A meeting of the Taught Programmes Board will be held on Wednesday 30th November 2022 at 2:00pm through Microsoft Teams and in the Robert Tong room.

**Agenda**

<table>
<thead>
<tr>
<th>Part 1 – Preliminary Items</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and Apologies</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>14:05</td>
</tr>
<tr>
<td>2. Declaration of Interests</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>14:10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2 – For Approval/Discussion</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Minutes of the Previous Meeting (19th October 2022)</td>
<td>TPB2022-016</td>
<td>Prof. Tony Michael</td>
<td>14:15</td>
</tr>
<tr>
<td>4. Matters Arising from the Previous Meeting</td>
<td>TPB2022-017</td>
<td>Prof. Tony Michael</td>
<td>14:20</td>
</tr>
<tr>
<td>5. Chair’s actions since the last meeting</td>
<td>TPB2022-018</td>
<td>Prof. Tony Michael</td>
<td>14:25</td>
</tr>
<tr>
<td>6. Degree Apprenticeship Programmes Sub-Board Terms of Reference</td>
<td>TPB2022-019</td>
<td>Prof. Tony Michael</td>
<td>14:30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3 – Programme Proposals/Amendments</th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Languages, Linguistics and Film</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. MA Translation and Adaptation Studies</td>
<td>TPB2022-020</td>
<td>Prof. Will McMorran / Dr Hannah Scott Deuchar</td>
<td>14:35</td>
</tr>
<tr>
<td>School of Economics and Finance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. MSc Investment and Finance with integrated Pre-Masters and MSc Banking and Finance with integrated Pre-Masters [September and January start dates]</td>
<td>TPB2022-021</td>
<td>Dr Yioryos Makedonos / Ms Jennefer Brown</td>
<td>14:55</td>
</tr>
</tbody>
</table>

<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>
The next meeting will be held on Wednesday 18th January 2023. The deadline for papers is Monday 12th December 2022. This is also the deadline for the meeting scheduled for Wednesday 15th February 2023.

*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).

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

Minutes of the meeting of the Taught Programmes Board held on 19th October 2022 in Room GC101 and through Microsoft Teams

UNCONFIRMED

Present:
Prof. Tony Michael (Chair) Dr Shabnam Beheshti Dr Kristin Braun
Dr Chris Bray Dr John Buchanan Dr Sadani Cooray
Dr Jayne Dennis Dr Mark Freestone Mrs Elizabeth Gillow
Prof. Henri Huijberts Muneer Hussain Dr Rachel Male
Dr Patrick McGurk Prof. Michael McKinnie Dr Alistair Morey
Dr Eranjan Padumadasa Dr Daniel Peart Dr Javier Sajuria
Dr Emily Salines Saynab Sharif

In attendance:
Dr Eliane Bodanese Jennefer Brown Professor Yue Chen
(alleged item 7) (agenda item 9)
Ms Alison Dawn (Secretary) Mrs Alice de Havillan Mr Simon Hayter
Ms Jane Pallant Mr Ashley Palmer Yioryos Makedonis

Maria Turri (agenda item 8)

Apologies:
Dr Craig Agnor Prof. Maralyn Druce Professor Bruce Kidd
Professor Catherine Molyneux Professor Christina Perry Dr Joanna Riddoch-Contreras

Charlie Sellar

Part 1 – Preliminary Items

1. Welcome and Apologies

    2022.017 The Chair welcomed everybody to the meeting. Apologies were NOTED from Craig Agnor, Maralyn Druce, Bruce Kidd, Catherine Molyneux, Christina Perry, Joanna Riddoch-Contreras, and Charlie Sellar.

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

2. Declaration of Interests

    2022.018 The Chair invited members to declare any potential conflicts of interest. It was noted that Michael McKinnie had an interest in agenda item 8, MRes Creative Arts and Mental Health as his School was involved in the MSc version of the programme.
2.

Minutes of the previous meeting (14th September 2022)  TPB2022-007

2022.019 The Board APPROVED the minutes of the meeting held on 14th September 2022 to be an accurate record of that meeting subject to adding Alistair Morey to the attendance list.

Action: Secretary

4.

Matters Arising  TPB2022-008

2022.020 The Board RECEIVED a paper on the matters arising from the minutes of previous Taught Programmes Board (TPB) meetings.

The following points were NOTED:

i. 2022.004.ix – This action, relating to the BSc Computer Science and Artificial Intelligence, was complete.

ii. 2022.009 – This action, relating to the creation of Degree Apprenticeships Sub-Board, was complete.

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

iv. 2021.196.iii – This action, relating to the MSc Banking and Finance – January Start, was complete.

v. 2021.199.i – This action, relating to MSc Management – January Start, was complete.

vi. 2021.134.i – This action, relating to BSc Computer Science and Artificial Intelligence, was complete.

vii. 2021.086.ix – This action, relating to BSc Accountancy, was complete.

Part 2 – For Approval/ Discussion

5.

Chair’s Actions since the last meeting  TPB2022-009

2022.021 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 BSc Accountancy

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

- Cancer Prevention
- Comparative Politics of the UK and USA
- The Buildings of London

6.

Degree Apprenticeships Sub-Board Terms of Reference  TPB2022-010

2022.022 Following agreement at the last meeting of the Board to establish a Sub-Board for the review of Degree Apprenticeships, the Board RECEIVED the draft Terms of Reference and membership list for 2022/23. The following points were NOTED:
i. The Sub-Board would provide review and comment on degree apprenticeship programmes prior to consideration by Taught Programmes Board. The Sub-Board would not formally approve programmes; this would remain the remit of TPB.

ii. The Sub-Board would be used to consider and advise on the design and approval of new apprenticeship programmes and amendments to existing programmes. The Sub-Board would not be dealing with operational issues in respective of apprenticeships.

iii. Two other Boards were being created to look at operational and governance issues regarding degree apprenticeships.

2022.023 The Terms of Reference and membership for 2022/23 were **APPROVED** by the Board subject to the following amendments:

- Clarifying that the Sub-Board would look at all apprenticeships rather than just those programmes leading to the award of Degree Apprenticeships;
- To add representation from the Queen Mary Academy to the Sub-Board;
- To add representation from the QMSU. All three Vice-Presidents to be invited but only 1 would need to attend, to be determined by the QMSU executive officers, as available.
- A nominee from FMD would need to be appointed.
- Clarify that the Sub-Board can be used as a sounding board for advice prior to the formal submission of proposals.

**Action:** Chair

2022.024 The Board **AGREED** that meetings of the Sub-Board should be scheduled a few days before each TPB.

**Action:** Secretary

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**Part 3 – Programme Proposals/ Amendments**

**School of Electronic Engineering and Computer Science**

7. **Postgraduate Programme Amendments**

2022.025 The Board **CONSIDERED** the amendments to postgraduate programmes in EECS. The following points were **NOTED**:

i. The amendment was to introduce streams within each programme and reduce the number of elective modules offered.

ii. This approach would be piloted on two programmes for 2022/23, namely MSc Artificial Intelligence and MSc Big Data Science, which were considered and approved by TPB in December 2021.

iii. The change would be implemented on all programmes submitted in 2023/24, and would apply to new students only.

iv. All students on each programme would 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 that each student selects. There will therefore be no elective choice within or across streams.
v. 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 would like to rename as MSc Internet of Things and Future Networks.

