Taught Programmes Board

A meeting of the Taught Programmes Board will be held on Wednesday 15th February 2023 at 2:15pm through Microsoft Teams and in the Robert Tong room.

Agenda

Part 1 – Preliminary Items

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Welcome and Apologies</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>14:15</td>
</tr>
<tr>
<td>2.</td>
<td>Declaration of Interests</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
<td>14:20</td>
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</tbody>
</table>

Part 2 – For Approval/Discussion

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<thead>
<tr>
<th></th>
<th></th>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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<tbody>
<tr>
<td>5.</td>
<td>Chair’s actions since the last meeting</td>
<td>TPB2022-035</td>
<td>Prof. Tony Michael</td>
<td>14:40</td>
</tr>
</tbody>
</table>

Part 3 – Programme Proposals/Amendments

<table>
<thead>
<tr>
<th>School of English and Drama</th>
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<tr>
<th>School of Law – Department of Law</th>
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<tr>
<th>School of Business and Management</th>
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<td>8.</td>
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<td>9.</td>
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Blizard Institute
10. MSc/PgDip/PgCert Enhancing the Safety and Wellbeing of Persons in Care and Custody

TPB2022-040  Dr Tony Bleetman / Prof. Tim Harris  16:00

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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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12. List of Proposed Programmes for launch in 2023/24 or 2024/25

TPB2022-042  N/A  16:35

Part 5 – Other business

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<thead>
<tr>
<th>Paper</th>
<th>Led by</th>
<th>Timing</th>
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<tbody>
<tr>
<td>13. Any other business</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
</tr>
<tr>
<td>14. Date of next meeting</td>
<td>N/A</td>
<td>Prof. Tony Michael</td>
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</table>

The next meeting will be held on Wednesday 22nd March 2023. The deadline for papers is Wednesday 22nd February 2023.

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

12th December 2022 was the deadline to propose a PGT programme for September 2023 start and a UG programme for September 2024 start. New programmes may be submitted for consideration by TPB later than this deadline only with the approval of the Vice Principal (Education).

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

Minutes of the meeting of the Taught Programmes Board held on 18th January 2023 in Room 3.05 at Department W and through Microsoft Teams

UNCONFIRMED

Present:
Prof. Tony Michael (Chair)  Dr Craig Agnor  Dr Shabnam Beheshti
Dr Kristin Braun  Dr John Buchanan  Dr Jayne Dennis
Mrs Elizabeth Gillow  Mr Muneer Hussain  Dr Rachel Male
Prof. Michael McKinnie  Dr Alistair Morey  Dr Daniel Peart
Dr Joanna Riddoch-Contreras  Dr Emily Salines  Mr Charlie Sellar
Ms Saynab Sharif

In attendance:
Prof. John Connolly (item 9)  Ms Alison Dawn (Secretary)  Mrs Alice de Havillan
Mr Simon Hayter  Mr Ashley Palmer  Prof. Michael Pluess (item 8)
Prof. Nigel Spencer (item 7)  Prof. David Whyte (item 6)

Apologies:
Dr Chris Bray  Dr Sadani Cooray  Prof. Maralyn Druce
Dr Mark Freestone  Prof. Henri Huijberts  Prof. Bruce Kidd
Dr Patrick McGurk  Prof. Catherine Molyneux  Dr Eranjan Padumadasa
Ms Jane Pallant  Dr Javier Sajuria  Ms Surjit Uppal
Prof. Anthony Warrens

Part 1 – Preliminary Items

<table>
<thead>
<tr>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and Apologies</td>
</tr>
<tr>
<td>2022.057 The Chair welcomed everybody to the meeting. Apologies were NOTED from Chris Bray, Sadani Cooray, Maralyn Druce, Mark Freestone, Henri Huijberts, Bruce Kidd, Patrick McGurk, Catherine Molyneux, Eranjan Padumadasa, Jane Pallant, Javier Sajura, Surjit Uppal and Anthony Warrens. It was noted that Emily Salines would need to leave at 3pm. It was confirmed that, notwithstanding the list of apologies, the meeting was quorate.</td>
</tr>
</tbody>
</table>

2. Declaration of Interests  | N/A |
| 2022.058 The Chair invited members to declare any potential conflicts of interest. None were declared. |
3. **Minutes of the previous meeting (30th November 2022)**

The Board **APPROVED** the minutes of the meeting held on 30th November 2022 to be an accurate record of that meeting.

4. **Matters Arising**

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

The following points were **NOTED**:

i. 2022.047.ii – This action, relating to referring to Education Quality and Standards Board (EQSB) the query about contact hours that would accord with expectations of the Office for Students (OfS), had been completed.

ii. 2022.047.v – This action, relating to the MA Translation and Adaptation Studies, had been completed.

iii. 2022.054 – This action, relating to the schedule of proposed programmes, had been completed.

iv. 2022.055 – This action, relating to referring to the Education Strategy Steering Group (ESSG) the query about approving resources at Part 1 stage, had been completed.

v. 2022.024 – This action, relating to scheduling the meetings of the Degree Apprenticeship Programme Sub-Board (DAPS), had been completed.

vi. 2022.013 – This action, relating to referring to the Recruitment and Admissions Strategy Board (RASB) issues concerning Year Abroad programmes, had been completed.

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**Part 2 – For Approval/Discussion**

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

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

i. The **APPROVAL** of the updated programme specification for MA Translation and Adaptation Studies (as above).

ii. The **APPROVAL** of the Programme Amendment for BSc(Eng) Telecommunications Engineering with Management (Multimedia).

iii. The **APPROVAL** of the Programme Amendment for BSc International Business to add a 3-year variant.

iv. The Chair had also **APPROVED** the following Summer School module:

   - Creative Futures: Preparing for a Career in the Creative Industries.
Department of Law

6. **LLB Law and Climate Justice**

The presenter was unable to attend the meeting. Therefore, it was AGREED that consideration of this proposal would be postponed until the next meeting.

7. **LLB Law and Politics (with a Year in Practice) / LLB Law with Business (with a Year in Practice)**

The Board CONSIDERED the Part 2 Proposal for the LLB Law and Politics (with a Year in Practice) and the LLB Law with Business (with a Year in Practice) programmes. The following points were NOTED:

   i. The LLB Law and Politics and LLB Law with Business are extant joint programmes owned by the School of Law. The School now wishes to add a Year in Practice option to both of these LLB programmes.

   ii. There is already an approved LLB Law in Practice programme for students on a single honours Law programme to take a year in industry. Currently, students on the joint programmes wishing to take a year in industry are transferred onto the LLB Law in Practice. This causes difficulties with students not having taken the necessary core module for this single honours LLB programme and necessitates avoidable suspensions of regulations. The proposed LLB Law and Politics and LLB Law with Business, each defined “(with a Year in Practice)”, would offer students on these joint programmes in the School of Law the opportunity to take a placement year without having to transfer their programme.

   iii. These programmes will not be advertised and will only be available for transfer for students on the extant joint programmes if they wish to take a placement year and are successful in securing a placement.

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

   v. Students on the joint programmes are not disadvantaged in any way from securing a placement compared to those on the single honours.

The Board heard that:

   i. Two students, who were currently on their placement year, had accidently been transferred to the Joint Honours in practice programmes prior to formal approval of the new programme titles by TPB.

   ii. During the development of these two new programmes, the programme titles had changed. The students were transferred onto the older version of the title. Of these two students, one had agreed to be transferred to the newer title and one had yet to confirm. It was AGREED that if the student
requested to graduate with the title that had previously been disclosed to them, then the University would have to honour this. Therefore, it was AGREED that the Chair would have delegated authority to approve the addition of a programme title for this single student if unavoidable.

2022.065 The Board APPROVED the Part 2 Proposals for the LLB Law and Politics (with a Year in Practice) and the LLB Law with Business (with a Year in Practice) programmes without conditions.

School of Biological and Behavioural Sciences

8. MSc Psychology (Conversion) TPB2022-029

2022.066 The Board CONSIDERED the Part 2 Proposal for the MSc Psychology (Conversion) programme. The following points were NOTED:

i. The programme aligns with the accreditation requirements of the British Psychological Society (BPS), and accreditation for the proposed MSc will be sought from the BPS.

ii. The programme is designed for students who have undertaken a first degree in another subject (or who studied psychology on a non-accredited programme) and are seeking to gain a BPS-accredited qualification.

iii. The programme follows a standard one-year structure for taught postgraduate (PGT) programmes. Students will complete 180 credits, including 120 credits of compulsory taught modules and a 60-credit core project module.

iv. Eight new Level 7 modules (based on the content of existing Level 5 and Level 6 modules) are proposed for inclusion in the programme.

v. In addition, the School have requested the creation of a P-variant of an existing 15-credit Level 6 module for inclusion as a compulsory module in the diet (Cognitive Behaviour Therapy: An Introduction).

