

It would be worth discussing if mention should be made of the arts therapies specifically, many of which are state registered and which have a particular and distinctive approach to arts and mental health that is different to that of community arts and health practitioners.

We have made a specific choice not to teach about the art therapies, although we have a drama therapist delivering one of the lectures in *Critical Encounters in Arts and Mental Health*, because he has developed a theatre company which evolved out of one of his therapy groups. Reference to the art therapies may come up in other lectures and some students choose to write their essays on a topic related to a creative art therapy. For instance, some students write about efficacy of a specific creative art therapy for a disorder, or about processes of healing, or historical context for their development. However, we are very clear with applicants that this is not an art-therapy course and that the scope of the programme is to consider intersections between arts and mental health which include, but are not limited to, the potential of arts to be used in healing practice or for wellbeing. Some of our students are qualified art therapists or proceed to an art therapy course following the MSc.

NR: I take your points here. I really meant that students are very clear about the distinctions between the participatory arts/community arts and the art therapies.

The term ‘critical mental health’ is used on several occasions, a definition of this term, which is widely used in an unfocused way, would be helpful.

We have a whole module dedicated to critical mental health. This includes: critique of the current dominant diagnostic and classification system (DSM based) and alternatives (with specific focus on the Power Threat Meaning Framework but also teaching on approaches to diagnosis through formulation in systemic family therapy and psychoanalysis) critique of the current dominant treatment approach and the overemphasis on medication, with the underplaying of risks of medications in terms of side effects and dependency - we have a lecture dedicated to this critique of the links between the current dominant approach in terms of underpinning philosophy, juxtaposing a relational and embodied view of the mind (with its psychosocial implications) to the restrictive view of mind as related to the encased organ of the brain. As you can see from the attached reading lists, we have quite a lot of teaching focussed on this.

NR:: Excellent, thank you for this.

This programme will require very little experience of arts practice from its students and is not geared to provide this. It would be possible therefore for a student to complete without any experience of arts practice. It is worth considering if this is desirable.

This is correct, and is one element of difference from the MSc, as we had to remove the drama modules.
to fit in the research ones and, in discussion with LISS-DTP which is the consortium ultimately having to approve the programme for the purpose of linking it to the funded PhD stream, this was the only option. Students will be however immersed in an environment which provides plenty of opportunities for artistic practice. I encourage all students to engage in at least one art-based placements with organisations with whom I have links, or I support them to organise their own placement with different organisations if they prefer. I also co-run with interested students a creative wellbeing extracurricular course, where we meet for a creative workshop led in turn by one of us, and after the creative practice we reflect and share.

Moreover, I envisage that MRes students will take on empirical projects for their dissertation, mostly in collaboration with arts in health organisations or arts in health projects. I have had several students do this already, and some of the MSc dissertations have led / are leading to publication.

**NR: Thank you, could this be written into the document?**

This has been put into the aims of the programme in the PS:

*Students are encouraged to complement their curricular studies with relevant placements within arts organizations: the programme has established collaborations with a number of organizations and placements have been used by students to develop and carry out dissertation projects.*

*Students will be encouraged to undertake an empirical project for their dissertation and these may include, but not be limited to, a qualitative evaluation of an arts-in-mental-health intervention in collaboration with an arts organisation or an evaluation of a pilot intervention which the student has co-developed.*

5-

*It is questionable whether the politics-led modules would provide sufficient and specific focus for the particular methodological and ethical issues related to research in arts and mental health.*

One of the modules in the proposed structure is focused on qualitative research, and I think this will be most relevant to our students. Most of the empirical dissertations I have supervised have been qualitative studies. However, one of my students has carried out a survey, so I can see how in some cases quantitative methodologies may be helpful. We acknowledge that Arts-based research will possibly be a gap in the provision.

**NR: Is there a way of addressing this? One would expect largely qualitative methodologies, would there be a way of introducing the students to some of the epistemological questions that researching arts engagement always raises. Maybe this is done in research supervision?**

Yes, this will be done in supervision, plus the module: Introduction to Social Science 1: Epistemology, Research Design, and Qualitative Methods - will also address some of these issues (epistemology and research design component).
Nature of proposal(s) | Part 2 Programme Proposal
---|---
Owning Schools / Institutes | School of Economics and Finance
Title of Proposal(s) being considered | MSc Investment and Finance with Pre-Masters Programme [January and September start]
MSc Banking and Finance with Pre-Masters Programme [January and September start]
• Part 2 Proposal Form
• External Adviser Comments
• Programme Specifications (x4)
• Joint Working Statement
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 Economics and Finance seeks to introduce two new programmes, both with a September and January start.

These programmes combine the well-established Pre-Masters Graduate Diploma with the extant MSc programmes. This is beneficial as students can apply for one visa to cover the whole programme instead of having to get two separate ones. Likewise, students frequently leave after getting their Graduate Diploma and this way they will be more inclined to stay for the whole programme. The joint programmes also allow for planning certainty and some financial saving.

Programme Structure
For students who start in September, they will take the Pre-Masters programme in the first year over semesters 1 and 2. They will then enter the Masters programme in Year 2.

For students who start the programme in January, they will take the Pre-Masters Programme in Sem 2 and Sem 3 and then enter the Masters programme in September of the same year.
Programme Management
The Pre-Masters Graduate Diploma programme is run by the School of Languages, Linguistics and Film with some of the modules taught by SEF. The Masters programmes are delivered and managed entirely by SEF. A Joint Working Statement has been provided.

Programme regulations and progression
As with current practice, student will have to receive a certain threshold in each individual module in the Pre-Masters Programme in order to be eligible to progress onto the Masters programme.

The classification of the final award will be entirely will be based entirely on the marks gained in Year 2.

Admission/Entry Requirements
A full first degree in a relevant subject at the equivalent of at least a pass in a UK undergraduate degree. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department;

OR a qualification in a relevant subject at the level of a UK HE Diploma (Level 5) with at least 55% overall or the overseas equivalent. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department.”

Evidence of English language proficiency:
IELTS overall 5.5, with a minimum of 5.5 in Writing, Reading, Speaking and Listening or equivalent.

External Adviser Comments
A positive External Adviser report has been received.

Modules
There are no new modules.

Issues
There are no issues that DGLS wishes to raise to the attention of TPB.
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 Investment and Finance with integrated Pre-Masters (September start)
- MSc Banking and Finance with integrated Pre-Masters (September start)
- MSc Investment and Finance with integrated Pre-Masters (January start)
- MSc Banking and Finance with integrated Pre-Masters (January start)

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>Full-time</td>
<td>2 academic years</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023 or January 2024

Proposed term dates: September start = 2 full academic years/Jan start = 19 months

Does this programme contain a foundation year or any pre-sessional activity? Yes

Will this programme be available to Science & Engineering Foundation (SEFP) students after completion of the foundation year 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
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.

See attached Joint Working Statement
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 learning outcomes for the programme are available by request. The learning outcomes for each module are clearly stated and accessible in the student handbooks in both Schools. Where possible, reading lists will include online resources to facilitate access. Q-Review enabled rooms are requested as standard although additional video playback support is also often available via TEAMS/Zoom if the lecturer pre-records or 'live' records the teaching sessions. All students are made aware of the wide range of support facilities available through Advice and Counselling, and DDS services. This is done by their personal tutors in SLLF (year 1) as well as SEF via the Joint Academic Lead (year 2) in one-to-one tutorials. These support services are clearly stated in the student handbook which is available to all students on the Pre-Masters landing page and are accessible via the relevant web pages and links in SEF.

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.

Queen Mary regulations as outlined by Queen Mary's Academic Registry and Council Secretariat will be applied. Queen Mary's Assessment Offences Regulations will be strictly followed.
SLLF and SEF use the Turnitin software/web page https://www.submit.ac.uk which is readily available through QMPlus.

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 Languages, Linguistics and Film and School of Economics Centre GradDip (UG) and School of Economics and Finance</td>
<td></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.
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 Konstantinos Baltas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Assistant Professor in Banking and Finance; Finance Group, Essex Business School, University of Essex</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:k.baltas@essex.ac.uk">k.baltas@essex.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>

1. Aims, objectives and learning outcomes

- Does the programme have clearly articulated aims and learning outcomes which appear to meet the needs of students and equip them for further study or employment?
- Do the academic standards in subject content and teaching and learning match the aims and learning outcomes?
- Are all programme learning outcomes met within modules?
- Are the learning outcomes and the expectations of students clearly developed throughout the programme?

The programme has clearly articulated aims and learning outcomes. The learning outcomes are designed to enhance students’ employability skills and bridge the gap between academia and industry. The subject contents are designed to be both effective and flexible for students and all programme learning outcomes are met within modules. The programme addresses the demand for a flexible and generalist masters programme delivering a range of modules in the economics
and finance area. To achieve this it combines in a concise and an effective manner the integration of the pre-master programme with the MSc degree.

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 curriculum offers the opportunity to students who do not have any background or experience in finance to gain subject-specific knowledge in finance, banking, econometrics and investment.

The programme is designed clearly and effectively. The first year prepares students for progression through relevant academic skills and learning. The specialist content and design is appropriate and up to date and comparable with similar programmes elsewhere. The credit structure is appropriate for a programme of the assigned level.

The workload for students looks appropriate and balanced throughout the year. In the first year, students will be exposed into a range of different learning techniques, such as lectures, student/teacher-led seminar discussions, library-based research and original research presentations and group work. In the second year, students learn through a mix of lectures, seminars and workshops delivered by academic staff within as well as by professionals with an expertise and experience in economics and finance that will prepare them for their careers after graduation. Students learn the theories, concepts, and practice of banking, finance and investment practices through a mix of lectures, seminars and guest lecturers. Through the curriculum, students will gain a real-world understanding of banking and finance issues as well as the technical know-how to implement investment strategies in a market context.

Professional practice requirements and equal opportunities are also considered, although there could be more details on these considerations.

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

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?

Although I did not have a chance to look over the details each individual module options, I can confirm that there are clear and workable learning, teaching, and assessment strategies overall.

The proposal includes detailed plans for assessment for every year. Students are assessed through a range of different methods including essays, formative assessment, diaries, presentations, projects and practical tasks. These methods are appropriate and they will prepare students effectively for the second year and suitably evaluate the attainment of their learning objectives.

The programmes also delve into details of teaching and learning techniques tailored to relevant learning outcomes for each year. A diverse range of methods are used including lectures, seminars, discussions, teaching observations, peer learning, workshops, research, presentations, groupwork and reflection.

Overall, teaching, learning, and assessment methods are appropriate.

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?

No applicable – as there is no external accreditation required. The proposal does not delve into the details of external reference points, although there are mentions of CPD activities and employability skills.

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?
The entry requirements are clear and appropriate.

The programmes mention a clear strategy for induction of new students. Training sessions are provided in the induction week for students to familiarise themselves with the school and the virtual environment. Students attend a one-week induction where they attend sessions on programme details, academic options, health and safety issues, and counselling.

Students are also provided academic mentorship through an advising system so that they are to receive advise on academic problems.

There are clear details for special educational needs requirements, as needed. The report mentions Disability and Dyslexia Service (DDS) who will offer necessary support for students with disabilities, dyslexia, learning difficulties and mental health issues. There is also mention of a special funding titled Disabled Students’ Allowance (DSA).

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?

The learning resources required have been articulated. In particular, the QMPlus virtual learning environment is mentioned along with other resources for learning, real-time delivery and online learning. Students will learn from academic staff, industry professionals, academic advisors, and support staff as needed. Adequate resources and facilities seem to be in place.

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?

Students have adequate guidance and support systems in place (at both school level and institution level). First year students benefit from personal tutors and support for English and study skills. Students also benefit from careers services, library services, academic advisor systems, and collaborative learning systems.

Academic misconduct arrangements are also clear and appropriate.

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?

The programme management is clear and well structured.

It is clear which modules will be taught which contributing schools.

To ensure quality assurance, the proposal mentions the Staff-Student Liaison Committee, which will be critical in ensuring systematic communication, feedback, and discussion between students and faculty. School representatives will represent the voices of their student bodies.
and respond to the needs and feedback of students.

There is a Learning, Teaching Committee advising and monitoring on teaching matters, ensuring policies are implemented, and student views, suggestions, feedback are represented. Module evaluations and PTES surveys are done. So, effective mechanisms are already in place for representing students voice.

To ensure currency and viability of the programme, schools are doing an extensive annual programme review.

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

This review applies to both programmes starting in September and January.

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.

We believe that the External Examiner has not expressed any concern or raised an issue that requires an urgent and immediate change to our plans regarding the proposed programmes. However, we will continue to work closely with the Learning and Teaching Committee and the Finance team to keep pace with any possible changes and adjust accordingly.

The same holds for both the students’ welfare and the Admissions team. The aim is to provide the best possible guidance and support we can offer before their enrolment and, even more importantly, during their studies.

Lastly, we will monitor our competitors’ curricula and industry needs to stay in touch with a relatively swiftly changing British university environment.

External reference points
   • QAA Subject Benchmark Statements (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)
   • Framework for Higher Education (http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2718#.VdMEbPm6eUk)
Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Banking and Finance with integrated Pre-Masters (January start)
Name of interim award(s): Graduate Diploma in Finance & Economics
Graduate Certificate in Finance & Economics
Duration of study / period of registration: 19 months (two academic years (full-time))
QMUL programme code(s):
QA Benchmark Group: N/A
FHEQ Level of Award: Level 7
Programme accredited by: N/A
Date Programme Specification approved: 
Responsible School / Institute: School of Economics & Finance

Schools / Institutes which will also be involved in teaching part of the programme:
School of Languages, Linguistics & Film
School of Economics and Finance

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

Programme outline
The programme combines two existing QM Programmes: the Graduate Diploma in Finance & Economics (PMP/Pre-Masters) offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Economics and Finance. The Graduate Diploma in Finance & Economics provides a preparation year as a pathway for entry to postgraduate study in SEF. The proposed programme aims to make this transition seamless by integrating a bespoke Pre-Masters year within an existing MSc SEF-owned degree, where programme progression rules will apply. SEF are the awarding school in year 2.

The year 1 Graduate Diploma in Finance and Economics offers a route into postgraduate degrees in economics, finance and related subjects for EU and international students whose academic or linguistic backgrounds do not qualify them for direct entry. The subject content and teaching methodology is aimed to prepare students for Masters level study. The programme consists of both academic and English language & study skills modules which are fully assessed and contribute to the year 1 final award. The academic modules are delivered by the School of Economics and Finance. Queen Mary offers guaranteed entry
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

to linked degree courses to students who achieve appropriate grades as described in the progression tariff.

During year 2, students apply and build on the skills and subject knowledge acquired in year 1. In addition, there is a greater focus on more sophisticated quantitative subject areas.

This programme is not eligible for postgraduate loans.