2022.026 The Board heard that:

i. The rationale was to streamline provision, reduce the number of electives and clarify the identity of each programme.

ii. Due to organic growth, the students had a choice from a large number of elective modules making it challenging to appreciate how modules contributed to the overall Programme Learning Objectives. It also made timetabling difficult.

iii. Students will have a workshop in Week 1 to help ensure that the stream / programme they have chosen is the most appropriate to their career aspirations and needs. The streams would also be advertised to students in all promotional material in advance of enrolment.

iv. Students would not be able to change streams after they have chosen. It was understood that this made the choice of stream more meaningful rather than just choosing individual elective modules. However, the workshop and promotional material should make students aware of what they are choosing. It was not necessarily unusual for Masters programmes to not have electives but this was perhaps a change in culture at QM.

v. Standard text on inclusivity and accessibility had been provided on the programme specification such as access to the Disability and Dyslexia Service. However, there was no specific information on inclusivity and accessibility provided at programme-level. As this was a programme amendment, it was agreed that there would not be an action to change this now. However, the Board should be better at promoting this programme-level requirement for inclusivity and accessibility for any new programme submissions. It was NOTED that student support in EECS was pioneering but this was not necessarily built into the programmes.

2022.027 It was NOTED that only significant programme amendments come to TPB. Members appreciated the opportunity to review this proposal as it could be useful for suites of other postgraduate programmes in other Schools.

It was NOTED that the streamlining of the programmes to improve identity and coherence was in line with the Office for Students’ Conditions of Registration (B1.3) on programme coherence and require students to develop relevant skills.

The Board APPROVED the programme amendments for postgraduate programmes in EECS, including the change to programme name for MSc Internet of Things and Future Networks, without conditions.

The strong support for the proposal was NOTED.

Wolfson Institute of Population Health

8. MRes Creative Arts and Mental Health

2022.028 The Board CONSIDERED the Part 2 Proposal for the MRes Creative Arts and Mental Health programme. The following points were NOTED:
i. 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.

ii. 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.

iii. 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.

iv. 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.

v. The programme follows the standard structure for a 1 year, FT programme. 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.

vi. 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.

The Board heard that:

i. The programme had already been approved by the LISS DTP.

ii. The programme would only recruit one or two students per year.

iii. The programme uses two of the same compulsory taught modules as the MSc in Creative Arts and Mental Health. It will also incorporate the two modules in SPIR in research methods and a 60-credit dissertation. All modules are Compulsory/Core.

iv. It was queried whether there would be any internal competition with the MSc in Creative Arts and Mental Health and if the similar name would cause confusion for students. It was NOTED that the programme was designed specifically for students who are committed to doing PhD study and who have received funding through the DTP. Therefore, it was unlikely that there would be competition or confusion with the MSc. It was AGREED that the title could be confusing, and the Team would consider changing it although the title had to be approved by the LISS DTP.

Action: WIPH

The Board APPROVED the Part 2 Proposal for the MRes Creative Arts and Mental Health programme, subject to reviewing the programme title in consultation with HSS.

School of Economics and Finance

9. MSc Investment and Finance with integrated Pre-Masters TPB2022-013
MSc Banking and Finance with integrated Pre-Masters [September and January start dates]

2022.031 The Board CONSIDERED the Part 2 Proposal for the MSc Investment and Finance with integrated Pre-Masters, MSc Banking and Finance with integrated Pre-Masters [September and January start dates]. The following points were NOTED:

i. The programme combined the well-established Pre-Masters Graduate Diploma run by SLLF with extant MSc programmes in SEF.

ii. The January starters take the programme over Sem 2 and Sem 3, effectively catching-up with the September starts so they can join the SEF programme in September.

2022.032 The Board heard that:

i. One of the benefits of combining the programmes was so that students would only have to apply for one CAS and one visa to cover the entirety of the two year, integrated programme, whereas if they took the two programmes separately, they would need to apply for two CAS and two visas.

ii. Another benefit is the potential to improve continuation rates between the Graduate Diploma and the MSc as often students leave after they have taken their standalone Graduate Diploma.

iii. There was evidence that students who take the Queen Mary Graduate Diploma perform better at the MSc than students who complete their Graduate Diploma elsewhere.

iv. The programme was largely targeted at international students and it was NOTED that any UK students admitted to the integrated two year programme would not be eligible for the postgraduate loan as the first year of study would not be at Level 7.

2022.033 The Chair stated that, although the proposal seemed straight forward as it combined existing programmes, there were a number of issues that required further investigation prior to TPB being able to reach a decision.

Although, the aim would be to retain students between the Graduate Diploma and MSc, if students were to leave after they received their Graduate Diploma, then this could have a negative impact on our continuation rates as reported to HESA (given that the first year of the programme is at Level 6 and hence undergraduate study).

Likewise, it was not clear if a student could indeed get a single CAS and visa for both years given that they were at different levels of study. Also, it was queried whether it would affect our Trusted Status if students left the programme after the Graduate Diploma without completing the MSc.

There has been a directive from the university’s senior leadership to reduce the number of programme titles in the portfolio, especially where there are only small student numbers. This proposal seemed to go against this directive as it would create a new programme from existing programmes and only has a target of 15 students per year. Although a pedagogical reason had been provided for having the programme, namely that students who take the QM pre-masters outperform
those that do the Pre-Masters elsewhere, it seemed that the primary reason for establishing the new programmes was with regards to student visas and encouraging students to remain at QMUL after their Pre-Masters programme.

It was AGREED that the Chair would discuss with colleagues in senior leadership regarding the rationale for approving a programme based on existing content, and the points about continuation rates and Visas with the Planning and Visa Compliance Teams respectively.

Action: Chair

It was noted that running programmes with a January start that included teaching in Sem 3 had created some difficulties with delivery, timetabling, estates and processes. It was AGREED that the School should provide further detail on the operation of the January start, taking into account the current standalone programme and the extant combined programme in SBM.

Action SEF/SLLF

It was AGREED therefore, that the proposal should be reviewed at the next meeting of TPB once the two actions had been completed.

School of Languages, Linguistics and Film

10. MA Translation and Adaptation Studies  

TPB2022-014

2022.034 Due to an internet outage, the Board were unable to discuss this programme during this meeting and it will be rolled forward to the next meeting of the Board in November.

<table>
<thead>
<tr>
<th>Part 4 – Report of Proposals Approved by Schools/Institutes to Note</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Programme Amendments</td>
<td>TPB2022-013</td>
</tr>
<tr>
<td>Module Proposals</td>
<td></td>
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<tr>
<td>Module Amendments</td>
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<tr>
<td>Module Withdrawals</td>
<td></td>
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</table>

2022.035 The Board RECEIVED a report of decisions made by Schools and Institutes of changes to the curricula for the period 17th August to 21st September 2022.