2022.067 The Board heard that:

i. Conversion programmes offer education challenge (as per the OfS Condition of Registration B1) as they aim to deliver all BPS stipulated content from the undergraduate degree programme in one year instead of the usual 3 years.

ii. Although the P-variant of Cognitive Behaviour Therapy: An Introduction will be taught with Level 6 students and has Level 6 content, the assessment was proposed at Level 7. OfS Conditions of Registration B1 and B4 require programme content and assessment to be appropriate to the level of the higher education course and award. The Board AGREED that the module should be fully developed as a Level 7 module including Learning Outcomes, content, delivery and assessment.

Action: School of Biological and Behavioural Sciences

iii. There was a broader issue of the use of P-variant modules, and delivering introductory material for Masters-Level programmes. It was
AGREED that, not specific to the MSc Psychology (Conversion), but as a general principle, this should be referred to EQSB for further discussion and establishment of policy.

Action: Chair

iv. It was AGREED that the duration of timed exams should be reviewed to ensure consistency between the module and programme specifications.

Action: School of Biological and Behavioural Sciences

v. It was noted that it may take up to a year for the BPS to confirm that the programme is accredited and that all published materials would need to be clear about the status of the application for external accreditation.

2022.068 The Board APPROVED the Part 2 Proposal for the MSc Psychology (Conversion) programme subject to satisfactory completion of the actions listed above, namely:

- To create a Level 7 version of the module Cognitive Behaviour Therapy: An Introduction.
- Ensure that exam lengths are consistent in the module and programme specifications.

It was AGREED that the Chair had delegated authority to approve the response to the stipulated conditions of approval.

Blizard Institute

9. MSc/PgDip Regenerative Medicine (adding PT route to existing provision) TPB2022-030

2022.069 The Board CONSIDERED the Part 2 Proposal for the MSc/PgDip Regenerative Medicine Part Time programme. The following points were NOTED:

i. The programme already existed as a full-time version and the proposal was to add a part-time variant. This would help to meet the growing needs of applicants who are in part-time work.

ii. The programme is delivered in collaboration with the School of Engineering and Materials Science (SEMS) (who have confirmed support for this proposal).

iii. Students would take 60 taught credits in Year 1, and 60 taught credits and a 60-credit research project in Year 2.

2022.070 The Board heard that:

i. The Joint Working Statement between Blizard Institute and SEMS that was provided was dated 2013. An updated version, to include the part-time route, would need to be supplied.

Action: Blizard Institute
ii. The Team had fully considered the structure of the part-time variant to ensure that the content builds progressively in a coherent manner.

iii. It was noted that the section on Accessibility and Inclusivity in the Part 2 form required updating; it referred to students “suffering” from Specific Learning Disabilities. In the Part 2 form and the Programme Specification, there was reference to the programme aiming to “diagnose” students with specific learning differences and this wording also required review.

**Action: Blizard Institute**

iv. There would need to be careful consideration as to how the research project could be flexible enough to meet the different needs of the part-time students. The Team agreed that this would be reviewed on a case-by-case basis. As a technical point, the module occurrence should be amended as spanning the semesters 2&3 of the second year.

**Action: Blizard Institute**

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2022.071 The Board **APPROVED** the Part 2 Proposal for the MSc/PgDip Regenerative Medicine Part Time programme subject to satisfactory completion of the actions namely:

i. Providing an updated, countersigned Joint Working Statement.

ii. Updating the Accessibility and Inclusivity sections both in the Part 2 proposal form and in the Programme specification.

v. Amending the module occurrence for the research project so that it spans semesters 2&3 of the second year.

It was **AGREED** that the Chair had delegated authority to approve the response to the stipulated conditions of approval.

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

<table>
<thead>
<tr>
<th>Programme Amendments</th>
<th>Module Proposals</th>
<th>Module Amendments</th>
<th>Module Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPB2022-031</strong></td>
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</table>

2022.072 The Board **RECEIVED** a report of decisions made by Schools and Institutes of changes to the curricula for the period 3rd November to 12th December 2022.

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11. **List of Proposed Programmes for launch in 2023/24 or 2024/25**

2022.073 The Board **RECEIVED** a report of programme proposals intended for launch in 2023/24 and 2024/25, expected to be presented at future meetings of the Board. The following points were **NOTED**:

i. There was currently a large number of proposals and of significant programme amendments scheduled for consideration at the next meet of TPB. Therefore, members should have received an updated meeting
request extending the February meeting of the Board from two to three hours (i.e. 14:00 to 17:00).

**Part 5 – Other Business**

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<tbody>
<tr>
<td><strong>12.</strong></td>
<td><strong>Any Other Business</strong></td>
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<tr>
<td>2022.074</td>
<td>There was no other business</td>
<td></td>
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</table>

| **13.** | **Date of next meeting** |   |
| 2022.075 | The next meeting (which will be 3 rather than 2 hours in duration) will be held on Wednesday 15th February 2023. |   |
|  | The deadline for papers was Monday 12th December 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 15th February 2023</td>
<td>Monday 6th February 2023</td>
<td>Monday 12th December 2022*</td>
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<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>
</tr>
<tr>
<td>Wednesday 12th July 2023</td>
<td>Monday 3rd July 2023</td>
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</tr>
<tr>
<td>Wednesday 9th August 2023</td>
<td>Monday 31st July 2023</td>
<td>Wednesday 12th July 2023</td>
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</tbody>
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_A 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>18.01.2023</td>
<td>2022.067.ii</td>
<td>MSc Psychology (Conversion)</td>
<td>Develop Cognitive Behavior Therapy: An Introduction as Level 7 module.</td>
<td>Ongoing</td>
<td>School of Biological and Behavioural Sciences</td>
<td>Prof. Michael Pluess</td>
</tr>
<tr>
<td>18.01.2023</td>
<td>2022.067.iii</td>
<td>MSc Psychology (Conversion)</td>
<td>Refer to EQSB the issue of P-variant modules and introductory (Level 5/6) content included in Level 7 Masters degree programmes.</td>
<td>Ongoing</td>
<td>Chair</td>
<td>Chair</td>
</tr>
<tr>
<td>18.01.2023</td>
<td>2022.067.iv</td>
<td>MSc Psychology (Conversion)</td>
<td>Ensure that the duration of timed exams is consistent between the module and programme specifications.</td>
<td>Ongoing</td>
<td>School of Biological and Behavioural Sciences</td>
<td>Prof. Michael Pluess</td>
</tr>
<tr>
<td>18.01.2023</td>
<td>2022.070.i</td>
<td>MSc/PgD Regenerative Medicine PT</td>
<td>Provide an updated, countersigned JWS between Blizard and SEMS to include the PT programme.</td>
<td>Ongoing</td>
<td>Blizard Institute</td>
<td>Prof. John Connelly / Dr Kristin Braun</td>
</tr>
<tr>
<td>18.01.2023</td>
<td>2022.070.iii</td>
<td>MSc/PgD Regenerative Medicine PT</td>
<td>Review and update the Accessibility and Inclusivity sections of the Part 2 form and the Programme Specification.</td>
<td>Ongoing</td>
<td>Blizard Institute</td>
<td>Prof. John Connelly / Dr Kristin Braun</td>
</tr>
<tr>
<td>18.01.2023</td>
<td>2022.070.iv</td>
<td>MSc/PgD Regenerative Medicine PT</td>
<td>Amend the module occurrence for the research project to span Semester 1 and 2 of the second year.</td>
<td>Ongoing</td>
<td>Blizard Institute</td>
<td>Prof. John Connelly / Dr Kristin Braun</td>
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<tr>
<td>Nature of proposal(s)</td>
<td>Report of Chair’s Action</td>
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<tr>
<td><strong>Outcome requested</strong></td>
<td>Taught Programmes Board (TPB) is asked to note the Chair’s Actions since the last meeting of the Board.</td>
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<tr>
<td><strong>Approved proposal</strong></td>
<td>There have been no Chair’s Actions since the last meeting of the Board.</td>
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</table>

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

### Owning Schools / Institutes
School of English and Drama

### Title of Proposal(s) being considered
MA English Literature (FT & PT)
- Part 2 Proposal Form
- External Adviser Comments
- Programme Specification

### 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 English and Drama seeks to introduce an MA in English Literature.