Aims of the programme

Pre-Masters Graduate Diploma (year 1):
- improve students’ English language proficiency to a level required for direct Masters entry;
- equip students with the academic English, conventions and practices which are required at Masters level studies;
- offer the opportunity to students who may not have any background or experience in economics and finance to gain subject-specific knowledge as a foundation for a greater focus at Masters level;
- provide an introduction to research methodology, tools and techniques which will be employed at Masters level;
- instill a range of learning skills including independent learning and time management;
- allow students to become familiar with academic culture in the UK so as to build confidence and motivation to embark on Masters studies;
- provide pastoral support to allow international students to settle into life and study in the UK;

MSc Banking and Finance (year 2):
- offer the opportunity to students who may not have any background or experience in economics and finance to gain subject-specific knowledge within financial markets, to understand institutional frameworks, the creation, marketing and trading of financial products. This training will better prepare students for employment in terms of language skills and quantitative proficiency.

What will you be expected to achieve?

During year 1, students are expected to attain an advanced level of academic English and an awareness of academic conventions. In addition, they will receive an introduction to financial terminology and become familiar with relevant financial-modelling software, e.g. STATA.

In the second year, they will undergo intensive financial training, putting into practice the skills and knowledge acquired in year 1 to become proficient in the language, concepts, techniques and tools relevant to the world of finance.

Academic Content:

| A 1  | Masters level studies: |
| A 2  | Engage with a range of subjects, theories, methods and approaches applicable to the international world of finance; |
| A 3  | Use economics and financial theories and empirical data to critically inform economic decisions and actions relating to trading; |
| A 4  | Design and use analytical tools to analyse and interpret economic problems, challenges and risks in a changing context; |
| A 5  | Develop a critical understanding of the economic, social and political environment which affects the world in which finance operates; |

Queen Mary
University of London
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A6</td>
<td>Pre-Masters level studies:</td>
</tr>
<tr>
<td>A7</td>
<td>By the end of the programme, the students will be able to develop and demonstrate the academic English language and study skills required for entry to and potential success in a Masters degree programme in economics, finance or related subjects.</td>
</tr>
<tr>
<td>A8</td>
<td>By the end of the programme, the students will be able to demonstrate knowledge and understanding of the tools and techniques necessary to understand the main sources of economic information and investigate contemporary economic issues.</td>
</tr>
<tr>
<td>A9</td>
<td>By the end of the programme, the students will be able to demonstrate an understanding of economic principles so that they will be able to differentiate between economic models.</td>
</tr>
<tr>
<td>A10</td>
<td>By the end of the programme, the students will be able to demonstrate understanding of the issues pertaining to global and national economics.</td>
</tr>
<tr>
<td>A11</td>
<td>By the end of the programme, the students will be able to demonstrate an understanding of choices that businesses must make.</td>
</tr>
<tr>
<td>A12</td>
<td>By the end of the programme, the students will be able to demonstrate the knowledge to progress to a Masters degree in economics and/or finance.</td>
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</table>

Disciplinary Skills - able to:

<p>| | |</p>
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<thead>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>Masters level studies:</td>
</tr>
<tr>
<td>B2</td>
<td>Develop an understanding of the theories, analytical approaches, methodologies and practices that underpin economics and finance in a global context;</td>
</tr>
<tr>
<td>B3</td>
<td>Develop an understanding of the interdisciplinary nature of economic and financial approaches to decision-making;</td>
</tr>
<tr>
<td>B4</td>
<td>Use, compare and integrate relevant research methods to examine various economic and financial problems;</td>
</tr>
<tr>
<td>B5</td>
<td>Evaluate and synthesise relevant theories and empirical data and competently apply these to different economic and financial contexts;</td>
</tr>
<tr>
<td>B6</td>
<td>Develop analytical skills in using data from different sources related to broad range of economic and financial problems;</td>
</tr>
<tr>
<td>B7</td>
<td>Pre-Masters level studies:</td>
</tr>
<tr>
<td>B8</td>
<td>By the end of the programme, the students will be able to synthesize ideas and evidence, applying appropriate knowledge and skills flexibly, in order to produce innovative solutions in research with minimal guidance.</td>
</tr>
<tr>
<td>B9</td>
<td>By the end of the programme, the students will be able to read and think critically in order to question, to examine arguments/ideas, and to evaluate evidence and conclusions for their reliability and validity.</td>
</tr>
<tr>
<td>B10</td>
<td>By the end of the programme, the students will be able to reflect on and evaluate their thinking and reading skills, using both feedback and self-assessment to raise their awareness of the learning process itself and the skills necessary for success in an academic environment.</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Masters level studies:</td>
</tr>
<tr>
<td>C2</td>
<td>Acquire knowledge, values and skills that are relevant to both academic and non-academic contexts including effective communication, originality in thinking, time management and negotiation skills;</td>
</tr>
</tbody>
</table>
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

<table>
<thead>
<tr>
<th>C3</th>
<th>Acquire a global and culturally-sensitive approach to the field of economics and finance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4</td>
<td>Pre-Masters level studies:</td>
</tr>
<tr>
<td>C5</td>
<td>By the end of the programme, students will be able to write coherently in a variety of academic styles (eg argumentative, discursive, critical, persuasive) to the standards of Masters level writing.</td>
</tr>
<tr>
<td>C6</td>
<td>By the end of the programme, students will be able to actively engage with academic reading texts through discussion/debate with peers and teachers.</td>
</tr>
<tr>
<td>C7</td>
<td>By the end of the programme, students will be able to study autonomously, using the full range of appropriate resources for their discipline available in the College and in the wider academic community.</td>
</tr>
</tbody>
</table>

How will you learn?

For the 1st year Pre-Masters, teachers will use a range of teaching and learning techniques tailored to the learning outcomes of the different modules. These will include: lectures; student-led seminar discussions; teaching observation; peer / micro - teaching; student and teacher-led workshops; directed readings; practical tasks; materials development; library-based research and original research; presentations; group work; reflection through reflective learning logs, and knowledge transfer activities. Individual module outlines list further details of teaching and learning procedures.

For the 2nd year, students will learn through lectures, seminars and workshops delivered by academic staff within SEF as well as by professionals with an expertise and experience in economics and finance. The lectures will enable students to interact with peers from other MSc programmes, while the seminars with smaller class sizes allow students to have more in-depth discussion and interaction with the academics delivering the programme. Through the QMPlus environment which is a virtual learning environment and other learning initiatives, students will be offered both real-time delivery and teaching material which can be accessed online. Training sessions will be provided in the induction week for students to familiarise themselves with the virtual environment and to also access e-resources. The delivery and assessment modes will vary. These will include collaborative learning as well as a mix of assessment modes including coursework, presentations, independent research, group projects and examinations. All students will be assigned an academic advisor who will be able to advise on academic problems.

How will you be assessed?

For the 1st year Pre-Masters, teachers will use a range of assessment techniques to include: essays; formative assessment; reflective learning diaries; oral presentations; project work; and practical tasks such as materials development. Individual module proposal outlines list further details of assessment practices.

For the 2nd year MSc programme, the mode of assessment for the programme will differ across the modules but typically most modules will have two modes of assessment such as coursework and a final exam which the student will take at the end of each semester. Dissertation supervision continues throughout semester three and students will continue to work on their dissertations in this semester. All coursework will be assessed by a plagiarism-detection software, Turnitin. Students take examinations in Jan and May but coursework and other modes of assessment such as group projects are often set different deadlines. The instructions for the assessments are available to the students in the Module Outlines and through the virtual learning environment. The School has a plagiarism officer to advise and assist Module Organisers on plagiarism offence. Marking criteria for assessments are also provided by Module Organisers in the Module Outline.

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 MSc Banking and Finance with Integrated Pre-Masters (January start) is a full time, 19 month January start programme. Students may not study this programme on a part-time basis. There is an additional entry point in September.

Year 1 of the MSc Banking and Finance with Integrated Pre-Masters is the level 6 Graduate Diploma in Finance and Economics. Students take the following 120 credits:
- 30 credit core module IFP6000 English Language and Study Skills
- 15 credit compulsory module IFP6013 Introduction to Research Methods for Finance & Economics
- 15 credit compulsory module IFP6014 Finance & Economics Independent Research Project
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

15 credit compulsory module IFP6005 Introduction to Econometrics
15 credit compulsory module IFP6006 Topics in Econometrics
15 credit compulsory module IFP6007 Economics
15 credit compulsory module IFP6008 Finance

The final award of the Master of Science is based exclusively on the 180 credits of Year 2 of the programme. It is the same structure as the standard MSc Banking and Finance programme within SEF.

ECOM049, Commercial & Investment Banking, 15 credit, semester 1, compulsory, level 7
ECOM050, Investment Management, 15 credit, semester 1, compulsory, level 7
ECOM052, Financial Statements, 15 credit, semester 1, compulsory, level 7
ECOM053, Quantitative Methods, 15 credit, semester 1, compulsory, level 7
ECOM059, Applied Risk Management for Banking, 15 credit, semester 2, compulsory, level 7
TBA, Banking Regulation, 15 credit, semester 2, compulsory, level 7
ECOM026, Financial Derivatives, 15 credit, semester 2, elective, level 7
ECOM035, International Finance, 15 credit, semester 2, elective, level 7
ECOM038, Behavioural Finance, 15 credit, semester 2, elective, level 7
ECOM042, Empirical Finance, 15 credit, semester 2, elective, level 7
ECOM057, Asset Management, 15 credit, semester 2, elective, level 7
ECOM055, Risk Management for Banking, 15 credit, semester 2, elective, level 7
ECOM060, Further Quantitative Tech for Finance, 15 credit, semester 2, elective, level 7
ECOM064, Applied Futures and Options, 15 credit, semester 2, elective, level 7
ECOM024, Dissertation, 60 credits, semesters 2 & 3, core, level 7

Academic Year of Study  FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>English Language and Study Skills</td>
<td>IFP6000</td>
<td>30</td>
<td>6</td>
<td>Core</td>
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<td>Semesters 1 &amp; 2</td>
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<tr>
<td>Introduction to Research Methods for Finance &amp; Economics</td>
<td>IFP6013</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Finance &amp; Economics Independent Research Project</td>
<td>IFP6014</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Introduction to Econometrics</td>
<td>IFP6005</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Topics in Econometrics</td>
<td>IFP6006</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>Economics</td>
<td>IFP6007</td>
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<tr>
<td>Finance</td>
<td>IFP6008</td>
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<td>6</td>
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Queen Mary
University of London
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

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>
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<tbody>
<tr>
<td>Commercial &amp; Investment Banking</td>
<td>ECOM049</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Investment Management</td>
<td>ECOM050</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Applied Corporate Finance</td>
<td>ECOM104</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Quantitative Methods</td>
<td>ECOM053</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>Risk Management for Banking</td>
<td>ECOM055</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<td>Practical Valuation</td>
<td>ECOM118</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<td>Financial Derivatives</td>
<td>ECOM026</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>International Finance</td>
<td>ECOM035</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
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<tr>
<td>Empirical Finance</td>
<td>ECOM146</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Systematic Trading Strategies</td>
<td>ECOM123</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
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<tr>
<td>Machine Learning for Finance</td>
<td>ECOM198</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Applied Asset Pricing</td>
<td>ECOM156</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Dissertation</td>
<td>ECOM107</td>
<td>60</td>
<td>7</td>
<td>Core</td>
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<td>Semesters 2 &amp; 3</td>
</tr>
<tr>
<td>Financial Derivatives</td>
<td>ECOM026</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Mergers and Acquisitions</td>
<td>ECOM095</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

What are the entry requirements?

Published Entry Requirements:
*A full first degree in a relevant subject at the equivalent of at least a pass in a UK undergraduate degree. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department;

OR a qualification in a relevant subject at the level of a UK HE Diploma (Level 5) with at least 55% overall or the overseas equivalent. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the

Queen Mary
University of London
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

discretion of the academic department.”

Evidence of English language proficiency:
IELTS overall 5.5, with a minimum of 5.5 in Writing, Reading, Speaking and Listening or equivalent.

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 Schools 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.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

For Year 1 of study:
Each student has a personal tutor, who is their main English language and study skills teacher. Individual tutorials are scheduled for 30 minutes fortnightly, but students can request to see their tutor additionally outside this schedule if required.
Students attend a compulsory one-week induction in Week 0 of Semester 1. During this, students are given help in enrolling and paying fees as well as attending sessions on programme details, academic options, health and safety and additional sessions offered by the Advice and Counselling Service.

For Year 2 of study:
In addition to the support for students provided by QMUL: Careers Service; Library Services, all MA students are supported by their individual academic advisors.

Programme-specific rules and facts

Students must enter the programme in January and, if they attain the progression grades, will progress to the Masters degree in the consecutive academic year.

Progression to Year 2 of study: Students need to pass the Pre-Masters programme as well as achieve the progression grades which are reviewed on a regular basis.

At the present time, the progression tariff which is applicable for MSc Banking & Finance, is as follows -

- [55%] average of 2nd semester modules**
- [65%] Topics in Econometrics*
- [55%] Economics (semester 1)
- [55%] Finance (semester 2)
- [55%] ELS$ 
- [55%] Finance & Economics Independent Research Project*
Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

* This grade percentage applies to semester 2 modules although at least a pass of 40% must be attained in semester 1 modules for progression
** Average of 2nd semester modules = average of subject modules: econometrics and finance modules plus the F&E Independent Research Project for semester 2 only. The average excludes the ELSS grade for IFP6000.

Specific support for disabled students
QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills
- Links With Employers & Placement Opportunities
- In the summer period after the Pre-Masters programme, students may be offered the opportunity to join a summer internship as provided by an external internship provider.
- Transferable skills as outlined in "Learning Outcomes / Attributes"

Programme Specification Approval

Person completing Programme Specification: Yioryos Makedonis/Jennefer Brown

Person responsible for management of programme: Yioryos Makedonis/Jennefer Brown

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

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

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Banking and Finance with integrated Pre-Masters (Sept start)
Name of interim award(s): Graduate Diploma in Finance & Economics
Graduate Certificate in Finance & Economics
Duration of study / period of registration: 2 calendar years (full-time)
QMUL programme code(s): 
QAA Benchmark Group: N/A
FHEQ Level of Award: Level 7
Programme accredited by: N/A
Date Programme Specification approved: 
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Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

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| A 4 | Design and use analytical tools to analyse and interpret economic problems, challenges and risks in a changing context; |
| A 5 | Develop a critical understanding of the economic, social and political environment which affects the world in which finance operates; |
Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

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**Disciplinary Skills - able to:**

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<td>C2</td>
<td>Acquire knowledge, values and skills that are relevant to both academic and non-academic contexts including effective communication, originality in thinking, time management and negotiation skills;</td>
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Programme Title:  MSc Banking and Finance with integrated Pre-Masters (September start)

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<td>By the end of the programme, students will be able to write coherently in a variety of academic styles (eg argumentative, discursive, critical, persuasive) to the standards of Masters level writing.</td>
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<td>By the end of the programme, students will be able to actively engage with academic reading texts through discussion/debate with peers and teachers.</td>
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<td>By the end of the programme, students will be able to study autonomously, using the full range of appropriate resources for their discipline available in the College and in the wider academic community.</td>
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How will you learn?