<table>
<thead>
<tr>
<th>Part 5 – Other Business</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Any Other Business</td>
<td></td>
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<tr>
<td>2022.036</td>
<td>There was no other business to report.</td>
</tr>
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</table>

13. Date of next meeting

2022.037 The next meeting will be held on Wednesday 30th November 2022. The deadline for papers is Wednesday 2nd November 2022.
<table>
<thead>
<tr>
<th>TPB Meeting Date</th>
<th>Intended Paper Circulation Date to TPB</th>
<th>Proposal Submission Deadline to DGLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 30th November 2022</td>
<td>Monday 21st November 2022</td>
<td>Wednesday 2nd November 2022</td>
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<tr>
<td>Wednesday 18th January 2023</td>
<td>Monday 9th January 2023</td>
<td>Monday 12th December 2022*</td>
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<tr>
<td>Wednesday 15th February 2023</td>
<td>Monday 6th February 2023</td>
<td>Monday 12th December 2022*</td>
</tr>
<tr>
<td>Wednesday 22nd March 2023</td>
<td>Monday 13th March 2023</td>
<td>Wednesday 22nd February 2023</td>
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<tr>
<td>Wednesday 26th April 2023</td>
<td>Monday 17th April 2023</td>
<td>Monday 27th March 2023</td>
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<tr>
<td>Wednesday 31st May 2023</td>
<td>Monday 22nd May 2023</td>
<td>Wednesday 3rd May 2023</td>
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<tr>
<td>Wednesday 12th July 2023</td>
<td>Monday 3rd July 2023</td>
<td>Wednesday 14th June 2023</td>
</tr>
<tr>
<td>Wednesday 9th August 2023</td>
<td>Monday 31st July 2023</td>
<td>Wednesday 12th July 2023</td>
</tr>
</tbody>
</table>

Alison Dawn, DGLS
a.dawn@qmul.ac.uk
<table>
<thead>
<tr>
<th>Date</th>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsible School / Institute</th>
<th>Programme Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>19th October 2022</td>
<td>2022.019</td>
<td>Minutes of the previous meeting</td>
<td>Add Alistair Morey to the attendance list of the minutes of the 14th September 2022 meeting</td>
<td>Complete</td>
<td>Secretary</td>
<td>N/A</td>
</tr>
<tr>
<td>19th October 2022</td>
<td>2022.023</td>
<td>Degree Apprenticeships Sub-Board Terms of Reference</td>
<td>Make amendments to Degree Apprenticeship Programmes Sub-Board ToR: clarify that the sub-board will look at all apprenticeships, not just those leading to degree apprenticeship awards; add representation from QM Academy; add representation from QMSU; identify a nominee from FMD; clarify that the sub-board can be used as a sounding board for advice prior to submission of proposals</td>
<td>Ongoing</td>
<td>Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>19th October 2022</td>
<td>2022.024</td>
<td>Degree Apprenticeships Sub-Board Terms of Reference</td>
<td>Schedule meetings of the Degree Apprenticeship Programmes Sub-Board a few days prior to each TPB</td>
<td>Ongoing</td>
<td>Secretary</td>
<td>N/A</td>
</tr>
<tr>
<td>19th October 2022</td>
<td>2022.029.iv</td>
<td>MRes Creative Arts and Mental Health Terms of Reference</td>
<td>Consider changing the programme title to differentiate from the MSc</td>
<td>Complete</td>
<td>WIPH</td>
<td>Maria Turri</td>
</tr>
<tr>
<td>14th September 2022</td>
<td>2022.013</td>
<td>BA Global Development with Year Abroad</td>
<td>Raise wider concerns about the management of year abroad programmes at a future meeting of RASB</td>
<td>Ongoing</td>
<td>Chair</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Nature of proposal(s) | Report of Chair’s Action
---|---
Outcome requested | Taught Programmes Board (TPB) is asked to note the Chair’s Actions since the last meeting of the Board.

### Approved proposal

| Programme title reviewed with colleagues in the Department of Drama to ensure distinction from the joint programme MSc Creative Arts and Mental Health. Revised title: MRes Social Science Enquiry in Creative Arts and Mental Health. |
| MRes Creative Arts and Mental Health (Item 8, 19.10.22) |

Summer School Module – Clinical Legal Education
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.

Summer School Module – Impact of Trauma on Mental Health
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.

Summer School Module – Taylor Swift and Literature
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.

Summer School Module – Writing for Performance
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.

Summer School Module – Yankees in London
The Chair approved the Module Proposal Form to add this module to the portfolio for the Summer School.

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Ashley Palmer, DGLS
Ashley.palmer@qmul.ac.uk
Taught Programmes Board (TPB) is asked to consider and approve the revised version of the Degree Apprenticeship Programmes Sub-Board.

The Terms of Reference have been updated to address the above suggestions. All have been addressed, apart from identifying a nominee from FMD to attend meetings.

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

Degree Apprenticeship Programmes Sub-Board [DAPS]

Terms of Reference – 2022/23

The Degree Apprenticeship Programme Sub-Board [DAPS] will provide guidance, review and commentary on all apprenticeship programmes prior to consideration by Taught Programmes Board [TPB]. In the context of this TPB Sub-Board, the term “apprenticeship” refers to any formal programme of study followed by an apprentice, including (but not limited to) those programmes of study that lead to the award of degrees (typically at the Framework for Higher Education Qualifications [FHEQ] Levels 6 and 7), defined as “degree apprenticeships”.

The Sub-Board does not have delegated authority to approve programmes of study, which remains the remit of TPB, but will have oversight of proposals at all stages of development and approval to ensure that the requirements of all relevant external regulatory bodies are met. The responsibilities of the Sub-Board are as follows:

1. To provide specialist guidance to Schools or Institutes during the development of new apprenticeship programmes and/or when making substantive amendments to existing apprenticeship programmes.

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

3. To ensure that all 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].

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td><strong>Prof Tony Michael (Chair)</strong></td>
<td>Deputy Vice-Principal – Education (Programmes)</td>
</tr>
<tr>
<td>Alison Dawn</td>
<td>Academic Quality and Standards Officer (DGLS)</td>
</tr>
<tr>
<td>Alice de Havillan</td>
<td>Academic Quality and Standards Officer (DGLS)</td>
</tr>
<tr>
<td>Simon Hayter</td>
<td>Assistant Academic Registrar (DGLS)</td>
</tr>
<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>
</tr>
<tr>
<td>Jane Pallant</td>
<td>Deputy Academic Registrar (DGLS)</td>
</tr>
<tr>
<td>Ashley Palmer</td>
<td>Academic Quality and Standards Officer (DGLS)</td>
</tr>
<tr>
<td>Dr Emily Salines</td>
<td>Queen Mary Academy</td>
</tr>
<tr>
<td>TBC</td>
<td>Deputy Dean for Education (Faculty of Medicine &amp; Dentistry)</td>
</tr>
<tr>
<td>TBC</td>
<td>Queen Mary Students Union (QMSU) Faculty VP (1 to attend each meeting)</td>
</tr>
</tbody>
</table>

*Professor Anthony Michael*

*(TPB Chair and Deputy VP Education)*
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
three (60 credits total):

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.