The School currently run three English Literature programmes. The proposal is to combine these three programmes into a single MA. Students can choose to specialise in a certain historical period if they wish or can choose to take modules from a broad spectrum.

**Programme Structure**
- Full Time students take 2x 30-credit modules in Sem A and 2x 30-credit modules in Sem B and a 60-credit dissertation.
- Part time students take 1 x 30 credit module in Sem A and Sem B of Years 1 and 2 and a 60-credit dissertation.

**Programme Management**
The programme is managed by the School of English and Drama. 30 credits of cognate elective modules can be taken from those offered in the Faculty of Humanities and Social Sciences as per the current Faculty-wide agreement.

**Programme regulations and Progression**
Standard Academic Regulations apply.

**Admission/Entry Requirements**
A 2:1 or above at undergraduate level in English or a related subject such as History, Cultural Studies and Media Studies.

IELTS are 7.0 overall with 7.0 in Writing, Reading, Listening and Speaking.

**External Adviser Comments**
A positive External Adviser report has been received.

**Modules**
No new modules have been proposed as this programme is based on existing provision.

**Issues**
There are no issues that DGLS wishes to bring to the attention of TPB.

*Alison Dawn*
*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

<table>
<thead>
<tr>
<th>Proposed Programme Title:</th>
<th>MA English Literature</th>
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<tbody>
<tr>
<td>Proposed Programme and Route Code(s):</td>
<td>TBC</td>
</tr>
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<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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</thead>
<tbody>
<tr>
<td>Master of Arts (MA)</td>
<td>Full-time</td>
<td>1 academic year</td>
</tr>
<tr>
<td>Master of Arts (MA)</td>
<td>Part-time</td>
<td>2 academic years</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023
Proposed term dates: September - August (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

<table>
<thead>
<tr>
<th>Responsibility for the overall management of the MA English Literature including responsibility for quality assurance, the virtual learning environment, subject examination boards, and student support lies with the School of English and Drama.</th>
</tr>
</thead>
</table>

Within the School of English and Drama, the following structures and practices are in effect to maintain quality assurance, enhancement and student support:

The School operates an Education Committee chaired by the Director of Education. The Committee considers and advises on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through consideration of student surveys. Among other things, the Education Committee reviews and monitors:

1. Programme content and structure as a whole and at the module level
2. Delivery and management of the programme
3. Delivery and management of respective modules
4. Monitoring of programme regulations
5. Monitoring of QMUL policy and academic adherence
6. DEB/SEB overall report recommendations
7. Overall student academic performance
8. Student support systems
9. Student-staff liaison meetings
10. Programme and module evaluations

The Student-Staff Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/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. Student-Staff Liaison Committees meet regularly throughout the year. English and Creative Writing operate a programme review of its taught undergraduate and postgraduate provision. This review feeds into the School’s Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of Postgraduate Taught Experience Survey results and module evaluations, and consideration of Student-Staff Liaison Committee minutes.

Each student’s academic progress and personal welfare is monitored by an Advisor. The Advisor is the designated member of staff with whom students can also raise issues and problems, and from whom they can seek advice and guidance. All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress.

Both the Advisor, Academic and Professional Services staff are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, Counselling.

There are dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Learning Manager and Student Support Officer work with academic staff to assist students in need of support; 2) the Taught Programmes Manager is responsible for operational programme management, timetabling, student experience and the smooth running of taught programmes; 3) The E-Strategy Manager and Student Administrator (Learning Resources) support students in their use of the online learning environments used on all modules.
Each student is assigned a dissertation supervisor and/or mentor, with whom they have meetings to review the scope, research plans, and early drafts or, in the case of practice-based research, demonstrations of their research.

The quality of pedagogical practice is ensured through team and individual teaching, advising sessions, meetings between students and the teaching staff, staff attendance at performance and research events, and student evaluations. Such quality is further enhanced by a robust system of external examining.

**b) Joint School / Institute Delivery**

For programmes that are delivered jointly between more than one QMUL School / Institute or for programmes that utilise modules from other QMUL Schools / Institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools / Institutes should also be provided. This should identify the respective responsibilities of each QMUL School / Institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

N/A

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**2) Accessibility and inclusivity**

Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:

- 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 School has an academic administrative role (School Lead for Disability and Accessibility) with responsibility for improving accessibility awareness in the School who provides a point of contact/escalation for students with declared DDS needs. Materials will specified in advance of teaching on QMPlus and, as applicable, made available in multiple modes (e.g. electronically, text-to-speech, captioning, etc.).

Teaching will be delivered in multiple modes (e.g., practical workshops, set writing exercises, staged readings, group discussion) and assessment will include multiple forms (e.g. critical reflection and creative writing practice).

Students have access to SensusAccess as part of the programme.

All teaching materials (both written and recorded) will be formatted in accordance with accessibility guidelines.

All reading lists will be included on the Reading Lists Online Library Services resource.

QMPlus content is regularly checked for accessibility standards with the e-learning unit.

Students will be provided with an overview of teaching and learning content, relevant materials and approximate costs prior to module pre-selection.

Learning outcomes and assessment methods will be made accessible for all students from the outset of the programme.
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.

The School of English and Drama uses Turnitin for assessed written work to detect plagiarism. All allegations of plagiarism will be investigated by the Department of Drama, which will act accordingly, referring cases to ARCS if necessary.

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 English and Drama</td>
<td>English</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?  
  No

- Has at least one External Adviser Feedback Form been submitted with the Part 2?  
  No
> If any special regulations are required for the proposed programme, have these been clearly documented and/or appended? 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

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### Approval of Part 2 Programme Proposal

The signature of the Heads of School(s) / Institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
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<tbody>
<tr>
<td>Scott McCracken</td>
<td></td>
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</tbody>
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Digitally signed by Scott McCracken
Date: 2023.01.09 13:59:01 Z

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

Chair of Taught Programmes Board

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Once a programme has passed Part 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been signed. This will be arranged by the Academic Secretariat.
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 English Literature

Name of interim award(s): 

Duration of study / period of registration: 1 calendar year (full-time); 2 calendar years (part-time)

Queen Mary programme code(s): PMAF-QMENSH1 / PMAP-QMENSH1

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification approved: 

Responsible School / Institute: School of English & Drama

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

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

Programme outline

The MA in English Literature draws on the established research strengths of the Department of English and offers a wide range of modules taught by research specialists in the field. It allows for a broader coverage of literary themes and periods, and by doing it complements other MA programmes in the Faculty of Humanities and Social Sciences. It enhances student learning by increasing module choice and aims to improve the graduate student experience through robust and effective academic management. The MA English Literature is a programme with a single point of entry, with clearly defined specialist routes through the degree. Students who prefer a flexible route can choose modules from across the range of the curriculum, allowing them to consider the relationship between writings from a variety of historical periods and themes, and to write a supervised dissertation in an area of their choice. Students who prefer to specialize choose one of the defined specialist routes, gain an understanding of the movements, debates, and literary practices that shaped a particular period or theme, and write a supervised dissertation in a related area. The flexibility of the programme makes it appropriate for students who plan to go on to doctoral research, who want to develop and enhance their careers through the experience of research and the acquisition of transferable skills, or who wish to pursue their existing literary interests at a more advanced level. It provides extensive opportunities in the Department and Faculty for part-time study at Masters level.
Aims of the programme

- to introduce students to research methods and resources for the advanced study of literature, and to current theoretical and critical approaches to literature, in order to develop skills and knowledge appropriate to Master’s level
- to enable students to develop period-specific knowledge and skills in preparation for doctoral research through the provision of specialized and coherent routes
- at the same time, through the provision of a flexible curriculum to enable students to gain an enhanced understanding of the study of literature relevant to a teaching career, and to improve their competence in transferable skills valued in the market place
- to build and enhance students’ independent research, presentation, and essay writing skills through seminar participation, module assessment, and the writing of a supervised research dissertation
- to extend access to high-quality MA teaching by putting in place appropriate and effective arrangements for part-time study

What will you be expected to achieve?