For the 1st year Pre-Masters, teachers will use a range of teaching and learning techniques tailored to the learning outcomes of the different modules. These will include: lectures; student-led seminar discussions; teaching observation; peer / micro - teaching; student and teacher-led workshops; directed readings; practical tasks; materials development; library-based research and original research; presentations; group work; reflection through reflective learning logs, and knowledge transfer activities. Individual module outlines list further details of teaching and learning procedures.

For the 2nd year, students will learn through lectures, seminars and workshops delivered by academic staff within SEF as well as by professionals with an expertise and experience in economics and finance. The lectures will enable students to interact with peers from other MSc programmes, while the seminars with smaller class sizes allow students to have more in-depth discussion and interaction with the academics delivering the programme. Through the QMPlus environment which is a virtual learning environment and other learning initiatives, students will be offered both real-time delivery and teaching material which can be accessed online. Training sessions will be provided in the induction week for students to familiarise themselves with the virtual environment and to also access e-resources. The delivery and assessment modes will vary. These will include collaborative learning as well as a mix of assessment modes including coursework, presentations, independent research, group projects and examinations. All students will be assigned an academic advisor who will be able to advise on academic problems.

How will you be assessed?

For the 1st year Pre-Masters, teachers will use a range of assessment techniques to include: essays; formative assessment; reflective learning diaries; oral presentations; project work; and practical tasks such as materials development. Individual module proposal outlines list further details of assessment practices.

For the 2nd year MSc programme, the mode of assessment for the programme will differ across the modules but typically most modules will have two modes of assessment such as coursework and a final exam which the student will take at the end of each semester. Dissertation supervision continues throughout semester three and students will continue to work on their dissertations in this semester. All coursework will be assessed by a plagiarism-detection software, Turnitin. Students take examinations in Jan and May but coursework and other modes of assessment such as group projects are often set different deadlines. The instructions for the assessments are available to the students in the Module Outlines and through the virtual learning environment. The School has a plagiarism officer to advise and assist Module Organisers on plagiarism offence. Marking criteria for assessments are also provided by Module Organisers in the Module Outline.

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 MSc Banking and Finance with Integrated Pre-Masters (September start) is a full time 2-year September start programme. Students may not study this programme on a part-time basis. There is an additional entry point in January.

Year 1 of the MSc Banking and Finance with Integrated Pre-Masters is the level 6 Graduate Diploma in Finance and Economics. Students take the following 120 credits:
- 30 credit core module IFP6000 English Language and Study Skills
- 15 credit compulsory module IFP6013 Introduction to Research Methods for Finance & Economics
- 15 credit compulsory module IFP6014 Finance & Economics Independent Research Project
Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

15 credit compulsory module IFP6005 Introduction to Econometrics
15 credit compulsory module IFP6006 Topics in Econometrics
15 credit compulsory module IFP6007 Economics
15 credit compulsory module IFP6008 Finance

The final award of the Master of Science is based exclusively on the 180 credits of Year 2 of the programme. It is the same structure as the standard MSc Banking and Finance programme within SEF.

ECOM049, Commercial & Investment Banking, 15 credit, semester 1, compulsory, level 7
ECOM050, Investment Management, 15 credit, semester 1, compulsory, level 7
ECOM052, Financial Statements, 15 credit, semester 1, compulsory, level 7
ECOM053, Quantitative Methods, 15 credit, semester 1, compulsory, level 7
ECOM059, Applied Risk Management for Banking, 15 credit, semester 2, compulsory, level 7
TBA, Banking Regulation, 15 credit, semester 2, compulsory, level 7
ECOM026, Financial Derivatives, 15 credit, semester 2, elective, level 7
ECOM035, International Finance, 15 credit, semester 2, elective, level 7
ECOM038, Behavioural Finance, 15 credit, semester 2, elective, level 7
ECOM042, Empirical Finance, 15 credit, semester 2, elective, level 7
ECOM057, Asset Management, 15 credit, semester 2, elective, level 7
ECOM055, Risk Management for Banking, 15 credit, semester 2, elective, level 7
ECOM060, Further Quantitative Tech for Finance, 15 credit, semester 2, elective, level 7
ECOM064, Applied Futures and Options, 15 credit, semester 2, elective, level 7
ECOM024, Dissertation, 60 credits, semesters 2 & 3, core, level 7

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<tr>
<th>Module Title</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<td>English Language and Study Skills</td>
<td>IFP6000</td>
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<td>Core</td>
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<td>Semesters 1 &amp; 2</td>
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<td>Introduction to Research Methods for Finance &amp; Economics</td>
<td>IFP6013</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<td>Finance &amp; Economics Independent Research Project</td>
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<td>15</td>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<td>Introduction to Econometrics</td>
<td>IFP6005</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Topics in Econometrics</td>
<td>IFP6006</td>
<td>15</td>
<td>6</td>
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<tr>
<td>Economics</td>
<td>IFP6007</td>
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<td>Finance</td>
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<td>Semester 2</td>
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# Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

## Academic Year of Study: FT - Year 2

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<td>Commercial &amp; Investment Banking</td>
<td>ECOM049</td>
<td>15</td>
<td>7</td>
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<td>Investment Management</td>
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<td>Semester 1</td>
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<td>Applied Corporate Finance</td>
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<td>Quantitative Methods</td>
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<td>Risk Management for Banking</td>
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<td>Practical Valuation</td>
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<td>Financial Derivatives</td>
<td>ECOM026</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>International Finance</td>
<td>ECOM035</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Empirical Finance</td>
<td>ECOM146</td>
<td>15</td>
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<td>Semester 2</td>
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<td>Systematic Trading Strategies</td>
<td>ECOM123</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Machine Learning for Finance</td>
<td>ECOM198</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Applied Asset Pricing</td>
<td>ECOM156</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
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<tr>
<td>Dissertation</td>
<td>ECOM107</td>
<td>60</td>
<td>7</td>
<td>Core</td>
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<td>Semesters 2 &amp; 3</td>
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<td>Mergers and Acquisitions</td>
<td>ECOM095</td>
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<td>7</td>
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<td>Semester 3</td>
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### What are the entry requirements?

Published Entry Requirements:

“A full first degree in a relevant subject at the equivalent of at least a pass in a UK undergraduate degree. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department;

OR a qualification in a relevant subject at the level of a UK HE Diploma (Level 5) with at least 55% overall or the overseas equivalent. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the

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Queen Mary
University of London

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Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

Discretion of the academic department.

Evidence of English language proficiency:
IELTS overall 5.5, with a minimum of 5.5 in Writing, Reading, Speaking and Listening or equivalent.

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 Schools 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.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

For Year 1 of study:
Each student has a personal tutor, who is their main English language and study skills teacher. Individual tutorials are scheduled for 30 minutes fortnightly, but students can request to see their tutor additionally outside this schedule if required.
Students attend a compulsory one-week induction in Week 0 of Semester 1. During this, students are given help in enrolling and paying fees as well as attending sessions on programme details, academic options, health and safety and additional sessions offered by the Advice and Counselling Service.

For Year 2 of study:
In addition to the support for students provided by QMUL: Careers Service; Library Services, all MA students are supported by their individual academic advisors.

Programme-specific rules and facts

Students must enter the programme in September and, if they attain the progression grades, will progress to the Masters degree in the consecutive academic year.

Progression to Year 2 of study: Students need to pass the Pre-Masters programme as well as achieve the progression grades which are reviewed on a regular basis.

Year 1 credits do not contribute to the classification of the final award. The final award of the Master of Science is based exclusively on the 180 credits of Year 2 of the programme.

Students who fail to qualify for progression to Year 2 of the programme, but who meet the requirements for the alternative exit qualification of either Graduate Diploma or Graduate Certificate in Finance & Economics shall be awarded that qualification.
Specific support for disabled students

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

- Links With Employers & Placement Opportunities
- In the summer period after the Pre-Masters programme, students may be offered the opportunity to join a summer internship as provided by an external internship provider.
- Transferable skills as outlined in “Learning Outcomes / Attributes”

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Yioryos Makedonis/Jennefer Brown</th>
</tr>
</thead>
<tbody>
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<td>Person responsible for management of programme:</td>
<td>Yioryos Makedonis/Jennefer Brown</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</td>
<td></td>
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Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MSc Investment and Finance with integrated Pre-Masters (January start)
Name of interim award(s): Graduate Diploma in Finance & Economics
Graduate Certificate in Finance & Economics
Duration of study / period of registration: 19 months (2 academic years (full-time))
QMUL programme code(s): 
QAA Benchmark Group: N/A
FHEQ Level of Award: Level 7
Programme accredited by: N/A
Date Programme Specification approved: 
Responsible School / Institute: School of Economics & Finance

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

School of Languages, Linguistics & Film
School of Economics and Finance

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

Programme outline

The programmes combines two existing QM Programmes: the Graduate Diploma in Finance & Economics (PMP/Pre-Masters) offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Economics and Finance. The Graduate Diploma in Finance & Economics provides a preparation year as a pathway for entry to postgraduate study in SEF. The proposed programme aims to make this transition seamless by integrating a bespoke Pre-Masters year with a MSc SEF-owned degree, where programme progression rules will apply. SEF are the awarding school in year 2.

The year 1 Graduate Diploma in Finance and Economics offers a route into postgraduate degrees in economics, finance and related subjects for EU and international students whose academic or linguistic backgrounds do not qualify them for direct entry. The subject content and teaching methodology is aimed to prepare students for Masters level study. The programme consists of both academic and English language & study skills modules which are fully assessed and contribute to the year 1 final award. The academic modules are delivered by the School of Economics and Finance. Queen Mary offers guaranteed entry
Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)

To linked degree courses to students who achieve appropriate grades as described in the progression tariff.

During year 2, students apply and build on the skills and subject knowledge acquired in year 1. In addition, there is a greater focus on more sophisticated quantitative subject areas.

This programme is not eligible for postgraduate loans.

Aims of the programme

Pre-Masters Graduate Diploma (year 1):
- improve students’ English language proficiency to a level required for direct Masters entry;
- equip students with the academic English, conventions and practices which are required at Masters level studies;
- offer the opportunity to students who may not have any background or experience in economics and finance to gain subject-specific knowledge as a foundation for a greater focus at Masters level;
- provide an introduction to research methodology, tools and techniques which will be employed at Masters level;
- instil a range of learning skills including independent learning and time management;
- allow students to become familiar with academic culture in the UK so as to build confidence and motivation to embark on Masters studies;
- provide pastoral support to allow international students to settle into life and study in the UK;

MSc Investment and Finance (year 2):
- offer the opportunity to students who may not have any background or experience in economics and finance to gain subject-specific knowledge within financial markets; to understand institutional frameworks, the creation, marketing and trading of financial products. This training will better prepare students for employment in terms of language skills and quantitative proficiency.

What will you be expected to achieve?

During year 1, students are expected to attain an advanced level of academic English and an awareness of academic conventions. In addition, they will receive an introduction to financial terminology and become familiar with relevant financial-modelling software, e.g. STATA.

In the second year, they will undergo intensive financial training, putting into practice the skills and knowledge acquired in year 1 to become proficient in the language, concepts, techniques and tools relevant to the world of finance.

Academic Content:

| A1 | Masters level studies: |
| A2 | Engage with a range of subjects, theories, methods and approaches applicable to the international world of finance; |
| A3 | Use economics and financial theories and empirical data to critically inform economic decisions and actions relating to trading; |
| A4 | Design and use analytical tools to analyse and interpret economic problems, challenges and risks in a changing context; |
| A5 | Develop a critical understanding of the economic, social and political environment which affects the world in which finance operates; |
Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)

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<th>C1</th>
<th>Masters level studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Acquire knowledge, values and skills that are relevant to both academic and non-academic contexts including effective communication, originality in thinking, time management and negotiation skills;</td>
</tr>
</tbody>
</table>
Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)

| C3 | Acquire a global and culturally-sensitive approach to the field of economics and finance. |
| C4 | Pre-Masters level studies: |
| C5 | By the end of the programme, students will be able to write coherently in a variety of academic styles (eg argumentative, discursive, critical, persuasive) to the standards of Masters level writing. |
| C6 | By the end of the programme, students will be able to actively engage with academic reading texts through discussion/debate with peers and teachers. |
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How will you learn?

For the 1st year Pre-Masters, teachers will use a range of teaching and learning techniques tailored to the learning outcomes of the different modules. These will include: lectures; student-led seminar discussions; teaching observation; peer / micro - teaching; student and teacher-led workshops; directed readings; practical tasks; materials development; library-based research and original research; presentations; group work; reflection through reflective learning logs, and knowledge transfer activities. Individual module outlines list further details of teaching and learning procedures.

For the 2nd year, students will learn through lectures, seminars and workshops delivered by academic staff within SEF as well as by professionals with an expertise and experience in economics and finance. The lectures will enable students to interact with peers from other MSc programmes, while the seminars with smaller class sizes allow students to have more in-depth discussion and interaction with the academics delivering the programme. Through the OMOPlus environment which is a virtual learning environment and other learning initiatives, students will be offered both real-time delivery and teaching material which can be accessed online. Training sessions will be provided in the induction week for students to familiarise themselves with the virtual environment and to also access e-resources. The delivery and assessment modes will vary. These will include collaborative learning as well as a mix of assessment modes including coursework, presentations, independent research, group projects and examinations. All students will be assigned an academic advisor who will be able to advise on academic problems.

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Year 1 of the MSc Investment and Finance with Integrated Pre-Masters is the level 6 Graduate Diploma in Finance and Economics.

Students take the following 120 credits:

- 30 credit core module IFP6000 English Language and Study Skills
- 15 credit compulsory module IFP6013 Introduction to Research Methods for Finance & Economics

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15 credit compulsory module IFP6014 Finance & Economics Independent Research Project
15 credit compulsory module IFP6005 Introduction to Econometrics
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15 credit compulsory module IFP6007 Economics
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The final award of the Master of Science is based exclusively on the 180 credits of Year 2 of the programme. It is the same structure as the standard MSc Investment and Finance programme within SEF.