Alison Dawn ARCS
a.dawn@qmul.ac.uk
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be submitted with the documentation listed below, to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board:

- Programme Specification
- External Adviser Feedback Form(s)
- Module Proposal Forms for any new modules forming part of the proposed programme
- Draft Memorandum of Agreement (for any programme proposals involving a collaborative partner)

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

Summary Information

Proposed Programme Title: MA Translation and Adaptation Studies

Proposed Programme and Route Code(s): PSTAS Q204

<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 Arts (MA)</td>
<td>Full-time</td>
<td>1 academic 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

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>
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</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

| Name & Title of External Adviser: | Professor Jacob Blakesley |
| Current Post & Institution / Organisation: | Professor in Comparative Literature and Literary Translation, University of Leeds |
| Email address for correspondence: | j.blakesley@leeds.ac.uk |
| I confirm that I have received and reviewed the documentation listed above: | X |

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 pioneers 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.

<table>
<thead>
<tr>
<th>3. External reference points</th>
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</thead>
<tbody>
<tr>
<td>• Has reference been made to Benchmark Statements where applicable?</td>
</tr>
<tr>
<td>• Has reference been made to Framework for Higher Education Qualifications (FHEQ)?</td>
</tr>
<tr>
<td>• Does every award in the programme meet the expectations of the FHEQ?</td>
</tr>
<tr>
<td>• Has reference been made to any relevant Professional and Statutory Regulatory Bodies (PSRBs)?</td>
</tr>
<tr>
<td>• Has reference been made to the Southern England Consortium for Credit Accumulation and Transfer (SEEC) credit level descriptors?</td>
</tr>
</tbody>
</table>

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).

<table>
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<tr>
<th>4. Admission, progression and achievement</th>
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</thead>
<tbody>
<tr>
<td>• Are the entry requirements appropriate and clearly identified?</td>
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<tr>
<td>• Are clear arrangements in place for the induction of new students?</td>
</tr>
<tr>
<td>• Are there details for any special educational needs requirements?</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
<th>5. Learning resources and facilities</th>
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<tbody>
<tr>
<td>• Have indicative reading lists been supplied and are they appropriate?</td>
</tr>
<tr>
<td>• Have any future resources requirements been clearly articulated?</td>
</tr>
<tr>
<td>• Has the use of QMPlus (the QM Virtual Learning Environment (VLE)) been clearly articulated?</td>
</tr>
<tr>
<td>• Is there use of distance or blended learning? If so, is this appropriately supported?</td>
</tr>
<tr>
<td>• Are their details of and arrangements with placement providers where relevant?</td>
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</table>

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.

<table>
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<tr>
<th>6. Student guidance and support</th>
</tr>
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<tbody>
<tr>
<td>• Are there clear arrangements in place for supporting students with specific learning requirements?</td>
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<tr>
<td>• Are there suitable arrangements for dealing with academic misconduct?</td>
</tr>
<tr>
<td>• Are there workable academic support arrangements at school and institution level?</td>
</tr>
<tr>
<td>• Are there administrative arrangements for student support?</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>7. Quality management and enhancement</th>
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</table>
- 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)
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)

(A1 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

(B.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:

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<tr>
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<tbody>
<tr>
<td>A1</td>
<td>Systematic knowledge and understanding of key questions, debates and problems in the fields of Translation and Adaptation Studies</td>
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<tr>
<td>A2</td>
<td>Thorough critical engagement with debates and theories of translation and adaptation from around the world</td>
</tr>
<tr>
<td>A3</td>
<td>Advanced practical translation and adaptation skills applicable to a wide range of textual and cultural genres</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>Communicate orally and in writing in a lucid, precise manner across a range of modes and registers appropriate to a range of target audiences</td>
</tr>
<tr>
<td>B2</td>
<td>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</td>
</tr>
<tr>
<td>B3</td>
<td>Critically analyse and evaluate complex current theoretical questions and debates</td>
</tr>
<tr>
<td>B4</td>
<td>Produce high-quality translations and/or adaptations that demonstrate a precise use of language and understanding of genre and mode</td>
</tr>
<tr>
<td>B5</td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td></td>
</tr>
</tbody>
</table>

Attributes:
## Programme Title: MA in Translation and Adaptation Studies

| C1 | Enhance critical awareness of cultural difference and strategies for intercultural communication |
| C2 | Cultivate sensitivity toward divergent worldviews and points of view on major political, aesthetic, and ethical questions |
| C3 | Develop independent research and writing skills and engage in self-directed and autonomous learning |
| C4 | Develop teamwork skills and learn to problem-solve collectively |
| C5 | Foster a global awareness and understanding |
| C6 | |

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Translation Theory I: Problems, Theories, Terms</td>
<td>COM 7210</td>
<td>30</td>
<td></td>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptation in Theory and Practice</td>
<td>COM 7212</td>
<td>30</td>
<td></td>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation Theory II: Translation, Empire, and Law</td>
<td>COM 7211</td>
<td>30</td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Translation Skills</td>
<td>COM 7213</td>
<td>30</td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screenwriting: Prose to Film</td>
<td>COM 7214</td>
<td>30</td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Programme Title: MA in Translation and Adaptation Studies

<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>Translation and Adaptation Research Dissertation</td>
<td>COM 7215</td>
<td>60</td>
<td></td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation and Adaption Practice Project</td>
<td>COM 72146</td>
<td>60</td>
<td></td>
<td>Core</td>
<td></td>
<td></td>
</tr>
</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

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Will McMorran and Hannah Scott Deuchar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>Hannah Scott Deuchar</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</td>
<td>27 Jun 2022</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board:</td>
<td></td>
</tr>
</tbody>
</table>

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 (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>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

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
</table>

1) Content Description
Please provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

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.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
</tr>
<tr>
<td><strong>A2</strong></td>
</tr>
<tr>
<td><strong>A3</strong></td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

<p>| | |</p>
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<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B 1</strong></td>
<td>Critically evaluate the major interventions in Translation Studies theory and methodology from the past fifty years</td>
</tr>
<tr>
<td><strong>B 2</strong></td>
<td>Comprehensively understand and demonstrate practical understanding of analytic methods in Translation Studies</td>
</tr>
<tr>
<td><strong>B 3</strong></td>
<td>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</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C 1</strong></td>
<td>Critical engagement: engaging creatively and systematically with complex theories and concepts and communicating lucidly</td>
</tr>
<tr>
<td><strong>C 2</strong></td>
<td>Research capacity: pursuing a complex problem autonomously by independently planning steps and tasks and communicating conclusions with demonstrated originality</td>
</tr>
<tr>
<td><strong>C 3</strong></td>
<td>Rounded intellectual development: demonstrating initiative and personal responsibility in meeting challenges; demonstrating the capacity for independent decision-making</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.

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>
<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.<subform xmlns="http://www.xfa.org/schema/xfa-template/2.8/" name="Subform4" w="192.733mm" h="84.98mm" x="0in"

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: Adaptation in Theory and Practice  
Module code: COM7212

Credit value: 30  
Level: 7  
Module type: LSR  
Scheme: Taught Postgraduate

Start date: January 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</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 | 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>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

**By School / Institute responsible for module:**
We will offer a place at one performance/screening/exhibition per year.

**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**

**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**

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Page 44 of 138
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
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 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
Please specify the aims of the module, i.e. the broad educational purposes for offering this module.

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>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Systematically understand the key features of series of canonical works in their socio-historical contexts</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<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 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 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.