- knowledge of research methods and resources for the advanced study of literature
- awareness of current theoretical and critical approaches to literature
- route-specific knowledge and skills that will prepare you for doctoral research AND/OR
- enhanced understanding of the study of literature that will prepare you for a career in teaching AND/OR
- improved competence in transferable skills (written, presentational, organizational etc.) that are valued in the market place
- independence as a researcher, presenter, and essay writer, through seminar participation, module assessment, and the production of a supervised research dissertation

Academic Content:

| A1  | Knowledge and understanding of the disciplinary conventions of English studies, and a critical awareness of theoretical debate in the field. |
| A2  | Awareness of and engagement with a range of scholarly approaches to the analysis and interpretation of literary texts, and an awareness of what is at stake in these differences of approach. |
| A3  | Focused engagement with a particular subject area or field of literature (for example, a specific period, theme, or author) in greater depth than previously encountered in university study |

Disciplinary Skills - able to:

| B1  | Apply research-based knowledge in line with current scholarship. |
| B2  | Sort complex written and/or visual evidence from a variety of original sources, and critically evaluate the reliability of these different sources of information. |
| B3  | Produce close as well as contextualized readings of a variety of texts and artefacts. |

Attributes:

| C1  | Demonstrate self-direction and originality in tackling and solving problems, and act independently in planning and implementing tasks at a professional or equivalent level. |
| C2  | Construct clear and persuasive arguments sufficient to sustain appropriately complex answers to the problems encountered in the course of their studies. |
Programme Title: MA English Literature

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<table>
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<th></th>
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<tbody>
<tr>
<td>C3</td>
<td>Show advanced competence in the use of learning resources as aids to research and observe the requirements for the professional presentation of their work.</td>
</tr>
<tr>
<td>C4</td>
<td>Demonstrate advanced proficiency in writing and speech, showing the ability to select an appropriate style and register, and to apply different forms of communication in a variety of cultural, professional, and workplace settings.</td>
</tr>
<tr>
<td>C5</td>
<td>Recognise the ethical issues involved in the use and attribution of knowledge belonging to a global community of scholars.</td>
</tr>
<tr>
<td>C6</td>
<td>Reflect self critically on their progress in both written and oral work, allowing for a continual improvement in knowledge and understanding, and the development of new skills at a high level.</td>
</tr>
<tr>
<td>C7</td>
<td>Exercise initiative and personal responsibility in decision making, while at the same time showing a readiness to act inclusively, and to work collaboratively, in a context of conflicting opinions.</td>
</tr>
</tbody>
</table>

**How will you learn?**

Teaching is normally delivered through 2-hour weekly seminars on each taught module. Seminars are led by staff members with research qualifications and interests in the area. Students will be invited to discuss key issues, including theoretical approaches and interpretative procedures, and to assume an active role in shaping the direction and scope of the discussion. Participation will also be encouraged through seminar presentations, group research, and by the creation of a supportive, attentive, and considerate environment conducive to the exchange of ideas. Seminars will be supplemented by consultations with module convenors, dissertation supervisors, and academic advisors, which will include opportunities for one-to-one discussions of course content, and plans for written work. In addition there will be guided visits to libraries and other archives. Students will be expected to engage in private study in preparation for the seminars and in the production of essays and the dissertation. Each module is supported by a detailed reading list and by other learning materials housed in its online learning environment areas.

The dissertation supervisor will be allocated in the light of the student’s outline topic proposal, which is formulated during semester two in consultation with the advisor (with input as needed from module convenors). The supervisor will have expertise in the area of the student’s proposed topic, and will help the student refine and develop his or her plans. Supervision may include discussion of methodology, research resources, the scope of appropriate reading, the conduct and structure of the argument, the quality of submitted drafts and bibliographical procedures. Supervision will be provided in an initial, individual planning meeting, followed by a series of four one-to-one meetings. The dissertation is a maximum of 15,000 words.

**How will you be assessed?**

Modules are normally assessed by written essays of 4,000 words. Students will be able to formulate their own essay topics in consultation with the module convenor who will provide guidance on the planning and development of essays in one-to-one sessions during the second part of the semester.

Written feedback on all written work (both essays and dissertations) will be provided by first and second markers. In order to provide written and oral feedback in good time, essays will be graded on QMplus with provisional marks before the numerical grade has been formally approved by the exam board.

**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.

In accordance with the Academic Credit Framework, candidates for the MA in English Literature take modules (including a Dissertation) with a total credit value of 180 at level 7. Students select from a suite of modules allowing them to either follow suggested specialist routes from a range of historical periods, or select to follow a flexible route through the programme studying modules covering a wide range of topics and historical periods.

In Semester A students select two modules from a choice of at least five modules covering a range of historical periods, including thematic or cross-period modules.
Programme Title:  MA English Literature

In Semester B students select two elective modules offered by the Department and complete a dissertation on an approved topic of their choice. A suggested specialist route comprises one specialist module from Semester A, one specialist module from Semester B and a period or theme specific dissertation. Research training is provided by the ESH7000 Dissertation module.

Part-time students: first year students take one module in Semester A and Semester A of ESH7000 Dissertation. In addition first year part-time students take one elective module in Semester B. Second year part-time students take one module in Semester A and B, plus Semester B of ESH7000 Dissertation.

The list of Semester A and Semester B modules expands and changes as new modules are proposed or amended and approved through the Queen Mary Quality Assurance processes. In Semester B students may choose up to a maximum of 30 credits of cognate elective modules offered by Schools in the Faculty of Humanities and Social Sciences (subject to approval by their advisor) and from cognate intercollegiate elective modules offered by Colleges of the University of London (subject to approval by their adviser and the Head of the Department of English).

### 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>Victorian Voices</td>
<td>ESH7024</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Queer Theory and Contemporary Fiction</td>
<td>ESH7057</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Global Shakespeare: History and Theory and Performance</td>
<td>ESH7062</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>International Romanticism</td>
<td>ESH7066</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>From the Postcolonial to the Global: Literature and Theory</td>
<td>ESH7070</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 1</td>
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<tr>
<td>Text, Media, Theory: 1900 to Now</td>
<td>ESH7084</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>The State of the Novel</td>
<td>ESH7010</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Psychoanalysis and Modern Culture</td>
<td>ESH7029</td>
<td>30</td>
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<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Aesthetics and Fin de Siecle Literature</td>
<td>ESH7030</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Writing the East End</td>
<td>ESH7038</td>
<td>30</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Romanticism and Genre</td>
<td>ESH7061</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>The Global Contemporary</td>
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<td>30</td>
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</table>
Programme Title: MA English Literature

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<thead>
<tr>
<th>Module Title</th>
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<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Dissertation</td>
<td>ESH7000</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1-3</td>
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</table>

<table>
<thead>
<tr>
<th>Academic Year of Study</th>
<th>PT - Year 1</th>
</tr>
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<tbody>
<tr>
<td>Module Title</td>
<td>Module Code</td>
</tr>
<tr>
<td>Victorian Voices</td>
<td>ESH7024</td>
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<tr>
<td>Dissertation</td>
<td>ESH7000</td>
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</table>

What are the entry requirements?
The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://search.qmul.ac.uk/s/search.html?collection=queenmary-coursefinder-pg&query=&sort=title
How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Student-Staff Liaison Committee and student feedback:
MA students have two representatives on the department’s Student-Staff Liaison Committee, which is chaired by the Director of Teaching and Learning for English, where they are able to raise questions and concerns about aspects of programme management. Current MA students were involved at an early stage in the development of this programme and their comments were taken into account when defining the routes and programme title. All modules are evaluated by written student questionnaires, which are monitored by the Head of English. Convenors are required to respond to student feedback in their module reviews.

What academic support is available?

Advisors and induction:
Students will attend the School’s induction programme for Master’s students. This will include an induction with the Director of Graduate Taught Programmes, a social event where students can interact with fellow students and members of staff, and a one-to-one meeting with the student’s advisor to discuss the student’s choice of options. Students are encouraged to meet their advisor at the beginning of each semester to discuss practical and academic issues (including dissertation plans) to set goals. Other meetings will be arranged for week 6 (to discuss module essay plans).

Programme Management:
The MA English Literature programme is managed by an MA Programmes Committee, chaired by the Director of Graduate Taught Programmes, and supported by School of English and Drama’s professional services staff. The membership includes module convenors, the Head of English, the Head of School, the School Manager and the School Marketing Manager. The Committee reports to the School's Education Committee.