ECOM049, Commercial & Investment Banking, 15 credit, semester 1, compulsory, level 7
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ECOM052, Financial Statements, 15 credit, semester 1, compulsory, level 7
ECOM053, Quantitative Methods, 15 credit, semester 1, compulsory, level 7
ECOM059, Applied Risk Management for Banking, 15 credit, semester 2, compulsory, level 7
TBA, Banking Regulation, 15 credit, semester 2, compulsory, level 7
ECOM26, Financial Derivatives, 15 credit, semester 2, elective, level 7
ECOM35, International Finance, 15 credit, semester 2, elective, level 7
ECOM38, Behavioural Finance, 15 credit, semester 2, elective, level 7
ECOM42, Empirical Finance, 15 credit, semester 2, elective, level 7
ECOM57, Asset Management, 15 credit, semester 2, elective, level 7
ECOM55, Risk Management for Banking, 15 credit, semester 2, elective, level 7
ECOM60, Further Quantitative Tech for Finance, 15 credit, semester 2, elective, level 7
ECOM64, Applied Futures and Options, 15 credit, semester 2, elective, level 7
ECOM24, Dissertation, 60 credits, semesters 2 & 3, core, level 7

Academic Year of Study FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language and Study Skills</td>
<td>IFP6000</td>
<td>30</td>
<td>6</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
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<tr>
<td>Introduction to Research Methods for Finance &amp; Economics</td>
<td>IFP6013</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Finance &amp; Economics Independent Research Project</td>
<td>IFP6014</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Introduction to Econometrics</td>
<td>IFP6005</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Topics in Econometrics</td>
<td>IFP6006</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Economics</td>
<td>IFP6007</td>
<td>15</td>
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<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Finance</td>
<td>IFP6008</td>
<td>15</td>
<td>6</td>
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<td>1</td>
<td>Semester 2</td>
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Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)

Academic Year of Study FT - Year 2

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
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<th>Module Selection Status</th>
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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset Pricing, Trading, and Portfolio Construction</td>
<td>ECOM155</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Quantitative Techniques or Econometrics for Finance</td>
<td>ECOM037 or</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>ECOM072</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valuation</td>
<td>ECOM105</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Principles of Corporate Finance</td>
<td>ECOM144</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Financial Derivatives</td>
<td>ECOM026</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>International Finance</td>
<td>ECOM035</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Bond Market Strategies</td>
<td>ECOM074</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Empirical Finance</td>
<td>ECOM146</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Asset Management</td>
<td>ECOM057</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Risk Management for Banking</td>
<td>ECOM055</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>China and Global Financial Markets</td>
<td>ECOM137</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Applied Asset Pricing</td>
<td>ECOM152</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Dissertation</td>
<td>ECOM024</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>2</td>
<td>Semesters 2 &amp; 3</td>
</tr>
<tr>
<td>Mergers and Acquisitions</td>
<td>ECOM095</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Statistical Machine Learning in Finance</td>
<td>ECOM193</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

What are the entry requirements?

Published Entry Requirements:
*A full first degree in a relevant subject at the equivalent of at least a pass in a UK undergraduate degree. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department;*

*OR a qualification in a relevant subject at the level of a UK HE Diploma (Level 5) with at least 55% overall or the overseas*

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Equivalent. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department.

Evidence of English language proficiency:
IELTS overall 5.5, with a minimum of 5.5 in Writing, Reading, Speaking and Listening or equivalent.

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 Schools 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.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

For Year 1 of study:
Each student has a personal tutor, who is their main English language and study skills teacher. Individual tutorials are scheduled for 30 minutes fortnightly, but students can request to see their tutor additionally outside this schedule if required.
Students attend a compulsory one-week induction in Week 0 of Semester 1. During this, students are given help in enrolling and paying fees as well as attending sessions on programme details, academic options, health and safety and additional sessions offered by the Advice and Counselling Service.

For Year 2 of study:
In addition to the support for students provided by QMUL : Careers Service; Library Services, all MA students are supported by their individual academic advisors.

Programme-specific rules and facts

Students must enter the programme in January and, if they attain the progression grades, will progress to the Masters degree in the consecutive academic year.

Progression to Year 2 of study: Students need to pass the Pre-Masters programme as well as achieve the progression grades which are reviewed on a regular basis.

Year 1 credits do not contribute to the classification of the final award. The final award of the Master of Science is based exclusively on the 180 credits of Year 2 of the programme.

Students who fail to qualify for progression to Year 2 of the programme, but who meet the requirements for the alternative exit qualification of either Graduate Diploma or Graduate Certificate in Finance & Economics shall be awarded that qualification.
Specific support for disabled students

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

• Links With Employers & Placement Opportunities
• In the summer period after the Pre-Masters programme, students may be offered the opportunity to join a summer internship as provided by an external internship provider.
• Transferable skills as outlined in “Learning Outcomes / Attributes”

Programme Specification Approval

Person completing Programme Specification: Yioryos Makedonis/Jennefer Brown

Person responsible for management of programme: Yioryos Makedonis/Jennefer Brown

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

Date Programme Specification approved by Taught Programmes Board: 

Queen Mary
University of London
Programme Title: MSc Investment and Finance with integrated Pre-Masters (September start)

Programme Specification (PG)

| Awarding body / institution: | Queen Mary University of London |
| Teaching institution: | Queen Mary University of London |
| Name of final award and programme title: | MSc Investment and Finance with integrated Pre-Masters (Sept start) |
| Name of interim award(s): | Graduate Diploma in Finance & Economics  
Graduate Certificate in Finance & Economics |
| Duration of study / period of registration: | 2 calendar years (full-time) |
| QMUL programme code(s): |  |
| QAA Benchmark Group: | N/A |
| FHEQ Level of Award: | Level 7 |
| Programme accredited by: | N/A |
| Date Programme Specification approved: |  |
| Responsible School / Institute: | School of Economics & Finance |

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

- School of Languages, Linguistics & Film
- School of Economics and Finance

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

- N/A

Programme outline

The programme combines two existing QM Programmes: the Graduate Diploma in Finance & Economics (PMP/Pre-Masters) offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Economics and Finance. The Graduate Diploma in Finance & Economics provides a preparation year as a pathway for entry to postgraduate study in SEF. The proposed programme aims to make this transition seamless by integrating a bespoke Pre-Masters year within an existing MSc SEF-owned degree, where programme progression rules will apply. SEF are the awarding school in year 2.

The year 1 Graduate Diploma in Finance and Economics offers a route into postgraduate degrees in economics, finance and related subjects for EU and international students whose academic or linguistic backgrounds do not qualify them for direct entry. The subject content and teaching methodology is aimed to prepare students for Masters level study. The programme consists of both academic and English language & study skills modules which are fully assessed and contribute to the year 1 final award. The academic modules are delivered by the School of Economics and Finance. Queen Mary offers guaranteed entry
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To linked degree courses to students who achieve appropriate grades as described in the progression tariff.

During year 2, students apply and build on the skills and subject knowledge acquired in year 1. In addition, there is a greater focus on more sophisticated quantitative subject areas.

This programme is not eligible for postgraduate loans.

Aims of the programme

Pre-Masters Graduate Diploma (year 1):
- improve students’ English language proficiency to a level required for direct Masters entry;
- equip students with the academic English, conventions and practices which are required at Masters level studies;
- offer the opportunity to students who may not have any background or experience in economics and finance to gain subject-specific knowledge as a foundation for a greater focus at Masters level;
- provide an introduction to research methodology, tools and techniques which will be employed at Masters level;
- instill a range of learning skills including independent learning and time management;
- allow students to become familiar with academic culture in the UK so as to build confidence and motivation to embark on Masters studies;
- provide pastoral support to allow international students to settle into life and study in the UK;

MSc Investment and Finance (year 2):
- offer the opportunity to students who may not have any background or experience in economics and finance to gain subject-specific knowledge within financial markets; to understand institutional frameworks, the creation, marketing and trading of financial products. This training will better prepare students for employment in terms of language skills and quantitative proficiency.

What will you be expected to achieve?

During year 1, students are expected to attain an advanced level of academic English and an understanding of academic conventions. In addition, they will receive an introduction to financial terminology and become familiar with relevant financial-modelling software. e.g. STATA.

In the second year, they will undergo intensive financial training, putting into practice the skills and knowledge acquired in year 1 to become proficient in the language, concepts, techniques and tools relevant to the world of finance.

Academic Content:

| A1 | Masters level studies: |
| A2 | Engage with a range of subjects, theories, methods and approaches applicable to the international world of finance; |
| A3 | Use economics and financial theories and empirical data to critically inform economic decisions and actions relating to trading; |
| A4 | Design and use analytical tools to analyse and interpret economic problems, challenges and risks in a changing context; |
| A5 | Develop a critical understanding of the economic, social and political environment which affects the world in which finance operates; |
### Programme Title: MSc Investment and Finance with integrated Pre-Masters (September start)

<table>
<thead>
<tr>
<th>A6</th>
<th>Pre-Masters level studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7</td>
<td>By the end of the programme, students will be able to develop and demonstrate the academic English language and study skills required for entry to and potential success in a Masters degree programme in economics, finance or related subjects.</td>
</tr>
<tr>
<td>A8</td>
<td>By the end of the programme, students will demonstrate knowledge and understanding of the tools and techniques necessary to understand the main sources of economic information and investigate contemporary economic issues.</td>
</tr>
<tr>
<td>A9</td>
<td>By the end of the programme, students will demonstrate an understanding of economic principles so that they will be able to differentiate between economic models.</td>
</tr>
<tr>
<td>A10</td>
<td>By the end of the programme, students will demonstrate understanding of the issues pertaining to global and national economics.</td>
</tr>
<tr>
<td>A11</td>
<td>By the end of the programme, students will demonstrate an understanding of choices that businesses must make.</td>
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<td>A12</td>
<td>By the end of the programme, students will demonstrate the knowledge to progress to a Masters degree in economics and/or finance.</td>
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### Disciplinary Skills - able to:

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<td>Develop an understanding of the theories, analytical approaches, methodologies and practices that underpin economics and finance in a global context;</td>
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<td>B3</td>
<td>Develop an understanding of the interdisciplinary nature of economic and financial approaches to decision-making;</td>
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<td>Use, compare and integrate relevant research methods to examine various economic and financial problems;</td>
</tr>
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<td>B5</td>
<td>Evaluate and synthesise relevant theories and empirical data and competently apply these to different economic and financial contexts;</td>
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<tr>
<td>B8</td>
<td>By the end of the programme, students will be able to synthesize ideas and evidence, applying appropriate knowledge and skills flexibly, in order to produce innovative solutions in research with minimal guidance.</td>
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<td>B9</td>
<td>By the end of the programme, students will be able to read and think critically in order to question, to examine arguments/ideas, and to evaluate evidence and conclusions for their reliability and validity.</td>
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<td>By the end of the programme, students will be able to reflect on and evaluate their thinking and reading skills, using both feedback and self-assessment to raise their awareness of the learning process itself and the skills necessary for success in an academic environment.</td>
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| C3 | Acquire a global and culturally-sensitive approach to the field of economics and finance. |
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ECOM049, Commercial & Investment Banking, 15 credit, semester 1, compulsory, level 7
ECOM050, Investment Management, 15 credit, semester 1, compulsory, level 7
ECOM052, Financial Statements, 15 credit, semester 1, compulsory, level 7
ECOM053, Quantitative Methods, 15 credit, semester 1, compulsory, level 7
ECOM059, Applied Risk Management for Banking, 15 credit, semester 2, compulsory, level 7
TBA, Banking Regulation, 15 credit, semester 2, compulsory, level 7
ECOM026, Financial Derivatives, 15 credit, semester 2, elective, level 7
ECOM035, International Finance, 15 credit, semester 2, elective, level 7
ECOM038, Behavioural Finance, 15 credit, semester 2, elective, level 7
ECOM042, Empirical Finance, 15 credit, semester 2, elective, level 7
ECOM057, Asset Management, 15 credit, semester 2, elective, level 7
ECOM055, Risk Management for Banking, 15 credit, semester 2, elective, level 7
ECOM060, Further Quantitative Tech for Finance, 15 credit, semester 2, elective, level 7
ECOM064, Applied Futures and Options, 15 credit, semester 2, elective, level 7
ECOM024, Dissertation, 60 credits, semesters 2 & 3, core, level 7

Academic Year of Study     FT - Year 1

<table>
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<tr>
<th>Module Title</th>
<th>Module Code</th>
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<th>Level</th>
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<td>English Language and Study Skills</td>
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Programme Title: MSc Investment and Finance with integrated Pre-Masters (September start)

Academic Year of Study FT - Year 2

<table>
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<tr>
<th>Module Title</th>
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<tr>
<td>Asset Pricing, Trading, and Portfolio Construction</td>
<td>ECOM155</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Quantitative Techniques or Econometrics for Finance</td>
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<td>Valuation</td>
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<td>Principles of Corporate Finance</td>
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<td>Financial Derivatives</td>
<td>TBA</td>
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<td>Empirical Finance</td>
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<td>Applied Asset Pricing</td>
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<td>Dissertation</td>
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<td>Mergers and Acquisitions</td>
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<td>Statistical Machine Learning in Finance</td>
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**What are the entry requirements?**

Published Entry Requirements:
*A full first degree in a relevant subject at the equivalent of at least a pass in a UK undergraduate degree. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department; OR a qualification in a relevant subject at the level of a UK HE Diploma (Level 5) with at least 55% overall or the overseas.
Programme Title: MSc Investment and Finance with integrated Pre-Masters (September start)

equivalent. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department.”

Evidence of English language proficiency:
IELTS overall 5.5, with a minimum of 5.5 in Writing, Reading, Speaking and Listening or equivalent.

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 Schools 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.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

For Year 1 of study:
Each student has a personal tutor, who is their main English language and study skills teacher. Individual tutorials are scheduled for 30 minutes fortnightly, but students can request to see their tutor additionally outside this schedule if required.
Students attend a compulsory one-week induction in Week 0 of Semester 1. During this, students are given help in enrolling and paying fees as well as attending sessions on programme details, academic options, health and safety and additional sessions offered by the Advice and Counselling Service.

For Year 2 of study:
In addition to the support for students provided by QMUL : Careers Service; Library Services, all MA students are supported by their individual academic advisors.

Programme-specific rules and facts

Students must enter the programme in September and, if they attain the progression grades, will progress to the Masters degree in the consecutive academic year.

Progression to Year 2 of study: Students need to pass the Pre-Masters programme as well as achieve the progression grades in individual modules, which are reviewed on a regular basis.

Year 1 credits do not contribute to the classification of the final award. The final award of the Master of Science is based exclusively on the 180 credits of Year 2 of the programme.