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>NA</td>
</tr>
<tr>
<td>2</td>
<td>Essay</td>
<td>Coursework (CWK)</td>
<td>2500 words</td>
<td>60</td>
<td>Yes</td>
<td>NA</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: 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>
</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>
</table>

| 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).

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

Module title: 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.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Creatively and originally engage current methodologies in the field to produce precise, accurate translations in several literary and technical genres</td>
</tr>
<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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Critical engagement with and application of knowledge about key translation techniques and debates</td>
</tr>
<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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration / Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation Workshops</td>
<td>6 x 2 hours - 12 hours</td>
</tr>
<tr>
<td>Translation Seminars</td>
<td>6 x 2 hours - 12 hours</td>
</tr>
<tr>
<td>Total</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

2. Student independent learning time

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration / Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study</td>
<td>276 hours</td>
</tr>
</tbody>
</table>

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration / Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>300 hours</td>
</tr>
</tbody>
</table>

6) Assessment Profile

Please provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment ?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <subform xmlns="http://www.xfa.org/schema/xfa-template/2.8/" name="Subform4" w="192.733mm" h="84.98mm" x="0in"/>

**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:** Screenwriting: Prose to Film

**Module code:** COM7214

**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

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<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:

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<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>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

**By School / Institute responsible for module:**

Teaching and tutorial staff. Relevant texts and films held as library resources.

**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**

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**
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

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).

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:

A1 Systematic knowledge and understanding of literary forms and narrative
A2 Systematic knowledge and understanding of film forms and narrative
A3 Comprehensive knowledge and understanding of principles and practices for adaptation as a professional and creative practice
Disciplinary Skills - able to:

| B1 | Demonstrate practical understanding of analytical methodologies for assessing prose and film texts in relation to form and narrative |
| B2 | Produce original writing within the format of the film screenplay |
| B3 | Produce creative work which demonstrates knowledge and practice of adaptation |

Attributes:

| C1 | Engage critically with knowledge: acquiring and applying knowledge in rigorous, systematic, and original ways |
| C2 | Research capacity: autonomously solve complex problems in the context of adaptation by applying principles and practices from the field |
| C3 | Rounded intellectual development: develop transferable key skills to support career goals and continuing professional development |
| C4 | Rounded intellectual development: Demonstrate initiative and personal responsibility in meeting challenges |

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


5) Teaching and Learning Profile

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

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

<table>
<thead>
<tr>
<th>Weekly Workshop: 11x 2 hours - 22 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Screening: 11 x 3 hours - 33 hours</td>
</tr>
<tr>
<td>Total 55 hours</td>
</tr>
</tbody>
</table>

2. **Student independent learning time**

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

| 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>
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<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)**

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
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</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

Page 60 of 138
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>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>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or 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

**By School / Institute responsible for module:**
Teaching and tutorial staff. Relevant texts and films held as library resources.

**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**

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

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

---

*Digitally signed by Kathryn Richardson  
Date: 2022.09.16 13:28:20 +01'00'*
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

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).

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>A1 Ability to devise an appropriate, relevant and original research question</td>
</tr>
<tr>
<td>A2 Systematic knowledge and application of key skills and methods in translation/adaptation theory</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

| B1 | Critically evaluate the state of the chosen field of research, and develop original arguments and interpretations in written form |
| B2 | Produce confident, lucid academic writing appropriate to the target audience |
| B3 | Apply practical critical knowledge of current methodologies in the field to analyse literary/cultural texts |

Attributes:

| C1 | Ability to independently plan long-term research and/or creative projects, identifying constituent steps along the way and directing tasks appropriately |
| C2 | Ability to manage time effectively and work autonomously, making sound judgments when needed |
| C3 | Intellectual development: encountering and overcoming key problems within practical translation/adaptation and reflecting critically on them, and further advancing research skills |
| C4 | |

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.

<table>
<thead>
<tr>
<th>1. Student / lecturer interaction</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<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>594h independent study in summer term: devising a question/identifying a text; planning project steps; writing; editing and polishing</td>
</tr>
<tr>
<td>2. Student independent learning time</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>
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<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)

<table>
<thead>
<tr>
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<th>Description of Assessment</th>
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Section 3 - Alternative Assessment Arrangements for Associate Students

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

Page 65 of 138
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>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 (PGT)</td>
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</tbody>
</table>
Anticipated Student Registrations

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

Module Organiser:

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
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</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.

Academic Content:

A1 Ability to devise an appropriate, relevant and original translation/adaptation project

A2 Systematic knowledge and application of key skills and methods in practical translation/adaptation and translation/adaptation theory
### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<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>
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</tr>
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<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>
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<td>C3</td>
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<tr>
<td>C4</td>
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</tr>
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### 4) Reading List

Please provide an indicative reading list for the module. This should include key texts and / or journals but **should not** be an exhaustive list of materials.

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.

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</tr>
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<td>594h independent study in summer term: devising a question/identifyign 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.

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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

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- Standard Reassessment
- Synoptic Reassessment

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

Section 3 - Alternative Assessment Arrangements for Associate Students

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Section 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>
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<tbody>
<tr>
<td>School of Languages, Linguistics, and Film</td>
<td>100</td>
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</tbody>
</table>

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

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<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
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<tbody>
<tr>
<td>School of Languages, Linguistics and Film</td>
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### Anticipated Student Registrations

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<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</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

**By School / Institute responsible for module:**

Relevant texts and films held as library resources.

**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**

Kathryn Richardson

Digitally signed by Kathryn Richardson

Date: 2022-09-16

13:29:54 +01'00'`

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

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

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

Module title: 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

Pre-requisite modules: Translation Theory I
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 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.

Academic Content:

| A1 | Systematic knowledge and understanding of key terms and concepts relating to postcolonial translation theory and practice |
| A2 | Critical awareness and evaluation of major theoretical concepts and debates within postcolonial studies/translation studies, including "translation," "empire," "law," "violence," etc. |
| A3 | Systematic knowledge and understanding of the part played by translation (theory and practice) in imperial systems of governance, power, and law |
Disciplinary Skills - able to:

| B1 | Critically evaluate complex theoretical debates, questions, and interventions |
| B2 | Comprehensively understand a range of analytical methods in Postcolonial Translation Studies |
| B3 | Originally and creatively apply methodological and theoretical approaches in relation to translation problems of their choice |

Attributes:

| C1 | Critical engagement: systematically and creatively engage with complex theories and concepts within postcolonial translation studies |
| C2 | Research capacity: autonomously plan and direct an original research project to solve a complex problem, and lucidly communicate findings to a target audience |
| C3 | Rounded intellectual development: Demonstrate initiative, independence and personal responsibility in meeting challenges, making judgment calls, and continuing their 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.

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 Boletsi 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.

<table>
<thead>
<tr>
<th>1. Student / lecturer interaction</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Student independent learning time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</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.

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)

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

Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Schools / Institutes</td>
<td>School of Economics and Finance</td>
</tr>
</tbody>
</table>
| 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  
- Note from SLLF on the rationale, recruitment and progression and operation of the programmes based on discussion at the last meeting of TPB.  
- 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.
We wish to respond to your queries as outlined in emails of 20\textsuperscript{th} and 28\textsuperscript{th} October.