The MA Programmes Committee has overall responsibility for
- ensuring the academic coherence and quality of the programme, within the framework of the Academic Regulations
- organizing the timetable and considering proposals for new routes and modules, and other planning initiatives
- monitoring recruitment and resources
- devising action plans in response to feedback from student module evaluations and the PTES
- coordinating assessment procedures for the programme
- ensuring that the programme is publicized effectively, through the School’s website, through the postgraduate prospectus, and through other printed publicity materials and promotional activities
- overseeing annual module review in the light of external examiners’ reports
- contributing to the Annual Review of Postgraduate Programmes

The route convenors have responsibility for:
- assisting the Director of Postgraduate Taught Programmes/PG SEB Chair in organizing the assessment procedures for the route, advising on the allocation of first and second markers for assessed work, and where relevant responding to external examiners’ reports

Programme-specific rules and facts

Not applicable
Programme Title: MA English Literature

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

All students are allocated an advisor and have access to a range of resources available at QM. Students with disabilities, specific learning differences and mental health issues are supported by the Disability and Dyslexia Service, which offers support in the following areas:
- Finding out if you have a specific learning difference 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.
In addition, the Department has a dedicated Disability Officer.

Links with employers, placement opportunities and transferable skills

The MA in English Literature provides a grounding in research methodologies and practices for students who intended to progress to doctoral work, an enhanced understanding of the study of literature relevant to students who intended to follow a teaching career, and improved competence in transferable skills valued more generally in the market place, including the analysis of complex evidence, the oral and written presentation of arguments and information, and effective time-management. Employer feedback has particularly valued the research skills and high level of critical thinking acquired by graduates from the MA and the contribution these make to the problem-solving abilities required of those who work at senior levels in complex organizations.

Programme Specification Approval

| Person completing Programme Specification: | Lara Fothergill |
| Person responsible for management of programme: | Suzanne Hobson, Head of English |
| Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee: | Approved by Chair’s Action |
| Date Programme Specification approved by Taught Programmes Board: | |

Programme Specification PG / 2019-20 / V3
### Nature of proposal(s)

Part 2 Programme Proposal

### Owning Schools / Institutes

School of Law / Department of Law

### Title of Proposal(s) being considered

- LLB Law and Climate Justice
- DipHE Law and Climate Justice Studies (exit award only)
- CertHE Law and Climate Justice Studies (exit award only)

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

### Outcome requested

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

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

**Background**

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

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

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

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

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

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

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

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

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

Programme regulations and Progression
Standard academic regulations apply.

Admission/Entry Requirements
Standard entry requirements for Law apply namely A*AA at A-level or equivalent and IELTS of 7.0 overall with 6.5 in Writing and 5.5 in Reading, Speaking and Listening.
External Adviser Comments
A positive report from the External Adviser has been supplied.

Modules
The programme is supported by 5 new modules as listed above.

Issues
There are no issues that DGLS wishes to bring to the attention of TPB.

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

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

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

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

Summary Information

- Proposed Programme Title: LLB Law and Climate Justice
- Proposed Programme and Route Code(s):

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Laws (LLB)</td>
<td>Full-time</td>
<td>3 academic years</td>
</tr>
</tbody>
</table>

- Proposed start date: September 2024
- Proposed term dates: standard term dates

Does this programme contain a foundation year or any pre-sessional activity?  
No

Will this programme be available to Science & Engineering Foundation (SEFP) students after completion of the foundation year?  
No

1) Programme Management

Please describe the arrangements for the operational management of the programme and the quality assurance and enhancement mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Please complete either section a) for programmes delivered by one QMUL School / Institute or section b) for programmes delivered by more than one QMUL School / Institute. Programme management arrangements for collaborative programmes should also be reflected in the Memorandum of Agreement with the partner institution.
a) Single School / Institute Delivery

b) Joint School / Institute Delivery

For programmes that are delivered jointly between more than one QMUL School / Institute or for programmes that utilise modules from other QMUL Schools / Institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools / Institutes should also be provided. This should identify the respective responsibilities of each QMUL School / Institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

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

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

2) Accessibility and inclusivity

Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:

- Are the learning outcomes for the programme and each module clear?
- Have all reading lists been reviewed in the last academic year with consideration given to texts that are available electronically as well as in hard copy?
- Have all reading lists been included on the Reading Lists Online resource available from Library Services?
- How much of the teaching will be made available via Q-Review and when will recordings be released to students?
- Has consideration been given to using QMPlus to post audio content for students to relisten to?
- Has QMPlus content been checked for accessibility standards with the E-Learning Unit?

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

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

For the taught modules in Years 1, 2 and 3 of the degree, the same approach is taken to ensure accessibility as it is for all LLB programmes. For example, reading lists are reviewed yearly and additional support provided to students with accessibility needs. Lectures for core modules are Q-Reviewed and released to students weekly. Most of the elective modules are also Q-Reviewed.
3) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Please provide information about how this will be managed for the programme.

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

4) Academic Staffing for the programme (non-QMUL staff)
Please list any academic staff that are not employed or managed by QMUL that will be involved in the teaching or assessment of the programme. For collaborative programmes, this list should include staff from the partner institution(s) who will be involved in delivering the proposed programme.

n/a

5) Distance Learning Programmes (if applicable)
If the programme is to be delivered via distance learning, please describe the specific arrangements in place to ensure the quality of distance learning provision. Particular consideration should be given to enrolment, assessment, provision of learning materials, and student support. All proposals for new distance learning programmes should be discussed with the e-Learning team.

n/a

6) Subject Examination Board Details
Please specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. Clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

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

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

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

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

> Has at least one External Adviser Feedback Form been submitted with the Part 2? N/A
> If any special regulations are required for the proposed programme, have these been clearly documented and/or appended?

N/A

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

> Has a draft Memorandum of Agreement been submitted with the Part 2?

N/A

## Approval of Part 2 Programme Proposal

The signature of the Heads of School(s) / Institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Griffiths</td>
<td>Digitally signed by Jonathan Griffiths Date: 2022.10.18 11:49:37 +0100'</td>
</tr>
<tr>
<td>Head(s) of supporting School</td>
<td>Head(s) of supporting School</td>
</tr>
<tr>
<td>Head(s) of supporting School</td>
<td>Head(s) of supporting School</td>
</tr>
</tbody>
</table>

| Chair of Taught Programmes Board |

Once a programme has passed Part 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been signed. This will be arranged by the Academic Secretariat.
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: | Dr Christine Schwöbel-Patel |
| Current Post & Institution / Organisation: | Reader, University of Warwick |
| Email address for correspondence: | Christine.schwobel-patel@warwick.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?

The programme clearly articulates the aim of teaching students to understand legal rules, principles, reasoning and ideas in their comparative, social, political, economic, historical, philosophical and practical context. This context includes a specialisation in climate justice context. In addition, students on the programme are expected to attain at least 10 credits per year by studying modules that are part of the QMUL Model.

The Learning outcomes are clearly defined and appropriate for an LLB level of study. The
academic aspect will undoubtedly equip students for further study, in particular the possibility of independent learning through a dissertation; and the engagement with a partner organisation through a placement will equip students for employment.

2.a. Curriculum, design, content and organisation

- Does the design and content of the curricula support student learning, and the achievement of the intended learning outcomes?
- Does the content and design of the curricula aid progression through the programme?
- Is the specialist content of the programme up to date and comparable with that of similar programmes elsewhere?
- Is the structure of the programme clearly defined and explained?
- Is the credit structure appropriate for a programme of the assigned level?
- Is the student workload appropriately balanced across the academic year?
- Does the programme include appropriate careers education?
- Is consideration given to work-based and placement learning?
- Are professional practice requirements noted where relevant?
- Have equal opportunities been considered in the development?

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

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

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

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

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

Equal opportunities have been considered.

2.b. For collaborative programmes only

- Is there a clear rationale for developing this collaborative arrangement in the proposed way?
- If any academic credit is to be recognised from / by the partner institution, is the credit structure of all awards clear and appropriate?
- Is there an appropriate balance of content between each partner?
- Are the academic and administrative responsibilities of each partner clear and appropriate?
Although there is a collaborative element for final year students, as I understand it, this does not fall under the category of collaborative programmes.