Students who fail to qualify for progression to Year 2 of the programme, but who meet the requirements for the alternative exit qualification of either Graduate Diploma or Graduate Certificate in Finance & Economics shall be awarded that qualification.
Specific support for disabled students

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

- Links With Employers & Placement Opportunities
- In the summer period after the Pre-Masters programme, students may be offered the opportunity to join a summer internship as provided by an external internship provider.
- Transferable skills as outlined in “Learning Outcomes / Attributes”

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Programme Specification Approval

| Person completing Programme Specification: | Yiorys Makedonis/Jennefer Brown |
| Person responsible for management of programme: | Yiorys Makedonis/Jennefer Brown |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | |
| Date Programme Specification approved by Taught Programmes Board: | |
MSc Banking and Finance with integrated Pre-Masters
MSc Investment and Finance with integrated Pre-Masters

This Joint Working Statement describes the key administrative and governance arrangements between the School of Economics and Finance [SEF] and the Language Centre of the School of Languages, Linguistics and Film [SLLF] for the delivery of a two-year MSc Banking and Finance with integrated Pre-Masters Graduate Diploma and a two-year MSc Investment and Finance with integrated Pre-Masters Graduate Diploma. The programmes will run from academic year 2023/2024.

It is not the intention of this agreement to consider every administrative detail, but is intended as a guide to principles and basic working arrangements and cooperation that will ensure the successful delivery of the programmes. The programme proposals will be presented at the Taught Programmes Board on XXXXXXXXX. The initial programme convenors are as follows:

- For Year 1 (Pre-Masters): Jennifer Brown, SLLF
- For Year 2 (MSc Programmes): Yioryos Makedonis, SEF

Administrative contacts in both schools are listed below.

1. **Key principles**
   1.1. The head of the department/school delivering a module within the programmes agrees to take ultimate responsibility for the delivery of the module.
   1.2. Problems experienced with students at any stage of the programme will be communicated between SLLF and SEF.
   1.3. In case of perceived quality failure, SEF and SLLF will work together to resolve the issue.

2. **Programme administration**
   Administrative responsibility for the programme rests with SLLF in Year 1 and with SEF in Year 2.
   SEF is the awarding school.

SLLF is responsible for:
- the academic content and quality of the Pre-Masters (Year 1) and any changes to the curriculum
- the administrative delivery of the programme, including timetabling, and maintaining effective inter-departmental communication in year 1.

SEF is responsible for:
- the academic content and quality of Year 2 and any changes to the curriculum
- the administrative delivery of the programme, including timetabling in year 2.

3. **Programme delivery**
   3.1. The programmes will be delivered at QM’s Mile End Campus.
   3.2. Teaching will be delivered in rooms most suitable for the delivering department.
4. **Programme and module changes and additions**
   4.1 Existing Year 1 modules as well as new Year 1 modules or amendments to modules come under SLLF QA procedures.
   4.2 Existing Year 2 modules as well as new Year 2 modules or amendments to modules come under SEF QA procedures, with the exception of the modules delivered by other schools, which will come under the QA procedures of the schools concerned.
   4.3 SLLF and SEF will work closely together to review and discuss possible amendments to the Year 1 programme.
   4.4 Module convenors and support staff for Year 1 and for Year 2, 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 within their relevant schools.
   4.5 Module convenors will prepare module outlines, including curriculum, reading lists, timetables and other relevant information.
   4.6 Module convenors will be responsible for setting assessments suitable to their modules.
   4.7 Students will receive feedback on assessment for Year 1 and Year 2, in line with their relevant school norms.
   4.8 Each school will contribute necessary material for programme handbooks, and other programme related material in a timely way, and will prepare a student handbook or syllabus for each of their modules.

5. **Marketing and recruitment**
   5.1 SLLF and SEF will produce marketing materials for the programmes, with input from the International Student Recruitment office. Marketing materials include: brochures, conference materials, online and print advertising, and email and other mail outs. The programmes will receive space on the QMUL website and other sites where appropriate.
   5.2 Both schools will ensure links to the programmes via their own webpages.

6. **Admission and progression**
   6.1 SEF and SLLF will work closely together with respect to setting and reviewing entry requirements and progression tariffs, such that any students entering into or progressing within the programme are acceptable to both schools.
   6.2 Applicants for direct entry who do not meet the requirements for the one-year MSc programme, but who meet the 2-year programme entry requirements, will be offered the relevant programme by Admissions instead.
   6.3 Applicants for the two-year programme who do not meet entry requirements but who meet the one-year ‘stand-alone’ Pre-Masters Programme entry requirements, will be offered this programme by Admissions instead.
7. **Enrolment, welcome week, and student support**
   7.1. Year 1 enrolment and welcome week are the responsibility of SLLF alone.
   7.2. Year 2 enrolment and welcome week are the responsibility of SEF.
   7.3. At the start of the Year 1, students are allocated an academic advisor in SLLF; this is their first point of contact for all general academic issues during Year 1.
   7.4. At the start of the Year 1, students are also allocated an academic advisor in SEF; this will mainly take a back-seat during Year 1 and become their first point of contact for all general academic issues during Year 2.
   7.5. SLLF will be responsible for the preparation of the programme handbooks before the start of Year 1, with SEF contributing information when requested.
   7.6. SEF will be responsible for the preparation of the programme handbooks before the start of Year 2.
   7.7. SLLF and SEF will work closely together to provide continuity in student support from the perspective of the student experience from Year 1 to Year 2.
   7.8. Students discuss any module choices they may have with their academic advisor.
   7.9. Students should, in the first instance, approach their academic advisor over non-academic issues affecting their studies or issues regarding their programme.
   7.10. Students should, in the first instance, approach the module convenor about academic issues relevant to that module.

8. **Student feedback**
   8.1. Each module should circulate module evaluation forms as required by the QMUL module evaluation team.
   8.2. Student representatives for the integrated programme will be part of the existing Staff- Student Liaison Committee run by SLLF in Year 1 and the SSLC run by SEF in Year 2.

9. **Assessment and examination board process**
   9.1. Each school is responsible for preparing and marking its own assessments.
   9.2. Year 1 modules will be taken to the established subject examination board in SLLF, while modules in Year 2 will be taken to the established subject examination board in SEF.
   9.3. Relevant school administrators will assist each in providing necessary information for the boards, e.g. reporting absences, extenuating circumstances, appeals and other relevant information.
   9.40 SEF is the awarding school for the two-year programme.

10. **Financial arrangements**
   10.1. Year 1 (PMP) student income to SLLF (50%) and SEF (50%).
   10.2. Year 2 (MSc) student income to SEF (100%).

11. **Key Staff**
   - SEF: Francis Breedon, Director of Postgraduate Studies
   - SEF: Yioryos Makedonis, Programme Convenor
   - SEF: TBC, Taught Postgraduate Programme Manager
   - SEF: Sarah Riley, Teaching and Learning Manager
   - LC, SLLF: Professor Kathryn Richardson, Chair of the Language Centre
   - LC, SLLF: Dr. Simon Pate, Foundation Programmes Coordinator
   - LC, SLLF: Ms Jennefer Brown, Foundation Programmes Convenor
   - LC, SLLF: Ms Elena Moreira, Teaching and Learning Manager

12. **Staff development**
    Staff delivering a module must be appropriately qualified, experienced and trained, and must agree to pursue relevant training as necessary.
Joint Working Statement between:
The School of Economics and Finance
The Language Centre, School of Languages, Linguistics and Film

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<td>KMRichardson</td>
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<td>J Sturgess</td>
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<td>Date: 14/09/2022</td>
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Nature of proposal(s) | Part 2 Programme Proposal
---|---
Owning Schools / Institutes | School of Languages, Linguistics and Film
Title of Proposal(s) being considered | MA Translation and Adaptation Studies
- P2PF
- External Adviser Comments
- PS
- Modules
  - COM7210 Translation Studies I: Problems, Theories, Terms (30 credits)
  - COM7211 Translation Studies II: Translation, Empire, and Law (30 credits)
  - COM7212 Adaptation in Theory and Practice (30 credits)
  - COM7213 Practical Translation Skills (30 credits)
  - COM7214 Screenwriting: Prose to Film (30 credits)
  - COM7215 Translation and Adaptation Research Dissertation (60 credits)
  - COM7216 Translation and Adaptation Practice Project (60 credits)
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 Languages, Linguistics and Film seeks to introduce a new MA in Translation and Adaptation Studies, consisting of all new content.

Programme Structure
The MA Translation and Adaptation Studies is a one-year full-time academic programme.

In Semester A, all students take two modules (60 credits total), one in Translation Studies and one in Adaptation Studies:

Compulsory module: COM7210 Translation Studies I: Problems, Theories, Terms (30 credits)
Compulsory module: COM7212 Adaptation in Theory and Practice (30 credits)

In Semester B, all students take two elective modules out of a choice of...
Elective module: COM7211 Translation Studies II: Translation, Empire, and Law (30 credits)
Elective module: COM7213 Practical Translation Skills (30 credits)
Elective module: COM7214 Screenwriting: Prose to Film (30 credits)

In Semester C, all students take one 60-credit Dissertation module:

EITHER
Core module: COM7215 Translation and Adaptation Research Dissertation (60 credits)
This module will entail a 10,000-word MA research dissertation within the field of Translation and Adaptation Studies
OR
Core module: COM7216 Translation and Adaptation Practice Project
This module will entail a 10,000-word (total) translation or adaptation of a chosen text accompanied by a critical commentary (included in word count)

Programme Management
The Programme will be managed entirely by the School of Languages, Linguistics and Film, primarily in the Department of Comparative Literature and Culture with collaboration from Modern Languages and Film.

Programme regulations
The Programme will follow the University's standard Academic Regulations for Postgraduate Degrees.

Admission/Entry Requirements
A UK 2:1 honours degree (or equivalent) in a Humanities or Social Sciences subject.

External Adviser Comments
A positive and supportive response has been received from the External Advisor. The Advisor recommended that, as the title implied both Translation and Adaptation studies, both the Translation and Adaptation modules should be compulsory. The School had just listed the Translation module as compulsory. SLLF have responded by making both modules compulsory.

Modules
The programme consists of the modules listed above which are all new and bespoke to this programme.

It has been noted that the contact hours for most of the taught modules are around 22 hours for a 30-credit module. This amounts to around 5.8-7.72% of the 1,800 notional study hours for the programme depending on what elective modules are taken.
There has been a lot of discussion within the Office for Students and the Quality Assurance Agency over providing “value for money” in Higher Education. Whilst value for money cannot be determined by contact hours alone, there is a risk that the OfS would deem that a programme that had less than 10% of the notional study hours as contact time would represent poor value for money.

This amount of contact time is not unusual for postgraduate programmes in HSS, and the School have given a sound pedagogical reason for low contact numbers in that students will be expected to work on translations and adaptations in their independent study time and then these are discussed during the seminars. Therefore, the amount of contact time in this programme should not be a reason to prohibit TPB approval.

In the Programme Specification under “How will you learn?”, the School have provided detail of how the teaching strategies and the “highly participatory” nature of the seminars.

However, it is recommended that the expectations of contact hours for postgraduate modules / programmes in principle is discussed at TPB with potentially an action for this to be taken to EQSB for further discussion.

**Issues**

- TPB is asked to discuss the principle of contact hours for postgraduate programmes with a possible action to be taken to EQSB.
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:** MA Translation and Adaptation Studies

**Proposed Programme and Route Code(s):** PSTAS Q204

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<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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<td>Master of Arts (MA)</td>
<td>Full-time</td>
<td>1 academic year</td>
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**Proposed start date:** September 2023

**Proposed term dates:** Standard

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

SLLF will be the home for the MA in Translation and Adaptation Studies, and within SLLF the Department of Comparative Literature and Culture (CLC) will be responsible for the delivery and coordination of the programme in collaboration with other Departments within SLLF (MLC and FILM).

In order to ensure the ACADEMIC COHERENCE of the programme, an MA convenor will be appointed. There will be annual curriculum reviews undertaken within the Department of Comparative Literature and Culture, coordinated by the MA convenor and overseen by the Head of Department. This internal curricular review will feed into annual programme reviews to be coordinated by the Director of Education for the School of Languages, Linguistics and Film and overseen by the Head of School. Results of both programme and curriculum reviews will be submitted to the Education Committee of the School of Languages, Linguistics and Film (chaired by the School’s Director of Education) for consideration and approval. Results of the annual programme review will then be forwarded for consideration to the Queen Mary Senior Executive (as part of a summary); the Senate (as part of a summary); the Vice-Principal and Executive Dean for the Humanities and Social Sciences; the Vice-Principal for Teaching and Learning; the Dean for Education for the Humanities and Social Sciences and the Academic Registry and Council Secretariat, as laid out in the Annual Programme Review Regulations or relevant regulations in place at that time. Coherence will also be assessed through the annual process of External Examining.

The MA convenor will act as selector for all ADMISSIONS to the programme, coordinating with colleagues in SLLF as necessary. The application process will be overseen by SLLF in conjunction with the central Admissions office. The MARKETING for the programme will be undertaken by SLLF in collaboration with the central MarComms team. It will also be included in open days and recruitment materials.

In terms of MARKING and PROGRESSION, the MA will be assessed according to QMUL Academic Regulations and the SLLF Assessment Handbook, and assessment will be overseen by the SLLF SEB for MA programmes in line with the QMUL Programme and Assessments and quality assurance processes. At SLLF-level, this includes a maximum of 3-week turn around for any submitted written work, following the policy for extenuating circumstances, late submission penalties, as well as moderation and second-marking policy as set out by the SLLF Exams’ Handbook.

The STUDENT FEEDBACK, gained at module and programme-level, will be integrated into all curriculum and programme review activities via the mechanisms already established in the School of Languages, Linguistics and Film and the Department, as set out in the Student Handbook. At the module level, this includes mid-semester and end of semester module evaluations (the latter coordinated and overseen by the School’s Director of Education and its Education Committee). At the programme level, dedicated course representatives will be part of the Departmental SSLC (which meets twice per semester) as well as the SLLF-wide SSLC. This regular, multi-level feedback will provide a comprehensive insight into the students’ experience of the programme, allowing a timely and proactive response.

The TIMETABLEING and ADMINISTRATION of the programme will be done by the SLLF admin team.

All of the above areas of programme management will be reviewed within the Department and within the School’s Education Committee on an annual basis.

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.
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.

This programme seeks to offer an inclusive learning environment for all students:
1. learning outcomes for the modules are clear and different tasks each week will be linked to these learning outcomes;
2. teaching will take place via lectures and seminars with all sessions recorded on QReview or equivalent;
3. the reading lists will be available via Reading Lists Online, with materials made available electronically;
4. module documents will be put through the SensusAccess tool before upload to QMplus. Beyond these measures, the module materials will be adjusted as required to fit needs of individual students as directed by the DDS.

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.

Plagiarism detection will follow standard policy currently in place in the School and University, including the use of Turnitin on all work submitted via QMplus, internal evaluation of instances of plagiarism below a stated threshold, and formal reporting to School and Faculty Academic Offences procedures for more serious cases.

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 Languages, Linguistics and Film</td>
<td>SLLF</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? **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.
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;

¹ http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b
• 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 Jacob Blakesley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Professor in Comparative Literature and Literary Translation, University of Leeds</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:j.blakesley@leeds.ac.uk">j.blakesley@leeds.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>

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?