Firstly, we can confirm that since the last TPB meeting, Lee Wildman has discussed your concerns with Senior Leadership of HSS, SEF and SLLF and all colleagues have provided their full support for the ratification of these two integrated programmes –

MSc Banking & Finance with integrated Pre-Masters (September and January)
MSc Investment & Finance with integrated Pre-Masters (September)

You requested information about the structure of our January start Pre-Masters (PMP) programmes. The teaching year follows the normal academic calendar and extends into a third semester from early May to mid July. This has been the arrangement since 2014 and in that time has enrolled 249 students many of whom have progressed to Masters degrees at Queen Mary.

The January start standalone PMP and the Jan start integrated programme (MSc Management with integrated Pre-Masters) have the same syllabus as the September start programme but are contained within a slightly shorter time-frame (no study week in semester 3). There are just two weeks of study time between semesters 2 and 3 and a shorter revision period between the end of teaching and the exam period. However, students are aware of this arrangement and timeframes have not impacted students’ ability to progress.

**Issues relating to semester 3 teaching**

You expressed some concerns about timetabling and accommodation issues during the summer semester. Despite the existence of on-campus summer schools and other events we have actually benefited from greater availability of classrooms compared to the September semester. Recent discussions with the module convenor for the core module, who has close links with personal tutors and students themselves, have confirmed that there are no known problems relating to accommodation, or as a result of summer teaching.

We have consulted our SSLC (Staff Student Liaison Committee) minutes for 2020-21 and 2021-22 and there are no issues raised which relate specifically to the January timetabling of the programme. Likewise, the module evaluation forms which students complete at the end of each semester, do not refer to issues specifically associated with the timing of their programme.

Another example of a January start programme is the MSc Banking & Finance (SEF) which is now in its third year and which was conceived in response to COVID. Reports from SEF confirm that they have not experienced problems in timetabling and students do not appear to have experienced any issues in, say, obtaining accommodation during the summer. The programme continues to recruit well with 110 current enrolees.
**Issues relating to the timing of results**

Student grades are collated and ratified at the early August SEB. These are the grades for all the modules in semesters 2 and 3. The programme convenor obtains a list of the conditional offers held by the students and calculates whether progression has occurred. Once the DEB has ratified the grades (mid-August), results are sent to Admissions, offers are made unconditional and students receive their results.

While January start students have a short period in which to put forward plans into place, I have not been advised specifically about any, say, accommodation or other issues relating to the timing of results. To facilitate this readiness, students attend workshops in January each year where they are advised how to apply to QM Masters programmes (as well as signposted options for external study). They are therefore holding conditional offers several months in advance and know exactly which grades they need to attain. In addition, they can put accommodation, finance and visa arrangements in place pending final results and are in a position to act quickly. The timing of these procedures is the same for the standalone or the integrated programme where, in the latter case, it is SBM who process the results and enrol integrated students onto year 2, the MSc Management programme.

**Experience of integrated programmes**

Background

The rationale for a two-year programme – Pre-Masters + Masters degree - was prompted by marketing visits to China in 2018-19 where the programme convenor became aware of Chinese agents’ interest in a two-year programme. It mirrors the standard length of a Chinese Masters programme and is recognised by prospective employers. It offers students certain advantages:

1) One visa and thus savings in additional visa and travel costs
2) Certainty in forward planning for the student
3) Locking in of fee costs
4) Same progression arrangements and course content as the standalone version
5) Possibility to undertake a longer summer internship (or travel in Europe) between PMP and Masters programmes without needing to return home to obtain a visa.

At that time, integrated programmes were being offered by some UK institutions who recognised the marketing potential. These advantages are still relevant in terms of the Chinese market but are recognised by students from other countries and having the effect of broadening the diversity of students onto our MSc Management with IPM. It is thus helping to reduce the dependency on intake from China.

In terms of student experience and structure, the standalone and integrated programmes are ostensibly the same. Students from both programmes sit in the same classrooms, undertake the same assessments and are subject to the same progression tariff. It is from an administrative standpoint, that the students are managed differently. In the case of the
integrated programme, SBM host the programme and hold student records. This has required a closer collaboration between respective admin departments because SLLF manage the day-to-day running of the programme in the first year but rely on SBM admin to manage module registration and other administrative tasks. E.g. change of programme. Management of year 2 transfers completely to SBM once progression has been completed.

**Issues relating to the risk of non-progression**

Whether students are on the standalone Pre-Masters or an integrated version, the course content and conditions for progression are the same. The risk of non-progression is present and the same in either case.

However, the risk of non-progression for either cohort should be seen in the light of the success of the PMP.

**Progression rate for standalone PMP**

- 2019-20 – 93%
- 2020-21 – 90%
- 2021-22 – 83%

These figures include standalone and integrated students for both September and January intakes.

A comparison with the results just for the PMP year of the MSc Management with integrated PMP, now in its third cycle, are as follows:

**2020-21**

7 students enrolled with 100% progression to SBM

**2021-22**

19 students enrolled – 15 progressed, 3 failed to progress, 1 was deregistered due to unpaid fees.

Progression rate: 79%

**2022-23**

15 students enrolled in September 2022.

There are currently 251 applications for January start 2023 compared to 39 at this point in 2021.

Progression figures are therefore strong over the two academic years 2020-2022. Student applications continue to grow strongly from year to year.
**Pedagogy of the Pre-Masters programme**

In the last TPB meeting, we believe that there were questions asked about the pedagogy of the Pre-Masters programme. We wish to reassure the Board that the rationale for the programme is as relevant today as it was in 2004, namely, to support students to -

1) improve their level of academic English and research skills to a level benchmarked to direct Masters entry;
2) improve their subject knowledge in relevant fields required at Masters level from a minimum entry point of a third class degree;
3) provide subject knowledge where students are changing discipline from, say, engineering to business studies, where they have no prior knowledge.

The syllabuses for all the modules are predicated on these specific requirements and drive both the content, teaching methods, standards, assessments and requirements for progression. Progression tariffs are well-established and accurately benchmarked against Queen Mary degree classifications.

**Pre-Masters Graduate Diploma**

We include here a final note about the Pre-Masters Graduate Diploma itself in order to anticipate any further questions which the TPB board may have in relation to this level 6, 120 credit programme, or integrated variants.

PMP students can, in most cases, already indicate which Masters degree(s) they wish to join at Queen Mary. This is known from a short questionnaire they complete at the start of semester 1. Questions about retention are, perhaps, less relevant where 80-90% of our students already intend to enrol at Masters level and are successful in doing so. In the case of the integrated programme their intent is obviously already pre-determined.

In terms of student recruitment, the PMP is a strategic programme which has enrolled international students to over 50 Masters programmes since 2004. Queen Mary is able to retain them for a two-year period.