2. **Learning, teaching and assessment strategies**
   - Is there a clear and workable learning and teaching strategy?
   - Is there a clear and workable assessment strategy?
   - Do the teaching, learning and assessment methods allow students to demonstrate their achievement of the aims and learning outcomes?
   - Is there an appropriate range of assessment methods used?
   - Do the proposed assessment methods suitably evaluate the attainment of the intended learning outcomes?

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

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?

<table>
<thead>
<tr>
<th>Reference has been made to these external reference points.</th>
</tr>
</thead>
</table>

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?

<table>
<thead>
<tr>
<th>Yes, in accordance with the regular offer to the LLB programme (A<em>A</em>A). Details have been included for special educational needs requirements for students with disabilities.</th>
</tr>
</thead>
</table>

5. **Learning resources and facilities**
   - Have indicative reading lists been supplied and are they appropriate?
   - Have any future resources requirements been clearly articulated?
   - Has the use of QMPlus (the QM Virtual Learning Environment (VLE)) been clearly articulated?
   - Is there use of distance or blended learning? If so, is this appropriately supported?
   - Are their details of and arrangements with placement providers where relevant?
Indicative reading lists have been included in the module outlines for the core Climate Justice modules on the programme. They are appropriate, interdisciplinary, and point to exciting learning opportunities for the students. The use of the virtual learning environment has been clearly articulated. The programme will not include a distance or blended learning elements. Details of arrangements with placement providers are not provided, but as the first cohort will not be taking up a placement until 2026, there is plenty of time. The coordination of placement provider and the university through weekly meetings has been considered in detail, which can be read as a best practice approach to working with placement providers.

6. **Student guidance and support**
   - Are there clear arrangements in place for supporting students with specific learning requirements?
   - Are there suitable arrangements for dealing with academic misconduct?
   - Are there workable academic support arrangements at school and institution level?
   - Are there administrative arrangements for student support?

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

7. **Quality management and enhancement**
   - Are appropriate arrangements in place for programme management?
   - Are clear quality assurance measures in place?
   - For joint programmes, are the responsibilities of all contributing schools / institutes clearly articulated?
   - Are details of continued currency and viability of the programme included?
   - Are effective mechanisms in place for capturing and utilising the student voice?

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

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

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

For QMUL use only

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

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

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

• The structure of the programme, including the credit structure, is clearly defined and appropriate for an LLB level degree.

• The new specialised modules introduced (Legal Struggles for Climate Justice, Property, Land Law and the Environment, Environmental Jurisprudence, Climate Justice: Theory in action and Climate Justice: Research Project) are appropriate for the assigned levels of study.

• The workload is appropriate.

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

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

**External reference points**


Programme Specification (UG)

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

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

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

Programme outline

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

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

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

Aims of the programme

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

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

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

What will you be expected to achieve?

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

Subject-specific

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

Skills

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

Attributes

1. A clear appreciation of how law works in practice, in a range of real world settings.
2. Understanding of the types of practical action that are required to impact upon climate change.
3. Application of the full range of methods required as part of the research process: design and complete research projects in collaboration and negotiation with external organisations and presentation of academic work in a range of formats.
Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

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

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

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

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
</table>
| **A 1** Knowledge: Students should demonstrate a basic knowledge and understanding of the principal features of the legal system of England and Wales and that of the European Union; they should be able to:  
(a) demonstrate knowledge of a substantial range of major concepts, values, principles and rules of those systems;  
(b) explain the main legal institutions and procedures of those systems;  
(c) demonstrate the study in depth and in context of some substantive areas of the legal systems.  
(d) demonstrate knowledge of a substantial range of major conceptual and epistemological approaches to understanding the climate crisis, and understand the histories and origins of those concepts and approaches;  
(e) identify the sources of institutional responses to the climate crisis;  
(f) integrate knowledge of legal concepts and legal institutions with knowledge and understanding of conceptual and institutional responses to the climate crisis. |

| **A 2** Application and problem-solving: Students should demonstrate a basic ability to apply knowledge to a situation of limited complexity in order to provide arguably conclusions for concrete problems (actual or hypothetical). |

| **A 3** Sources and research: Students should demonstrate a basic ability to  
(a) identify accurately the issue(s) which require researching;  
(b) identify and retrieve up-to-date legal information, using paper and electronic sources;  
(c) use primary and secondary sources relevant to the topic under study.  
(d) collaborate with a client organisation to design and complete and research project. |

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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</table>
| **B 1** Analysis, synthesis, critical judgement and evaluation: Students should demonstrate a basic ability to:  
(a) recognise and rank items and issues in terms of relevance and importance;  
(b) bring together information and materials from a variety of different sources;  
(c) produce a synthesis of relevant doctrinal and policy issues in relation to a topic;  
(d) assess competing social and legal perspectives, their origins and their separate histories;  
(e) present and make a reasoned choice between alternative solutions. |
Programme Title: LLB Law and Climate Justice

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

Attributes:

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

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

How will you learn?

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

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

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

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

How will you be assessed?

All modules compulsory and elective) are assessed in a variety of ways, including examinations, course work or dissertation.
How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Structure of the programme

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

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

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

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

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

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

Academic Year of Study FT - Year 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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Queen Mary
University of London
### Programme Title: LLB Law and Climate Justice

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<th>Semester</th>
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Programme Title: LLB Law and Climate Justice

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**What are the entry requirements?**

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

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

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

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

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

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

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

The Law undergraduate office is responsible for the overall administrative delivery of the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

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

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

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

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

**What academic support is available?**

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

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

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

Programme-specific rules and facts

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

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

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

Links with employers, placement opportunities and transferable skills

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

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

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

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

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

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

### Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Shahida Uddin QA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>David Whyte1</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / institute Education Committee:</td>
<td>12.10.2022</td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board:</td>
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JOINT WORKING STATEMENT

LLB Law
Business and Management
School of Geography
Politics and International Relations
School of Languages, Linguistics and Film.

Joint working statement between the School of Law, School of Business and Management, School of Geography, Politics and International Relations and School of Languages, Linguistics and Film.

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

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

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

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

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

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

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

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

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

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

4. **Marketing and recruitment**

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

5. **Student communication**

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

6. **Student Support**

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

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

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

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

7. **Student-Staff Liaison Committee**

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

8. **Assessment and examination board process**

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

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

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

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

Working Statement Heads of School Approval

School of Law

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

Professor Jonathan Griffiths

Head of the School of Law

Date: 6th January 2023

School of Business and Management

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

Professor Mike Noon

Head of the School of Politics and International Relations

Date:
School of Geography

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

Professor Kavita Datta
Head of School of Geography

Date:

School of Politics and International Relations

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

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

Date: 12/12/2022

School of Languages, Linguistics and Film

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

Professor Kathryn Richardson
Head of the School of Politics and International Relations
<table>
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</tr>
<tr>
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<td>B</td>
<td>LAW6027</td>
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<td>LAW6168</td>
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<td>FULL YEAR</td>
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<td>F</td>
<td>COM6062</td>
<td>Beyond Crisis and Catastrophe: Environmental Humanities</td>
<td>Emphasis from SLLF that these may not be running in 2026</td>
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<tr>
<td>SLLF</td>
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<td>F</td>
<td>FIM609</td>
<td>Ecocinema: Nature, Animals, and the Moving Image</td>
<td>Emphasis from SLLF that these may not be running in 2026</td>
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</table>
Module Proposal Form (UG)

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

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

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

Section 1 - Summary Information

Module title: Legal Struggles for Climate Justice  
Module code: 

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

Start date: September 2024  

Proposed HECoS Code: 

Further details on HECoS codes can be found here

Responsible School / Institute: 

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

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

<table>
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<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</thead>
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<td>15</td>
<td></td>
</tr>
<tr>
<td>2025/26</td>
<td>24</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2025/26</td>
<td>24</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Module Rationale
Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or elective module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

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

This module is designed as a core module on the LLB Law and Climate Justice programme. It is proposed as a contribution to an area of developing focus for the School and Faculty. The module will draw from different disciplines, including law, sociology, politics, and history as well as engage in theoretical discussions. It will therefore be open to students from the humanities and social sciences.

Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

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

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

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

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

n/a

Approval of New Module Proposal

The signature(s) of the Head(s) of School / Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

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

Module title: Legal Struggles for Climate Justice  
Module code: 

Credit value: 30  
Level: 4  
Mode of delivery: On Campus  
Semester: Semesters 1 & 2

Module Organiser(s): Angela Sherwood (co-taught with Professor Hans Lindhal)

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

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

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

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

The second half of the module will dig deeper into specific issues of law that relate to struggles for climate justice. In this part of the module, each seminar will examine a specific legal case, which will be used to draw out one or more of the key theoretical issues raised by the case. The following are some examples of case studies to be discussed:
- the Colombian Constitutional Court's ruling about the Atrato river basin (examining issues of legal personhood, colonialism, and legal recognition)
- a Peruvian farmer's lawsuit against the German energy giant RWE (examining questions about the concept of territoriality and global states (in the plural)
- other cases that shed light on how law frames what can count as a struggle for climate justice

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

(1) Develop students' understanding of some of the key proposals and legal strategies for addressing 'green crimes' and environmental destruction
(2) Enhance students' conceptual and theoretical thinking about legal definitions, processes, structures, and issues and their links to struggles for climate justice
(3) Develop students' understanding of the various forms of social power that operate through law in relation to processes of criminalisation and nature's protection
3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

**Academic Content:**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Develop a detailed understanding of legal developments and proposals for criminalising environmental destruction</td>
</tr>
<tr>
<td>A2</td>
<td>Develop knowledge of some of the key cases that bring to light the struggles of indigenous communities and other environmentally harmed groups for climate justice</td>
</tr>
<tr>
<td>A3</td>
<td>Develop knowledge of how power shapes the law in relation to social conflicts over the environment</td>
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</table>

**Disciplinary Skills - able to:**

<p>| | |</p>
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<tr>
<td>B1</td>
<td>Ability to critically evaluate proposals for a new international crime of ecocide and assess the prospects of law for deterring mass environmental destruction</td>
</tr>
<tr>
<td>B2</td>
<td>Ability to analyse a range of legal issues, rules and concepts that underpin an understanding of law's possibilities and limitations in struggles for climate justice</td>
</tr>
<tr>
<td>B3</td>
<td>Ability to critically analyse the politics of law and the social forces at play in processes of criminalisation</td>
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**Attributes:**

<p>| | |</p>
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<tbody>
<tr>
<td>C1</td>
<td>Engage critically and reflectively with knowledge</td>
</tr>
<tr>
<td>C2</td>
<td>Apply disciplinary expertise to broader contexts and society</td>
</tr>
<tr>
<td>C3</td>
<td>Promote socially responsible behaviour for a global sustainable future</td>
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</table>
4) Reading List
Please provide an indicative reading list for the module. This should include key texts and / or journals but should not be an exhaustive list of materials.


5) Teaching and Learning Profile
Please provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. You may wish to refer to the QAA guidance on contact hours when completing this section.

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

<table>
<thead>
<tr>
<th>Activity Type</th>
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<td>Total</td>
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Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
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<tr>
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</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

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

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

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

☐ Standard Reassessment
☐ Synoptic Reassessment

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

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

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

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

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

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

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

Module Proposal Form (UG)

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

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

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

Section 1 - Summary Information

Module title: Environmental Jurisprudence
Module code: 
Credit value: 15 Level: 5 Module type: LSR Scheme: Undergraduate
Start date: September 2025
Proposed HECoS Code: 

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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

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

Page 1 of 8
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>
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</tr>
<tr>
<td>2025/26</td>
<td>24</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Module Rationale
Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or elective module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

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

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

Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

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

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

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

### For QMUL Model modules only

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

n/a

---

### Approval of New Module Proposal

The signature(s) of the Head(s) of School / Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

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

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

Module title: Environmental Jurisprudence  
Module code: 

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

Module Organiser(s): Alexis Alvarez-Nakagawa

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

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

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

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

The module aims to:
1) Introduce students to contemporary discussions on environmental philosophy, legal theory, and political ecology.
2) Immerse students in a range of debates around environmental degradation, climate justice, and environmental activism.
3) Provide students with critical, analytical, and inter-disciplinary skills on this subject.
4) Enable students to apply different approaches to analyse and challenge the application of mainstream solutions to climate change in different contemporary legal and policy debates.
5) Provide students with an understanding of the relationship between law and different environmental theories from a range of legal, social, and political perspectives.
3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Understand contemporary discussions on environmental philosophy, environmental legal theory, and political ecology.</td>
</tr>
<tr>
<td>A2</td>
<td>Analyse different debates around environmental degradation, climate justice, and environmental activism.</td>
</tr>
<tr>
<td>A3</td>
<td>Examine alternatives to mainstream policy and law solutions to ecological degradation.</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>Learn to discern different ideas and theories that underpin contemporary environmental legal debates.</td>
</tr>
<tr>
<td>B2</td>
<td>Develop critical, analytical and inter-disciplinary skills in environmental legal theory and practice.</td>
</tr>
<tr>
<td>B3</td>
<td>Acquire basic research skills in environmental legal theory and practice.</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Engage critically and reflectively with knowledge</td>
</tr>
<tr>
<td>C2</td>
<td>Apply disciplinary expertise to broader contexts and society</td>
</tr>
<tr>
<td>C3</td>
<td>Promote socially responsible behaviour for a global sustainable future</td>
</tr>
</tbody>
</table>
4) Reading List
Please provide an indicative reading list for the module. This should include key texts and / or journals but should not be an exhaustive list of materials.

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

5) Teaching and Learning Profile
Please provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. You may wish to refer to the QAA guidance on contact hours when completing this section.

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

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

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
</table>
Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework</td>
<td>5000</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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

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

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

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

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

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

Module Proposal Form (UG)

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

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

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

Section 1 - Summary Information

Module title: Property, Land Law and the Environment
Module code: 
Credit value: 15 Level: 5 Module type: LSR Scheme: 
Start date: September 2024
Proposed HECoS Code: 

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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

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

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

Module Rationale
Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or elective module. If the programme(s) concerned comprise a number of dedicated pathways/routes the status of the module on each should also be made clear.

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

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

Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

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

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

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

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

### For QMUL Model modules only

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

n/a

## Approval of New Module Proposal

The signature(s) of the Head(s) of School / Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

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

Module title: Property, Land Law and the Environment  Module code: 

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

Module Organiser(s): Angela Sherwood

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

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

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

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

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

This module aims to:

(1) Introduce students to key philosophical, political, and legal debates over private property, showing how these link to broader questions of land use, climate justice, and environmental sustainability
(2) Foster students' critical engagement with dominant property concepts by familiarising them with a wide range of 'alternatives' to property ownership, such as those found within indigenous models of land use and other examples of 'commoning' and property rights 'from below'
(3) Enable students to analyse the political and material drivers behind the global commodification of land and to identify property law's supportive roles in fostering these outcomes.
(4) Broaden students' historical and contextual understanding of land enclosure movements and their relationship to colonialism and stages of capitalist development
(5) Provide students with an understanding of how property law is structuring global responses to climate change and how this is subject to contestation by global social movements
3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
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<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
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<table>
<thead>
<tr>
<th>Attributes:</th>
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</thead>
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<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

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

5) Teaching and Learning Profile

Please provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. You may wish to refer to the QAA guidance on contact hours when completing this section.

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Assessment</td>
<td>Assessment Type</td>
<td>Duration / Length</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Case Study</td>
<td>Coursework</td>
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<tr>
<td>Essay</td>
<td>Coursework</td>
<td>3000</td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

### Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☒ Standard Reassessment
- ☐ Synoptic Reassessment

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

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

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

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

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

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

Module Proposal Form (UG)

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

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

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

Section 1 - Summary Information

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

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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

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

Page 1 of 8
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>2025/26</td>
<td>24</td>
<td>15</td>
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<td>2025/26</td>
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</tr>
<tr>
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<td>24</td>
<td>15</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 elective module. If the programme(s) concerned comprise a number of dedicated pathways/routes the status of the module on each should also be made clear.

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

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

Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
- Is the reading list available on QMPlus and have you checked that all materials are available electronically?
- Will the SensusAccess tool be used to make module documents more accessible before upload to QMPlus?

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

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

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

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

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

n/a

Approval of New Module Proposal

The signature(s) of the Head(s) of School / Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

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

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

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

Pre-requisite modules  Co-requisite modules  Overlapping modules

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

This module explores the concept of ‘climate justice’ from a range of legal, social and political perspectives, tracing in detail how the concept has been underpinned by a wide range of traditions in human thinking. The module will introduce students to the growing significance of a concept of climate justice in contemporary legal and policy debates, and show how our understanding of the concept varies widely across different historical and cultural contexts.