Yes to all of the above. This programme is explained and justified convincingly. The originality of the programme is evident in the landscape of UK MA programmes. The students’ needs are well met and they will benefit greatly, whether they go into further study or employment. The dual focus on translation studies and adaptation studies will serve them both in terms of literary studies as well as translation studies. The modules have clearly defined and justified learning outcomes, and the overall programme breadth will enrich students’ profiles accordingly. The academic standards match the aims and learning outcomes.
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 specialist content of the programme is most certainly up to date – I have noticed references to many pioneering works of translation and literary studies, as well as a necessary and welcoming focus on the Global South. It most certainly is up to the level of MAs I know about in the UK in the field of translation studies.

The ways in which the modules are structured (both in terms of intellectual development and credit structure) and their intended order form a coherent and logical pathway for the students, and are clearly explained.

However, the fact that the adaptation studies module is only optional and not compulsory means that the students won’t necessarily develop competency in both. I think that it would be better to make the adaptation module compulsory as well. Otherwise you will have students who haven’t taken it, and therefore don’t have knowledge of this area.

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

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?
Yes, the learning and teaching strategy as well as assessment strategy is definitely clear and workable. While most modules require essays, sometimes presentations are additionally required or script adaptations. So, there is a good range of assessments. They meet the intended learning outcomes precisely because of the range of types of assessments.

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?

Abundant reference has been made to the QAA Languages, Cultures and Societies Subject Benchmark, and the programme meets the expectations of the FHEQ (to which tacit reference has been made).

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, the entry requirement of 2:1 is appropriate and clearly stated.
No, there are no specific arrangements in place for the induction of new students.
There are details about special educational needs as part of the overall university resources, as well as with regard to this particular course.

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?

Yes, reading lists have been been provided and are well selected and inclusive.
Yes, the use of QMPlus is set out in detail and articulated. There is no intended distance or blended learning, although there has been contingency planning for it.

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?

Yes, there are clear arrangements for supporting students with specific learning requirements, as well as suitable arrangements for dealing with academic misconduct. There are additionally workable academic support arrangements at both school and institutional level, as well as admin arrangements for student support.

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?

Yes, it is clearly stated how programme management will be carried out, and I think in a very successful manner. There are clear quality assurance measures in place. This is indeed a joint programme, undertaken by three different units: the department of comp lit, modern languages, and film studies. Each unit’s contribution is clearly articulated.

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

I think it is a very innovative MA, which will offer students a valuable set of skills and expertise not elsewhere available in such a programme. This is precisely because of the combination of translation studies and adaptation studies. For this reason, I think the significance of the programme could be lessened if students don’t have to take an adaptation studies module.

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 primary issue raised by the External Adviser regarded the non-compulsory Adaptation module. Following his recommendations, we have now made that module compulsory, which should ensure a more even split in the programme between translation and adaptation and ensure that the programme offers a full training in both.

External reference points

• QAA Subject Benchmark Statements (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)
• Framework for Higher Education (http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2718#.VdMEbPm6eUk)
Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and programme title: MA in Translation and Adaptation Studies
Name of interim award(s): 
Duration of study / period of registration: 1 academic year
Queen Mary programme code(s): 
QAA Benchmark Group: Languages, Cultures and Societies
FHEQ Level of Award: Level 7
Programme accredited by: 
Date Programme Specification approved: 
Responsible School / Institute: School of Languages, Linguistics & Film

Programme outline

The MA in Translation and Adaptation Studies offers a comprehensive programme for students to explore a broad range of theories and practices within these two distinct but related fields. Its combined focus on translation and adaptation – unique within the UK – widens the scope of Translation Studies to address movement not only between languages but also between different media, creating an opportunity for innovative work within these fields. It is also a thoroughly global programme: the teaching staff, which includes prizewinning translators, offer expertise in theories and practices of translation from all over the world, including China and the Middle East, and linguistic expertise in Arabic and Chinese as well as Catalan, French, Spanish, German, Russian, and Portuguese. We may also, depending on staff availability, be able to offer linguistic expertise in Hindi and Urdu.

At the heart of the programme are three compulsory elements: a module which introduces students to modern translation theory, from linguistic approaches to recent postcolonial critiques; a module to introduce them to the theory and practice of Adaptation; and a dissertation, constituting either a research thesis or an extended translation/adaptation and commentary. Beyond these elements, the programme is distinguished by its flexibility, offering pathways for students based on their expertise and career goals. Those interested primarily in translation, for instance, might supplement the compulsory modules with an option in translation and literary theory. Those who have a second language to an advanced standard may also choose the option in practical Translation Skills, in which students can build a portfolio of their own translation work. Similarly, for those
more drawn to adaptation, an applied module in adaptation through scriptwriting is available.

This unique MA programme is designed to welcome students interested in both the academic and creative elements of Translation and Adaptation Studies. The training it provides in a range of academic and vocational skills will prepare students for successful careers not only in literary, academic and professional translation but also in creative and professional fields from media and publishing to finance, PR, the arts, education, and academia.

Aims of the programme

This programme will attract students who

- are working toward professional careers in translation and/or adaptation

- are working toward academic or research careers in languages and cultures, literature, film studies, or translation/adaptation

- are interested in careers in creative writing, screenwriting, or content writing

- are more generally interested in world literatures, languages and cultures, translation/adaptation, and creative writing

The programme aims to:

- produce students with a thorough and broad grounding in translation and adaptation theory and the fields of Translation and Adaptation Studies

- develop students’ skills in critical thinking and reflection through readings focusing on key political and ethical issues in Translation and Adaptation studies

- for those students interested in professional adaptation/translation careers, provide a thorough grounding in practical translation/adaptation skills as well as a portfolio of original work for presentation to employers

- for those students interested in more academic or research careers, provide multiple opportunities for developing independent research skills, for instance through the research dissertation module and theory modules

- strengthen students’ teamwork and cooperative skills through modules which emphasize collaborative work (group presentations, translation workshops, etc.)

- enhance students’ oral and written communication skills through a wide variety of assignments, including presentations, translations, adaptations, essays, commentaries, dissertations, etc.

What will you be expected to achieve?

MA Translation and Adaptation students will be able to demonstrate the following graduate skills and attributes as specified by QAA Languages, Cultures and Societies Subject Benchmark (2019)

4 Subject Knowledge and Understanding
- demonstrate in-depth knowledge of the languages, literatures and cultures into and from which students are adapting/ translating
- compare between different world languages and cultures and demonstrate sensitive awareness of the extent to which different languages/cultures engender different politics and worldviews
- demonstrate knowledge of how linguistic systems and cultural contexts relate to one another and of the techniques which permit mediation between languages and cultures, e.g. through translation

5.1 Language-related skills
- For translation students, demonstrate advanced productive and receptive skills in the target language
- demonstrate critical understanding of other cultures and practices other than one’s own
- demonstrate critical understanding of one’s own culture
Programme Title: MA in Translation and Adaptation Studies

(5.2 Subject-related skills)
- Select and use primary and secondary source materials relevant to the subject or target language/culture
- Develop skills in textual analysis, critical study of cultural products, discourse analysis, and linguistic analysis

(5.3 Generic skills)
- Use language creatively and precisely for a range of purposes and audiences
- Engage with, summarise and interpret layers of meaning within texts and other cultural products
- Reflect critically and make judgements in light of evidence and argument
- Engage in analytical and evaluative thinking
- Develop problem-solving skills
- Work autonomously, manifested in self-direction, self-discipline and time management
- Research effectively in libraries and handle bibliographic information
- Develop the ability to work creatively and flexibly with others as part of a team
- Demonstrate ethical awareness and inter-cultural competence

Academic Content:

| A1       | Systematic knowledge and understanding of key questions, debates and problems in the fields of Translation and Adaptation Studies |
| A2       | Thorough critical engagement with debates and theories of translation and adaptation from around the world |
| A3       | Advanced practical translation and adaptation skills applicable to a wide range of textual and cultural genres |

Disciplinary Skills - able to:

| B1       | Communicate orally and in writing in a lucid, precise manner across a range of modes and registers appropriate to a range of target audiences |
| B2       | Demonstrate practical knowledge of critical-analytical methods within the field and apply them with reference to a variety of literary, technical and cultural texts from around the world |
| B3       | Critically analyse and evaluate complex current theoretical questions and debates |
| B4       | Produce high-quality translations and/or adaptations that demonstrate a precise use of language and understanding of genre and mode |
| B5       | |
| B6       | |

Attributes:
Programme Title: MA in Translation and Adaptation Studies

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<tbody>
<tr>
<td>C1</td>
<td>Enhance critical awareness of cultural difference and strategies for intercultural communication</td>
</tr>
<tr>
<td>C2</td>
<td>Cultivate sensitivity toward divergent worldviews and points of view on major political, aesthetic, and ethical questions</td>
</tr>
<tr>
<td>C3</td>
<td>Develop independent research and writing skills and engage in self-directed and autonomous learning</td>
</tr>
<tr>
<td>C4</td>
<td>Develop teamwork skills and learn to problem-solve collectively</td>
</tr>
<tr>
<td>C5</td>
<td>Foster a global awareness and understanding</td>
</tr>
<tr>
<td>C6</td>
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</tbody>
</table>

**How will you learn?**

The teaching and learning on this MA programme varies from module to module, but consists of a mix of in-person discussion seminars, small group workshops, field trips, coursework, and independent study. These different teaching strategies are appropriate to the range of practical, academic, and research skills in which this programme offers training. They are designed to ensure the acquisition of knowledge and understanding of key theoretical issues in Translation/Adaptation Studies as well as the development of communication and analytical skills, and the encouragement not only of independent, self-directed research but also of team-based problem solving and discussion.

The two-hour weekly seminars are discussion-based and highly participatory, with students expected to prepare for each seminar with readings, microtasks, and note-taking. Each module has a certain amount of coursework attached, ranging from essays to commentaries, presentations, and translation/adaptation samples, and students will be supported in the preparation of this coursework through weekly guidance in seminars and office hours. They are strongly encouraged to attend office hours and make the most of their lecturers’ availability and guidance with individual problems and questions as they arise. The dissertation module will be completed over the summer with the guidance of individual supervision, and modules from Sem 2 are also designed to prepare students either for advanced research projects or advanced translation/adaptation projects, depending on which option students choose for the compulsory dissertation module. All of the modules will make full use of QM+ to provide essential and additional resources, notes, and information.

Finally, MA students will have access to all of the learning support networks established at SLLF, including the SLLF Writing Centre, the PASS (Peer Support Scheme). Library skills sessions appropriate to graduate students in the humanities will be provided.

**How will you be assessed?**

The MA programme is designed to produce well-rounded graduate students in the humanities, with advanced oral and written communication skills, a precise understanding of key theoretical and ethical questions within their discipline, and a thoroughly global cultural and political awareness. The assessment design and variety reflects these goals.

Across the different modules, assessment includes: essay assignments, in-course assessment (e.g., reflection papers, translation exercises), translation/adaptation portfolios, translators’/adaptors’ commentaries, and either an independent research project or a translation/adaptation and commentary. Students will have opportunity to prepare for these assessments through unassessed drafts, peer review and commentary on drafts, teamwork, in-class presentations, and other forms of formative assessment.

The diversity of these tasks is designed to offer full support to each student no matter which pathway they take through the programme (research-focused; practical adaptation-focused; practical translation-focused; etc). As such, Semester A assessment items are focused on developing writing and research skills of different kinds, while in Semester B, students will have the option to deepen their research skills through additional theoretical modules and/or to focus on practical translation/adaptation skills, preparing them either for the research dissertation or the translation/adaptation project in the summer. Both of these options include a significant amount of independent study and research.

The assessment on the programme will follow the established policies and guidelines of SLLF, including plagiarism and academic...
Programme Title: MA in Translation and Adaptation Studies

honesty policies moderation, written feedback as well as timely turn-around (3 working weeks). These processes are set out in the SLLF Student Handbook as well as the SLLF Exams Handbook.

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 MA in Translation and Adaptation Studies is a one-year full-time academic programme.

In Semester A, all students complete two modules (60 credits total), one in Translation Studies and one in Adaptation Studies:

COM 7210 Compulsory module: Translation Theory I: Problems, Theories, Terms (30 credits)

COM 7212 Compulsory module: Adaptation in Theory and Practice (30 credits)

In Semester B, all students choose two elective modules (60 credits total):

COM 7211 Elective module: Translation Theory II: Translation, Empire, and Law (30 credits)

COM 7213 Elective module: Practical Translation Skills (30 credits)

COM 7214 Elective module: Screenwriting: Prose to Film (30 credits)

From Semester 2 – End of Summer, all students complete one of the two following modules:

COM 7215 Core module: Translation and Adaptation Research Dissertation (60 credits)
A 10,000-word MA research dissertation within the field of Translation and Adaptation Studies

OR

COM 7216 Core module: Translation and Adaption Practice Project (60 credits)
A 10,000-word translation or adaptation of a chosen text accompanied by a critical commentary (included in word count)

### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Translation Theory I: Problems, Theories, Terms</td>
<td>COM 7210</td>
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<td>Adaptation in Theory and Practice</td>
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<tr>
<td>Translation Theory II: Translation, Empire, and Law</td>
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<td>Screenwriting: Prose to Film</td>
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<td>30</td>
<td></td>
<td>Elective</td>
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</table>
Programme Title: MA in Translation and Adaptation Studies

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Translation and Adaptation Research Dissertation</td>
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<tr>
<td>Translation and Adaption Practice Project</td>
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</tbody>
</table>

**What are the entry requirements?**

A UK 2:1 honours degree (or equivalent) in a Humanities or Social Sciences subject. IELTS level 7 overall.

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

The MA will follow the processes for feedback, evaluation, and student voice already established at Departmental and School levels. This includes informal mid-semester module evaluations as well as student feedback gained in office hours, end of the term module evaluations, regular programme reviews by both the Department of Comparative Literature and Culture and annual reviews by the SLLF Education Committee.

The student feedback gained at module and programme level will be integrated into all curriculum and programme review activities via the mechanisms already established in the School of Languages, Linguistics and Film and the Department, as set out in the Student Handbook. At the module level, this includes mid-semester and end of semester module evaluations (the latter coordinated and overseen by the School's Director of Education and its Education Committee). Finally, the quality and parity of feedback will also be assessed through module assessment moderation and the annual process of External Examining.

At the programme level, dedicated student course representatives will be part of the Departmental SSLC (which meets twice per semester) as well as the SLLF-wide SSLC. This regular, multi-level feedback provide in-depth knowledge of what is working well and what might need improving. These regular meetings also allow us to respond to any issues raised in a timely and proactive manner.