In terms of numbers, 732 students have joined the programme since 2013/14 with entry points in September and January permitting enrolment onto a Masters programme in the next consecutive year. Progression has been expanded over that period to 8 Schools – EECS, SMD, SPIR, SLLF, Geography, History with most joining SBM and SEF. We have been able to attain a very high pass rate for the Graduate Diploma (95-100%) and pride ourselves in our care and guidance of students. In terms of ‘good honours’ outcomes, 82% of our PMP students have attained either a distinction or merit award in their Masters degrees over the period 2019-2022.
MSc Banking & Finance (September and January) and MSc Investment & Finance (September intake) with integrated Pre-Masters

Based on the discussion above, the rationale for these new integrated programmes is well-founded. It is anticipated that recruitment potential will mirror the success of the existing integrated programme – MSc Management with IPM. Their introduction will support a movement away from dependence on recruitment from China where the advantages of a two-year programme are appreciated by a wider cohort of international applicants.

It will also conform to the QM 2030 strategy in terms of broadening opportunities for good international students who wish to pursue Masters studies at Queen Mary and enhance their career prospects.
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

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>MSc Investment and Finance with integrated Pre-Masters (September start)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSc Banking and Finance with integrated Pre-Masters (September start)</td>
</tr>
<tr>
<td></td>
<td>MSc Investment and Finance with integrated Pre-Masters (January start)</td>
</tr>
<tr>
<td></td>
<td>MSc Banking and Finance with integrated Pre-Masters (January start)</td>
</tr>
</tbody>
</table>

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? 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</td>
<td>School of Economics and Finance</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)
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):
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
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.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
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<tr>
<td>A 2</td>
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<td>A 3</td>
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<tr>
<td>A 4</td>
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<tr>
<td>A 5</td>
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</tbody>
</table>
## Programme Title: MSc Banking and Finance with integrated Pre-Masters (January start)

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<table>
<thead>
<tr>
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</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>
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<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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## Disciplinary Skills - able to:

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<thead>
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<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:

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<table>
<thead>
<tr>
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<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)

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<tbody>
<tr>
<td>C3</td>
<td>Acquire a global and culturally-sensitive approach to the field of economics and finance.</td>
</tr>
<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>
</tr>
</thead>
<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>
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<td>Semester 1</td>
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<tr>
<td>Finance &amp; Economics Independent Research Project</td>
<td>IFP6014</td>
<td>15</td>
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<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>
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<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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<td>Semester 2</td>
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<tr>
<td>Economics</td>
<td>IFP6007</td>
<td>15</td>
<td>6</td>
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<tr>
<td>Finance</td>
<td>IFP6008</td>
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### 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>
</tr>
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<tbody>
<tr>
<td>Commercial &amp; Investment Banking</td>
<td>ECOM049</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>Investment Management</td>
<td>ECOM050</td>
<td>15</td>
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<tr>
<td>Applied Corporate Finance</td>
<td>ECOM104</td>
<td>15</td>
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<td>Quantitative Methods</td>
<td>ECOM053</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<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>
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<td>7</td>
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<tr>
<td>Financial Derivatives</td>
<td>ECOM026</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
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<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>
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<tr>
<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>
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<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>
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<td>7</td>
<td>Core</td>
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<td>Semesters 2 &amp; 3</td>
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<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*
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: 

Queen Mary
University of London
Programme Title: MSc Banking 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 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: | |
| 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 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 (September start)

- Offer 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 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:

<table>
<thead>
<tr>
<th>A1</th>
<th>Masters level studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Engage with a range of subjects, theories, methods and approaches applicable to the international world of finance;</td>
</tr>
<tr>
<td>A3</td>
<td>Use economics and financial theories and empirical data to critically inform economic decisions and actions relating to trading;</td>
</tr>
<tr>
<td>A4</td>
<td>Design and use analytical tools to analyse and interpret economic problems, challenges and risks in a changing context;</td>
</tr>
<tr>
<td>A5</td>
<td>Develop a critical understanding of the economic, social and political environment which affects the world in which finance operates;</td>
</tr>
</tbody>
</table>
### Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

<table>
<thead>
<tr>
<th></th>
<th>Pre-Masters level studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A6</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>A7</td>
<td>By the end of the programme, 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>A8</td>
<td>By the end of the programme, 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>A9</td>
<td>By the end of the programme, students will be able to demonstrate understanding of the issues pertaining to global and national economics.</td>
</tr>
<tr>
<td>A10</td>
<td>By the end of the programme, students will be able to demonstrate an understanding of choices that businesses must make.</td>
</tr>
<tr>
<td>A11</td>
<td>By the end of the programme, students will be able to demonstrate the knowledge to progress to a Masters degree in economics and/or finance.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th></th>
<th>Masters level studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</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>B2</td>
<td>Develop an understanding of the interdisciplinary nature of economic and financial approaches to decision-making;</td>
</tr>
<tr>
<td>B3</td>
<td>Use, compare and integrate relevant research methods to examine various economic and financial problems;</td>
</tr>
<tr>
<td>B4</td>
<td>Evaluate and synthesise relevant theories and empirical data and competently apply these to different economic and financial contexts;</td>
</tr>
<tr>
<td>B5</td>
<td>Develop analytical skills in using data from different sources related to broad range of economic and financial problems;</td>
</tr>
<tr>
<td>B6</td>
<td>Pre-Masters level studies:</td>
</tr>
<tr>
<td>B7</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>
</tr>
<tr>
<td>B8</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>
</tr>
<tr>
<td>B9</td>
<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>
</tr>
</tbody>
</table>

### Attributes:

<table>
<thead>
<tr>
<th></th>
<th>Masters level studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</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>
<tr>
<td>C2</td>
<td></td>
</tr>
</tbody>
</table>

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Queen Mary
University of London
### Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C3</strong></td>
<td>Acquire a global and culturally-sensitive approach to the field of economics and finance.</td>
</tr>
<tr>
<td><strong>C4</strong></td>
<td>Pre-Masters level studies:</td>
</tr>
<tr>
<td><strong>C5</strong></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><strong>C6</strong></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><strong>C7</strong></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 (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

Queen Mary
University of London
Programme Title: MSc Banking and Finance with integrated Pre-Masters (September start)

15 credit compulsory module IPF6005 Introduction to Econometrics
15 credit compulsory module IPF6006 Topics in Econometrics
15 credit compulsory module IPF6007 Economics
15 credit compulsory module IPF6008 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>
</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>
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<tr>
<td>Finance &amp; Economics Independent Research Project</td>
<td>IFP6014</td>
<td>15</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>
</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>
<td>6</td>
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<td>Semester 1</td>
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<td>Finance</td>
<td>IFP6008</td>
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<td>Module Title</td>
<td>Module Code</td>
<td>Credits</td>
<td>Level</td>
<td>Module Selection Status</td>
<td>Academic Year of Study</td>
<td>Semester</td>
</tr>
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</tr>
<tr>
<td>Commercial &amp; Investment Banking</td>
<td>ECOM049</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<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>
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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>
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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>
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<td>Semester 2</td>
</tr>
<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>
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<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>
</tr>
<tr>
<td>Machine Learning for Finance</td>
<td>ECOM198</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>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>
<td>2</td>
<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...
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:
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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>
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<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>Yioryos Makedonis/Jennefer Brown</td>
</tr>
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<td>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</td>
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Programme Title: MSc Investment and Finance with integrated Pre-Masters (January 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 (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;
- 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 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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A 1</td>
<td>Masters level studies:</td>
</tr>
<tr>
<td>A 2</td>
<td>Engage with a range of subjects, theories, methods and approaches applicable to the international world of finance;</td>
</tr>
<tr>
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<td>Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>A6</strong> Pre-Masters level studies:</td>
<td></td>
</tr>
<tr>
<td><strong>A7</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>A8</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>A9</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>A10</strong> By the end of the programme, the students will be able to demonstrate understanding of the issues pertaining to global and national economics.</td>
<td></td>
</tr>
<tr>
<td><strong>A11</strong> By the end of the programme, the students will be able to demonstrate an understanding of choices that businesses must make.</td>
<td></td>
</tr>
<tr>
<td><strong>A12</strong> 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>
<td></td>
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<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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<tbody>
<tr>
<td><strong>B1</strong> Masters level studies:</td>
</tr>
<tr>
<td><strong>B2</strong> Develop an understanding of the theories, analytical approaches, methodologies and practices that underpin economics and finance in a global context;</td>
</tr>
<tr>
<td><strong>B3</strong> Develop an understanding of the interdisciplinary nature of economic and financial approaches to decision-making;</td>
</tr>
<tr>
<td><strong>B4</strong> Use, compare and integrate relevant research methods to examine various economic and financial problems;</td>
</tr>
<tr>
<td><strong>B5</strong> Evaluate and synthesise relevant theories and empirical data and competently apply these to different economic and financial contexts;</td>
</tr>
<tr>
<td><strong>B6</strong> Develop analytical skills in using data from different sources related to broad range of economic and financial problems;</td>
</tr>
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<td><strong>B7</strong> Pre-Masters level studies:</td>
</tr>
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<td><strong>B8</strong> 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>
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<td><strong>B9</strong> 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>
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<tr>
<td><strong>B10</strong> 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>
</tr>
</tbody>
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<tr>
<td><strong>C1</strong> Masters level studies:</td>
</tr>
<tr>
<td><strong>C2</strong> 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>
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</table>
Programme Title: MSc Investment 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>
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<td>C4</td>
<td>Pre-Masters level studies:</td>
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<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>
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<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>
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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 Investment 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 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
Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)

15 credit compulsory module IFP6014 Finance & Economics Independent Research Project
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 Investment 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
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>
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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>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<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>
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<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>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Finance</td>
<td>IFP6008</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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</table>
## Programme Title: MSc Investment and Finance with integrated Pre-Masters (January start)

### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
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<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
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<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 ECOM072</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</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>
<td>2</td>
<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>
<td>2</td>
<td>Semester 2</td>
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<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>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>
<td>2</td>
<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.*
Programme Title: MSc Investment and Finance with integrated Pre-Masters (January 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 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

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Programme Title: MSc Investment and Finance with integrated Pre-Masters (September start)

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<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Masters level studies:</th>
</tr>
</thead>
<tbody>
<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, 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, 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, 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:

<table>
<thead>
<tr>
<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 (September 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, student 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 Investment 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 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
- 15 credit compulsory module IFP6014 Finance & Economics Independent Research Project
Programme Title: MSc Investment 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 Investment 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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<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>
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<td>Semester 1</td>
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<tr>
<td>Finance &amp; Economics Independent Research Project</td>
<td>IFP6014</td>
<td>15</td>
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<td>Compulsory</td>
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<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>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
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<td>Semester 1</td>
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<tr>
<td>Finance</td>
<td>IFP6008</td>
<td>15</td>
<td>6</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
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</tbody>
</table>
Programme Title: MSc Investment and Finance with integrated Pre-Masters (September 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>
</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 ECOM072</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>Valuation</td>
<td>ECOM105</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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<tr>
<td>Principles of Corporate Finance</td>
<td>ECOM144</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Financial Derivatives</td>
<td>TBA</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>International Finance</td>
<td>ECOM035</td>
<td>15</td>
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<td>Elective</td>
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<td>Semester 2</td>
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<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>
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<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Asset Management</td>
<td>ECOM057</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Risk Management for Banking</td>
<td>ECOM055</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<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>
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<td>Semester 2</td>
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<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>ECOM0107 or ECOM200</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
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”

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: | |
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 XXXXXXXXXX. The initial programme convenors are as follows:

- For Year 1 (Pre-Masters): Jennefer 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

<table>
<thead>
<tr>
<th>Head of School SLLF signature:</th>
<th>KMRichardson</th>
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<table>
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<th>Head of School SEF signature:</th>
<th>J Sturgess</th>
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<tr>
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<tr>
<td>Paper title</td>
<td>Report of Proposals Approved by Schools/Institutes</td>
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<td>-------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td><strong>Outcome requested</strong></td>
<td>Taught Programmes Board (TPB) is asked to note the proposals that have been approved by Schools and Institutes since its last meeting.</td>
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<td><strong>Comments from Governance and Legal Services</strong></td>
<td>The approval of minor programme amendments, standard module proposals, module amendments, and module withdrawals is devolved to School and Institute Education Committees (or equivalent). The attached report covers decisions taken by School and Institute Education Committees from 22/09/2022 to 02/11/2022.</td>
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</table>

*Ashley Palmer, DGLS*
*ashley.palmer@qmul.ac.uk*
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<th>Code</th>
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**Paper title** | List of Proposed Programmes for launch in 2023/24 or 2024/25  
--- | ---  
**Outcome requested** | Taught Programmes Board (TPB) is asked to note the list of proposed programmes intended for launch in 2023/24 or 2024/25  
**Comments from Governance and Legal Services** | This paper lists proposals for new programmes (and substantial programme amendments expected to require consideration by TPB) intended for launch in 2023/24 or 2024/25. Approval of Part 1 proposal forms and business cases is delegated to Faculties currently. Part 2 proposal forms for PGT programmes intended to launch in 2023/24, and UG programmes intended to launch in 2024/25 are expected to be submitted to Governance and Legal Services by 12th December 2022, for consideration at either the January or February 2023 meetings of TPB.  

*Ashley Palmer, DGLS*
*ashley.palmer@qmul.ac.uk*
List of Proposed Programmes for launch in 2023/24 or 2024/25

As part of the academic developments cycle this year, Schools and Institutes were asked to provide a list by 2nd November of proposed programmes that are intended to launch in either 2023/24 or 2024/25, subject to appropriate approvals being secured. The titles that the Directorate of Governance and Legal Services were informed of are listed below, including their current status in the programme approval process. These lists also include proposals that have already been considered and approved by TPB this year, highlighted in grey.

Humanities and Social Sciences

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<td>SBM</td>
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<td>September 2023</td>
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<td>SBM</td>
<td>BSc Business Management for Social Change [non-DA version]</td>
<td>September 2023</td>
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<td>September 2023</td>
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<tr>
<td>SBM</td>
<td>BSc Business Management [Double Degree with USM]</td>
<td>September 2023 or 2024 TBC</td>
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<tr>
<td>CCLS</td>
<td>London - New York LLM [QMUL - Fordham University]</td>
<td>September 2023</td>
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<tr>
<td>SLLF</td>
<td>MA Translation and Adaption</td>
<td>September 2023</td>
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<td>SEF PG programmes with integrated PMP</td>
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<td>MA Programme [title TBC]</td>
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In addition, the following programme amendments are also expected to require consideration by TPB at a future meeting.

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