This feedback will directly feed into the annual programme review. The outcomes of the annual programme review will then be forwarded for consideration to the Queen Mary Senior Executive (as part of a summary); the Senate (as part of a summary); the Vice-Principal and Executive Dean for the Humanities and Social Sciences; the Vice-Principal for Teaching and Learning; the Dean for Education for the Humanities and Social Sciences and the Academic Registry and Council Secretariat, as laid out in the Annual Programme Review Regulations or relevant regulations in place at that time.

**What academic support is available?**

Each student’s academic progress and personal welfare is monitored by an academic advisor within the Department of Comparative Literature and Culture, with whom regular meetings are scheduled. Advisors are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance. Furthermore, all teaching staff hold regular office hours (or online consultation hours) in which students are actively encouraged to discuss their work and their progress. There is a dedicated Senior Tutor in SLLF who works with academic staff to assist students in need of support. Both the Senior Tutor and all Advisors are able to refer students where appropriate to the relevant professional service departments in the College, including Welfare and Counselling. QMUL has a central Disability and Dyslexia Service that supports students with disabilities, specific learning difficulties and mental health issues. This service is available to all QMUL students and is widely advertised by advisors. Moreover, there is a dedicated student support team in SLLF, comprising a Senior Tutor and Student Support Officer who work with academic staff to assist students in need of support.
Programme Title: MA in Translation and Adaptation Studies

All students will take the dissertation module, and they will have their work supervised by a suitable member of academic staff who will be responsible for monitoring and encouraging progress. By working closely with this appointed supervisor, any additional support needs can be identified and addressed. Finally, the SLLF Writing Support Centre offers help with all aspects of essay writing for SLLF students. Library workshops are also on offer to assist students with navigating access to research materials.

Programme-specific rules and facts

The programme will follow QMUL’s Academic Regulations, as set out by the university, including regulations for existing PGT degrees. The programme will follow the SLLF MA Exam Board deadlines and procedures.

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

Students on this programme will be accommodated within established teaching and learning structures. Learning materials for existing modules are already available on QMPlus, and will be made available in advance for new modules specifically created for the programme. Q-Review or equivalently accessible audiovisual recordings are routinely made of lectures and then made available on QMPlus each week. The learning outcomes and reading lists for each module are made clear on module outlines accessible online on QMPlus.

Since 2021-22,, all existing SLLF modules as well as all new modules have been presented on QMPlus using a template structure overseen by the School’s Teaching and Learning Manager to ensure accessibility and technical operability. Contingency planning for online delivery of all teaching has also been undertaken, and all required reading for the programme will be available online via the library.

Links with employers, placement opportunities and transferable skills

N/A

Programme Specification Approval

| Person completing Programme Specification: | Will McMorrnan and Hannah Scott Deuchar |
| Person responsible for management of programme: | Hannah Scott Deuchar |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | 27 Jun 2022 |
| Date Programme Specification approved by Taught Programmes Board: | |

Programme Specification PG / 2019-20 / V3
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:** Translation Studies I: Problems, Theories, Terms  
**Module code:** COM7210

**Credit value:** 30  
**Level:** 7  
**Module type:** LSR  
**Scheme:** Taught Postgraduate

**Start date:** September 2023

**Proposed HECos Code:** 101037 comparative literary studies

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

**Responsible School / Institute:** School of Languages, Linguistics & Film

---

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X School of Languages, Linguistics, and Film</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 Languages, Linguistics and Film</td>
<td>SLLF (PG)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>10 to 15</td>
<td>10</td>
<td>20</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.

Translation Studies I: Problems, Theories, Terms is a module that will be part of the newly-developed PGT programme MA Translation and Adaptation Studies. It is a compulsory module that introduces students to key theories, concepts and readings within the field of Translation Studies, setting them up to continue on one of the optional pathways of the MA programme.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Relevant texts and films held as library resources; one faculty member from SLLF to teach.</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**

Kathryn Richardson

Digitally signed by Kathryn Richardson

Date: 2022.09.14 16:42:01 +01'00'

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

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

Module title: Translation Studies I: Problems, Theories, Terms  
Module code: COM7210

Credit value: 30  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 1

Module Organiser: Hannah Scott Deuchar

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).

Translation Studies I: Problems, Theories, Terms explores the major concepts, theories, and debates that structure the modern field of Translation Studies. It introduces students to a broad range of research within translation studies, from linguistics-informed approaches to critical explorations of the ethics and politics of translation practice. In keeping with the global emphasis of the MA programme, students will explore translation theory from the Global South in addition to the classic texts of the Anglo-European canon.

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

This course provides students with a thorough, graduate-level understanding of the key questions that have animated translation studies in the twentieth and twenty-first centuries, enabling them to locate their own work and interests within the concerns of the broader field. It provides students with access to a wide range of approaches to and perspectives on translation, allowing them thereafter to choose which elements interest them most and structure their other modules around those preferences.

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 Systematic knowledge and understanding of key terms and concepts relating to translation theory and practice

A2 Critical awareness and understanding of current ethical and theoretical debates within translation studies

A3 Systematic knowledge and understanding of how translation and Translation Studies relate to other disciplines and practices
Disciplinary Skills - able to:

| B1  | Critically evaluate the major interventions in Translation Studies theory and methodology from the past fifty years |
| B2  | Comprehensively understand and demonstrate practical understanding of analytic methods in Translation Studies |
| B3  | Practically understand the ways different theoretical approaches contribute to the production of knowledge in translation studies and apply these approaches creatively in the context of their work |

Attributes:

| C1  | Critical engagement: engaging creatively and systematically with complex theories and concepts and communicating lucidly |
| C2  | Research capacity: pursuing a complex problem autonomously by independently planning steps and tasks and communicating conclusions with demonstrated originality |
| C3  | Rounded intellectual development: demonstrating initiative and personal responsibility in meeting challenges; demonstrating the capacity for independent decision-making |

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.

Friedrich Schleiermacher On the Different Methods of Translation (1813)
Walter Benjamin The Task of the Translator (1932)

Extracts from:
Roman Jakobson On Linguistic Aspects of Translation (1959)
Eugene Nida Toward a Science of Translating (1964)
-- The Theory and Practice of Translation (1969)
Itamar Even-Zohar Polysystem Theory (1979)
-Polysystem Studies (1990)
Anthony Pym Translation and Text Transfer (1992)
Andre Lefevere Translation, Rewriting and the Manipulation of Literary Fame (1992)
Lydia Liu Translingual Practice (1995)
George Steiner After Babel (1998)
Lawrence Venuti Scandals of Translation (1998)
Susan Bassnett Translation Studies (2002)
Abdelfattah Kilito Thou Shalt Not Speak My Language (2002)
Emily Apter The Translation Zone (2006)
L. Perez-Gonzalez Audio-visual Translation: Theories, Methods, and Issues (2014)
Karen Emmerich Literary Translation and the Making of Originals (2017)

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.

Weekly Workshop: 11x 2 hours – 22 hours
Total: 22 hours

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

Independent Study 278 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.

300 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical Essay</td>
<td>Coursework (CWK)</td>
<td>1000</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Research Essay</td>
<td>Coursework (CWK)</td>
<td>3500</td>
<td>75</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

**Qualifying mark**: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

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

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

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

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module title:</th>
<th>Adaptation in Theory and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code:</td>
<td>COM7212</td>
</tr>
<tr>
<td>Credit value:</td>
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<td>Level:</td>
<td>7</td>
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<td>Module type:</td>
<td>LSR</td>
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<td>Scheme:</td>
<td>Taught Postgraduate</td>
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<tr>
<td>Start date:</td>
<td>January 2023</td>
</tr>
<tr>
<td>Proposed HECoS Code:</td>
<td>101037 comparative literature studies</td>
</tr>
</tbody>
</table>

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

**Responsible School / Institute:** School of Languages, Linguistics & Film

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

<table>
<thead>
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<th>Responsible School / Institute</th>
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### Anticipated Student Registrations

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<tr>
<td>2023/24</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2024/25</td>
<td>20</td>
<td>20</td>
<td>30</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 module will be a compulsory module offered as part of SLLF’s MA in Translation and Adaptation Studies. It ensures that MA students are working not just across languages but across forms and media, with print materials being examined alongside performance and the visual arts. It complements and prepares for SLLF’s existing PGR degrees in Translation and Adaptation and in Comparative Literature.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>We will offer a place at one performance/screening/exhibition per year.</th>
</tr>
</thead>
</table>

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

Kathryn Richardson

Digitally signed by Kathryn Richardson
Date: 2022.09.16 13:27:11 +01'00'

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

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

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

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Section 2 - Module Specification

Module title: Adaptation in Theory and Practice  
Module code: COM7212

Credit value: 30  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 1 or 2

Module Organiser: Kiera Vaclavik

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

1) Content Description

This module begins with an examination of theories of adaptation in relation to translation studies before moving on to explore the adaptations of a series of classic works on the page, stage and screen. Encompassing forms and media such as ballet, photography, film and television alongside literature, the module will focus on the ways in which adaptations target new audiences and address the cultural values of their source texts in the light of current sensibilities in relation to race and gender.

2) Module Aims

The module situates adaptation studies in relation to translation studies, inviting students to explore the ways in which they intersect and how the two fields have evolved. It also enables students to observe and understand the ways reworkings are modulated by shifts in media, audience and historical and geographical context. Via examination of adaptations of a series of canonical texts, it considers how and why adaptation regimes shift over time. In particular, students will be encouraged to evaluate the strategies adopted to align reworkings with shifting contemporary sensibilities in relation to race and gender. Overall, it enables students to work not just across languages but across forms and media, with print materials examined alongside performance and the visual arts.

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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Systematically understand and be critically aware of the evolution of adaptation studies as a field of enquiry and its relationship with translation studies</td>
</tr>
<tr>
<td>A2</td>
<td>Systematically understand the key features of series of canonical works in their socio-historical contexts</td>
</tr>
<tr>
<td>A3</td>
<td>Recognise the specificities and affordances of a range of media and identify the impact which this, combined with shifts in target audience, geographical and historical context, have on the adaptation process</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

| B1 | Demonstrate practical, applied understanding of analytical methods for assessing productions in a range of media |
| B2 | Present their analysis cogently for both a scholarly and general audience |
| B3 | Critically evaluate the effectiveness of a range of adaptation strategies and approaches |

Attributes:

| C1 | acquire and apply knowledge in a rigorous, creative, and original way |
| C2 | connect information and ideas within their field of study lucidly to a target audience |
| C3 | transferable key skills to help them with their career goals and their continuing education |
| C4 | accept the responsibilities that come from taking a global perspective |

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.

INDICATIVE SOURCE TEXTS
Lewis Carroll, Alice’s Adventures in Wonderland (1865)
- The Nursery Alice (1890)
Alexandre Dumas, The Tale of the Nutcracker (1844)
E. T. A. Hoffmann, The Nutcracker and the Mouse King (1816)
Noel Streatfeild, Ballet Shoes (1936)
Jules Verne, Around the World in 80 Days (1872)

THEORETICAL MATERIALS
Patrick Cattrysse, Descriptive Adaptation Studies: epistemological and methodological issues (Antwerpen: Garant, 2014)
Rachel Carroll (ed.), Adaptation in Contemporary Culture: textual infidelities (London/New York: Continuum, 2009)
Kamilla Elliott, Rethinking the Novel/Film Debate (Cambridge: CUP, 2003)
Linda Hutcheon with Siobhan O’Flynn, A Theory of Adaptation (Lon: Routledge, 2013)

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.

| 1 x 2-hour seminar per week = 22 hours |
| 5 x 2-hour screenings/performances = 10 hours |
| **TOTAL = 32 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.

| 268 |

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.

| 300 |

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>Presentation to Peers</td>
<td>Coursework (CWK)</td>
<td>5 minutes</td>
<td>40</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Essay</td>
<td>Coursework (CWK)</td>
<td>2500 words</td>
<td>60</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>
<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)'.

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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: Practical Translation Skills  Module code: COM7213
Credit value: 30  Level: 7  Module type: LSR  Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 101037 comparative literary studies

Further details on HECoS codes can be found here

Responsible School / Institute: School of Languages, Linguistics & Film

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Languages, Linguistics, and Film</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 Languages, Linguistics and Film | SLLF (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>10</td>
<td>5</td>
<td>15</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 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.

Practical Translation Skills is an optional module that will be offered as part of the newly-developed MA in Translation and Adaptation Studies. The majority of the modules in this MA programme focus on translation and adaptation theory, but this module focuses explicitly on translation practice and is designed for students interested in a more practical and/or professional pathway.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Teaching and tutorial staff. Relevant texts and films held as library resources.</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**

**Kathryn Richardson**

Digitally signed by Kathryn Richardson

Date: 2022.09.16 13:27:49 +01'00'

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

Module title: Practical Translation Skills  Module code: COM7213
Credit value: 30  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2

Module Organiser:

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation Theory I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module equips students with the skills and experience needed for practical and professional translation. Through readings, discussions, and translation workshops, students will develop techniques for translating across a range of literary and technical genres, building a portfolio of polished original translations which can be used in professional contexts. They will also be guided through the process of submitting work for competitions and for publication.

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

The majority of the modules in the MA in Translation and Adaptation Studies are theoretical or literary in focus; this module is designed to offer students additional skills in translation practice. Readings in translation skills and techniques build on ideas already covered in the core Translation Theory module, and the textual genres are chosen to play to the strengths of the faculty, whose expertise is largely though not entirely in literary translation. The module is also conceived as a preparatory module for the long translation and commentary which students may opt to undertake as part of their MA dissertation.

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 | Systematic knowledge of the major practical and ethical problems of translation in different genres |
| A2 | Systematic knowledge and understanding of a range of literary and non-literary genres and linguistic modes |
| A3 | Comprehensive knowledge of key techniques for translation across different genres and critical awareness of current methodological debates |
Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Creatively and originally engage current methodologies in the field to produce precise, accurate translations in several literary and technical genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Translate texts of different genres into polished, idiomatic English of the appropriate register and mode</td>
</tr>
<tr>
<td>B3</td>
<td>In their Translator’s Introduction, critically evaluate current research and methodologies in the field with reference to a specific problem</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Critical engagement with and application of knowledge about key translation techniques and debates</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Professional development: mastery of skills required for professional translation careers, including presentation and publication</td>
</tr>
<tr>
<td>C3</td>
<td>Intellectual development: autonomously problem-solving and demonstrating initiative and personal responsibility in the direction of an independent translation project</td>
</tr>
<tr>
<td>C4</td>
<td></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.


Baker, Mona (2011). In other words: A coursebook on translation. Routledge


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.

6 Translation Workshops: 6 x 2 hours - 12 hours
6 Translation Seminars: 6 x 2 hours - 12 hours
Total: 24 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.

Independent Study 276 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.

300 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>Translation 1</td>
<td>Coursework (CWK)</td>
<td>650</td>
<td>25</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translation 2</td>
<td>Coursework (CWK)</td>
<td>650</td>
<td>25</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translation 3</td>
<td>Coursework (CWK)</td>
<td>650</td>
<td>25</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translator’s introduction</td>
<td>Coursework (CWK)</td>
<td>2000</td>
<td>25</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>
<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)'.

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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: Screenwriting: Prose to Film
Module code: COM/7214
Credit value: 30
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: January 2024
Proposed HECOS Code: 101037 comparative literary studies

Further details on HECOS codes can be found here

Responsible School / Institute: School of Languages, Linguistics & Film

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></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 Languages, Linguistics & Film | SLLF (PGT)
<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>10 to 15</td>
<td>10</td>
<td>20</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.

Screenwriting: Prose to Film will be part of the newly developed MA in Translation and Adaptation Studies. The module is preceded by a compulsory Semester A module that establishes the theory and practice of adaptation: Adaptation in Theory and Practice (30 credits). Following on from this, Screenwriting: Prose to Film (30 credits), offers a practical and creative opportunity to adapt prose writing for the screen. It is an optional module which will also act as preparation for a practice-based adaptation dissertation.

**Resource Requirements**

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Teaching and tutorial staff. Relevant texts and films held as library resources.</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: **Kathryn Richardson**

Digitally signed by Kathryn Richardson
Date: 2022.09.16
13:28:55 +01'00'

Head(s) of supporting School / Institute:

Head(s) of supporting School / Institute:

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Section 2 - Module Specification

Module title: Screenwriting: Prose to Film  Module code: COM7214
Credit value: 30  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2
Module Organiser: Eugene Doyen

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Screenwriting: Prose to film offers practice in adapting prose writing to film screenplay. It is a creative writing module and adaptations will be written based on a range of story sources. Workshops, readings and screenings will support the understanding of story development and practices for adaptation.

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

To develop knowledge and skills in the practice of adaptation for screenwriting for film as part of the MA in Translation and Adaptation Studies. This learning supports personal and professional development in the field of creative writing with a high level of written communications skills being indicators of graduate attributes. The specific coursework assessments are for film screenplay format assignments, but these skills are applicable to a range of areas within the creative industries which rely on the writing and the production of digital content with moving image.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Systematic knowledge and understanding of literary forms and narrative</td>
</tr>
<tr>
<td>A2</td>
<td>Systematic knowledge and understanding of film forms and narrative</td>
</tr>
<tr>
<td>A3</td>
<td>Comprehensive knowledge and understanding of principles and practices for adaptation as a professional and creative practice</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Demonstrate practical understanding of analytical methodologies for assessing prose and film texts in relation to form and narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Produce original writing within the format of the film screenplay</td>
</tr>
<tr>
<td>B3</td>
<td>Produce creative work which demonstrates knowledge and practice of adaptation</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Engage critically with knowledge: acquiring and applying knowledge in rigorous, systematic, and original ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Research capacity: autonomously solve complex problems in the context of adaptation by applying principles and practices from the field</td>
</tr>
<tr>
<td>C3</td>
<td>Rounded intellectual development: develop transferable key skills to support career goals and continuing professional development</td>
</tr>
<tr>
<td>C4</td>
<td>Rounded intellectual development: Demonstrate initiative and personal responsibility in meeting challenges</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.

Indicative Texts for Adaptation: Short Story Collections


Secondary Texts

Patrick Cattryse, Descriptive Adaptation Studies: epistemological and methodological issues (Antwerpen: Garant, 2014)
Rachel Carroll (ed.), Adaptation in Contemporary Culture: textual infidelities (London/New York: Continuum, 2009)
Kamilla Elliott, Rethinking the Novel/Film Debate (Cambridge: CUP, 2003)
Linda Hutcheon with Siobhan O’Flynn, A Theory of Adaptation (Lon: Routledge, 2013)

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.

Week 3 Workshop: 11x 2 hours - 22 hours
Weekly Screening: 11 x 3 hours - 33 hours
Total 55 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.

Independent Study 245 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.

300 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>Script Adaptation One</td>
<td>Coursework (CWK)</td>
<td>2000</td>
<td>50</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Script Adaption Two</td>
<td>Coursework (CWK)</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 be only ONE element of assessment marked as final.

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

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

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

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

Section 1 - Summary Information

Module title: Translation and Adaptation Research Dissertation
Module code: COM7215

Credit value: 60
Level: 7
Module type: LSR
Scheme: Taught Postgraduate

Start date: September 2023

Proposed HECos Code: 101037 comparative literary studies

Further details on HECos codes can be found here.

Responsible School / Institute: School of Languages, Linguistics & Film

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X School of Languages, Linguistics, and Film</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

<table>
<thead>
<tr>
<th>School of Languages, Linguistics and Film</th>
</tr>
</thead>
</table>

Subject Exam Board responsible for the module

<table>
<thead>
<tr>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLLF (PGT)</td>
</tr>
</tbody>
</table>
## Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>15</td>
<td>10</td>
<td>15</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.

Core module for the MA in Translation and Adaptation Studies. In co-ordination with their supervisor, students will write a 10,000-word dissertation on a topic (original research) of their choice.

## Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Teaching and tutorial staff. Relevant texts and films held as library resources.</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**

Kathryn Richardson

Digitally signed by Kathryn Richardson
Date: 2022.09.16 13:28:20 +01'00'

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

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

**Module title:** Translation and Adaptation Research Dissertation  
**Module code:** COM7215  
**Credit value:** 60  
**Level:** 7  
**Mode of Delivery:** On Campus  
**Semester:** Semester 3

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation Theory I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1) Content Description

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In coordination with a supervisor, students will select a research topic for advanced study. They will collect and analyse literary and cultural texts and theoretical materials. They will produce a 10,000 word dissertation that synthesizes various aspects of the knowledge they have obtained throughout the degree and demonstrates their ability to conduct and present high-quality research.

### 2) Module Aims

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

Enable students to plan, conduct and present in written form an extended research project.

### 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>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Ability to devise an appropriate, relevant and original research question</td>
</tr>
<tr>
<td><strong>A2</strong> Systematic knowledge and application of key skills and methods in translation/adaptation theory</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>Critically evaluate the state of the chosen field of research, and develop original arguments and interpretations in written form</td>
</tr>
<tr>
<td>B2</td>
<td>Produce confident, lucid academic writing appropriate to the target audience</td>
</tr>
<tr>
<td>B3</td>
<td>Apply practical critical knowledge of current methodologies in the field to analyse literary/cultural texts</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Ability to independently plan long-term research and/or creative projects, identifying constituent steps along the way and directing tasks appropriately</td>
</tr>
<tr>
<td>C2</td>
<td>Ability to manage time effectively and work autonomously, making sound judgments when needed</td>
</tr>
<tr>
<td>C3</td>
<td>Intellectual development: encountering and overcoming key problems within practical translation/adaptation and reflecting critically on them, and further advancing research skills</td>
</tr>
<tr>
<td>C4</td>
<td></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.

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student / lecturer interaction</strong></td>
<td>Up to 6h of supervision in Semester C for formal meetings between student and research/translation supervisor. This contact time includes any informal supervision that takes place (e.g., e-mail contact, time spent reading draft portions, etc.)</td>
</tr>
<tr>
<td>Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Student independent learning time</strong></td>
<td>594h independent study in summer term: devising a question/identifying a text; planning project steps; writing; editing and polishing</td>
</tr>
<tr>
<td>Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</td>
<td></td>
</tr>
</tbody>
</table>
1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

600h

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>Coursework (CWK)</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)'.

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: Translation and Adaption Studies Practice Project  
Module code: COM7216

Credit value: 60  
Level: 7  
Module type: LSR  
Scheme: Taught Postgraduate

Start date: September 2023

Proposed HECoS Code: 101037 comparative literary studies

Further details on HECoS codes can be found here

Responsible School / Institute: School of Languages, Linguistics & Film

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Languages, Linguistics, and Film</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 Languages, Linguistics and Film</td>
<td>SLLF (PGT)</td>
</tr>
</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>15</td>
<td>10</td>
<td>15</td>
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<td></td>
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<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 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.

Core module for the MA in Translation and Adaptation Studies. In co-ordination with their supervisor, students will write:

a 10,000-word translation/adaptation and commentary of a text of their choice

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Teaching and tutorial staff. Relevant texts and films held as library resources.</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**

Kathryn Richardson  
Digitally signed by Kathryn Richardson  
Date: 2022.09.16 13:29:26 +01'00'

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

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

**Module title:** Translation and Adaption Studies Practice Project  
**Module code:** COM7216

**Credit value:** 60  
**Level:** 7  
**Mode of Delivery:** On Campus  
**Semester:** Semester 3

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation Theory I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1) Content Description

Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In coordination with a supervisor, students will select a text to translate or adapt, and provide a commentary.

Students will choose a text from any literary or cultural genre and translate it into a second language, or adapt it into another form. Building on practical translation and adaptation skills gained in earlier modules, as well as research and linguistic skills developed throughout the programme, they will produce a precise, creative translation/adaptation and accompanying critical commentary on the text. The word count is divided roughly equally between translation and commentary.

### 2) Module Aims

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

Enable students to plan, conduct and present in written form an extended research project or translation/adaptation project.

### 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>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>B1</td>
<td>Critically evaluate the state of the chosen field of research, and develop original arguments and interpretations in written form</td>
</tr>
<tr>
<td>B2</td>
<td>Produce confident, lucid academic writing appropriate to the target audience</td>
</tr>
<tr>
<td>B3</td>
<td>Apply practical critical knowledge of current methodologies in the field to analyse literary/cultural texts, potentially their own translation/adaptation</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Ability to independently plan long-term creative projects, identifying constituent steps along the way and directing tasks appropriately</td>
</tr>
<tr>
<td>C2</td>
<td>Ability to manage time effectively and work autonomously, making sound judgments where needed</td>
</tr>
<tr>
<td>C3</td>
<td>Intellectual development: encountering and overcoming key problems within practical translation/adaptation and reflecting critically on them, and further advancing research skills</td>
</tr>
<tr>
<td>C4</td>
<td></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.

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.

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

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1. + 2. Total module notional study hours

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600h

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>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MA Dissertation or Translation/Adaptation Project</td>
<td>Coursework (CWK)</td>
<td>10000</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

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

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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 (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: Translation Studies II: Translation, Empire, and Law
Module code: COM7211
Credit value: 30
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECOS Code: 101037 comparative literary studies

Further details on HECOS codes can be found here

Responsible School / Institute: School of Languages, Linguistics & Film

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Languages, Linguistics, and Film</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>
<th>Responsible School / Institute</th>
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<tr>
<td>2023/24</td>
<td>10 to 15</td>
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<td>20</td>
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<td></td>
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</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.

Translation Studies II: Translation, Empire, and Law is a module that will be part of the newly-developed MA in Translation and Adaptation Studies. This is an optional module within the subfield of Postcolonial Translation Studies, which students will have encountered briefly in Translation Studies One but may wish to explore in more depth. In particular, it focuses on questions of law, justice, violence, and resistance within postcolonial translation theory and practice.

Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Relevant texts and films held as library resources.</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: Kathryn Richardson

Digitally signed by Kathryn Richardson
Date: 2022.09.16 13:29:54 +01'00'

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

Module title: Translation Studies II: Translation, Empire, and Law
Module code: COM7211

Credit value: 30  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2

Module Organiser: Hannah Scott Deuchar

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation Theory I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Translation Studies II: Translation, Empire, and Law invites students to investigate the place of translation in systems of law and governance, particularly in colonial and postcolonial contexts. Structured around five key concepts - empire, law, violence, resistance, and justice - it delves deeply into their definitions and implications through readings of key texts in translation history and in postcolonial and critical theory, as well as select literary and legal texts in translation.

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

This module is designed to deepen students’ knowledge within the major subfield of Postcolonial Translation Studies, attending particularly to pathbreaking work on the intersections of translation, empire, and law. Students will build on knowledge regarding the ethics and politics of translation gained in Translation Studies I to reach a thorough understanding of the key concepts around which the course is structured. For students interested in a practical translation career the course will offer a nuanced account of the history and ethics of translation practice globally; for those interested in further study, it offers an introduction to key texts within postcolonial and critical theory as well as in translation studies.

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>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Systematic knowledge and understanding of key terms and concepts relating to postcolonial translation theory and practice</td>
</tr>
<tr>
<td><strong>A2</strong> Critical awareness and evaluation of major theoretical concepts and debates within postcolonial studies/translation studies, including “translation,” “empire,” “law,” “violence,” etc.</td>
</tr>
<tr>
<td><strong>A3</strong> Systematic knowledge and understanding of the part played by translation (theory and practice) in imperial systems of governance, power, and law</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>Critically evaluate complex theoretical debates, questions, and interventions</td>
</tr>
<tr>
<td>B2</td>
<td>Comprehensively understand a range of analytical methods in Postcolonial Translation Studies</td>
</tr>
<tr>
<td>B3</td>
<td>Originally and creatively apply methodological and theoretical approaches in relation to translation problems of their choice</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Critical engagement: systematically and creatively engage with complex theories and concepts within postcolonial translation studies</td>
</tr>
<tr>
<td>C2</td>
<td>Research capacity: autonomously plan and direct an original research project to solve a complex problem, and lucidly communicate findings to a target audience</td>
</tr>
<tr>
<td>C3</td>
<td>Rounded intellectual development: Demonstrate initiative, independence and personal responsibility in meeting challenges, making judgment calls, and continuing their professional development</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.

Reference throughout:
Barbara Cassin Dictionary of Untranslatables: A Philosophical Lexicon

--- Empire
Edward Said – Orientalism (1978) (Introduction)
Mary Louise Pratt – Imperial Eyes: Travel Writing and Transculturation (1992)
Shaden Tageldin – Disarming Words: Empire and the Seductions of Translation in Egypt (2011) (extracts)

--- Law
"The Imperial Ottoman Penal Code" trans. C.G. Walpole (1913)
Walter Benjamin – “The Critique of Violence” (1921)

--- Violence
Georges Sorel – “Reflections on Violence” (1908)
Franz Fanon – The Wretched of the Earth (1963)

--- Resistance
Brian Friel – Translations (1980)
Maria Boletsis Middle Voice and Languages of Resistance
Ashis Nandy The Ultimate Enemy: Loss and Recovery of Self under Colonialism (2009) (Extracts)
Abdelfattah Kilito Thou Shalt Not Speak My Language (2006) (Extracts)
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.

Weekly Workshop: 11x 2 hours - 22 hours  
Total: 22 hours

2. Student independent learning time

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

Independent Study 278 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.

300 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>Critical Essay</td>
<td>Coursework (CWK)</td>
<td>1000</td>
<td>25</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Research Essay</td>
<td>Coursework (CWK)</td>
<td>3500</td>
<td>75</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)

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<th>Qualifying Mark for Individual Assessment</th>
</tr>
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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

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