- Climate justice in policy and politics (exploring historical development and the uses of the concept in UN, NGO and national government contexts).
- Climate justice and racial justice (exploring the concept of climate justice in anti-colonial, post-colonial and anti-racist ideas).
- Climate justice and economic production (exploring the concept of climate justice in the critique of industrial capitalism and eco-socialism).
- Climate justice and social reproduction (exploring the concept of climate justice in feminist theory and in the critique of androcentric accounts of climate change).
- Climate justice and indigenous epistemologies (exploring the contemporary significance of pre-colonial and pre-industrial concepts of climate justice).

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

The module aims to:
1) Introduce students to the various ways that the concept of climate justice has been applied in contemporary political settings and legal decision making.
2) To immerse students in a range of different cultural approaches to the concept, spanning its use by indigenous, counter-colonial, feminist, eco-socialist and youth movements.
3) Provide students with a cross-cultural and inter-disciplinary approach to this subject.
4) Enable students to apply this approach to analyse and challenge the application of the term in different political and juridical situations.
5) Provide students with an understanding of the relationship between law and differing concepts of climate justice.
3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
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<td>A3</td>
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<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
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<td>B3</td>
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<table>
<thead>
<tr>
<th>Attributes:</th>
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<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

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

5) Teaching and Learning Profile
Please provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. You may wish to refer to the QAA guidance on contact hours when completing this section.

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Time Spent (in hours)</th>
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<tbody>
<tr>
<td>Seminar</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
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<td>15</td>
</tr>
<tr>
<td>Work-based learning</td>
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<td></td>
</tr>
<tr>
<td>Independent Study</td>
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<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile
Please provide details of the assessment methods used to assess the achievement of learning outcomes.
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case study</td>
<td>Coursework</td>
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</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Coursework</td>
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<td>50</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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<tr>
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<th>% Weighting</th>
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</tr>
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**Section 3 - Alternative Assessment Arrangements for Associate Students**

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

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

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

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

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

Page 7 of 8
Module Proposal Form (UG)

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

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

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

Section 1 - Summary Information

Module title: Climate Justice Research Project
Module code: 
Credit value: 30
Level: 6
Module type: DPM
Scheme:
Start date: September 2026
Proposed HECoS Code: 

Further details on HECoS codes can be found here

Responsible School / Institute: Department of Law

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

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<tr>
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Anticipated Student Registrations

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Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or elective module. If the programme(s) concerned comprise a number of dedicated pathways/routes the status of the module on each should also be made clear.

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

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

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

In the event that a partner organisation drops out of the process, or where there are insufficient projects to allocate to all students, those without a matched project will be set a research task by the module team. This task will follow the same format as a Client Report (i.e. it will be based upon a real-world research problem, and will involve the design and delivery of a research project). The Reflective Report will take the form of a reflection on the methods used to design and complete the Client Report.
Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the module clear?
- How is the teaching for the module delivered? Will lectures be made available on Q-Review?
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Resource Requirements

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

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

n/a

Approval of New Module Proposal

The signature(s) of the Head(s) of School / Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
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</thead>
<tbody>
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<td>Head(s) of supporting School / Institute</td>
<td>Head(s) of supporting School / Institute</td>
</tr>
</tbody>
</table>
Section 2 - Module Specification

Module title: Climate Justice Research Project
Module code: 

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

Module Organiser(s): 

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

1) Content Description

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

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

2) Module Aims

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

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

Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Develop an understanding of the role of research in supporting social movements and organisations working for social justice.</td>
</tr>
<tr>
<td><strong>A2</strong> Learn to plan and negotiate research or a work project with a client organisation.</td>
</tr>
<tr>
<td><strong>A3</strong> Learn to manage research relationships and the research expectations of clients.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong> Understand the complexities of research ethics and how to incorporate those in research projects.</td>
</tr>
<tr>
<td><strong>B2</strong> Consider and solve problems of access to research subjects and research resources.</td>
</tr>
<tr>
<td><strong>B3</strong> Learn to gather research data and analyse and report on this data.</td>
</tr>
<tr>
<td><strong>B4</strong> Learn to recognise the potential problems encountered in writing up and dissemination and how to overcome them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong> Engage critically and reflectively with knowledge</td>
</tr>
<tr>
<td><strong>C2</strong> Apply disciplinary expertise to broader contexts and society</td>
</tr>
<tr>
<td><strong>C3</strong> Promote socially responsible behaviour for a global sustainable future</td>
</tr>
<tr>
<td><strong>C4</strong> Communicate effectively in a range of formats for different purposes with a diverse range of people</td>
</tr>
<tr>
<td><strong>C5</strong> Respect, listen to, and value others and their opinions</td>
</tr>
<tr>
<td><strong>C6</strong> Act honestly, fairly and ethically, including in academic conduct</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.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title and Publication Details</th>
</tr>
</thead>
</table>
5) Teaching and Learning Profile
Please provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. You may wish to refer to the QAA guidance on contact hours when completing this section.

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

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

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
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</tr>
<tr>
<td>Work-based learning</td>
<td>80</td>
<td>26.5</td>
</tr>
<tr>
<td>Independent Study</td>
<td>176</td>
<td>58.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for individual assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client report</td>
<td>Dissertation</td>
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<td>80</td>
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<td>2</td>
<td>Reflective report</td>
<td>Coursework</td>
<td>2000</td>
<td>20</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
**Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

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

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

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

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

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

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

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

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

Page 9 of 9
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Part 2 Programme Proposal</th>
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<tbody>
<tr>
<td>Owning Schools / Institutes</td>
<td>School of Business and Management</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Supply Chain and Logistics Analytics</td>
</tr>
<tr>
<td></td>
<td>• Part 2 Proposal Form</td>
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<td></td>
<td>• External Adviser Comments</td>
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<td>• Programme Specification</td>
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<td>• Modules</td>
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<td></td>
<td>o Introduction to Supply Chain and Operations Analysis</td>
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<td>o Environmental Analytics for Supply Chains</td>
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<td></td>
<td>o Introduction to Management Science</td>
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<td>o Introduction to Coding with Python</td>
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<td></td>
<td>o Supply Chain Planning and Control</td>
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<td>o Analytical Frontiers in Supply Chain Management</td>
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<td></td>
<td>o Data Science: Methods and Applications</td>
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<td></td>
<td>o Capstone Project in Supply Chain and Logistics Analytics</td>
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<td></td>
<td>o Transportation and Logistics Analytics</td>
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<td></td>
<td>o Demand Forecasting and Pricing Analytics</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Governance and Legal Services</td>
<td>Background</td>
</tr>
<tr>
<td></td>
<td>The School of Business and Management seeks to introduce a MSc in Supply Chain and Logistics Analytics.</td>
</tr>
<tr>
<td>Programme Structure</td>
<td>The Programme Structure is clear with evidence that programme coherence has been carefully considered. The programme is full-time, delivered across 3 semesters in 1 academic year, with 4 modules in Semester A and Semester B and 3 modules in Semester C (one 30 credits).</td>
</tr>
<tr>
<td>SEMESTER A: THEORETICAL AND ANALYTICAL FOUNDATIONS (4 compulsory, 4x15 credits)</td>
<td>Compulsory:</td>
</tr>
<tr>
<td></td>
<td>- Introduction to Supply Chain and Operations Analysis</td>
</tr>
<tr>
<td></td>
<td>- Environmental Analytics for Supply Chains</td>
</tr>
<tr>
<td></td>
<td>- Introduction to Management Science</td>
</tr>
<tr>
<td>Semester B: Fundamentals of Supply Chain and Logistics Analytics</td>
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<tr>
<td>---------------------------------------------------------------</td>
<td></td>
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<tr>
<td>(3 compulsory and 1 elective, 4x15 credits)</td>
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<tr>
<td>Compulsory:</td>
<td></td>
</tr>
<tr>
<td>- Supply Chain Planning and Control</td>
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<td>- Analytical Frontiers in Supply Chain Management</td>
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<td>- Data Science: Methods and Applications</td>
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<tr>
<td>Elective (1 from):</td>
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<tr>
<td>- Project Management</td>
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<td>- Complex Networks and Innovation</td>
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<td>- International Business Strategy</td>
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<table>
<thead>
<tr>
<th>Semester C: Advanced Analytics for Supply Chain and Logistics Analytics</th>
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<tbody>
<tr>
<td>(2 compulsory 15-credits modules and 1 core 30-credits Group Project module)</td>
</tr>
<tr>
<td>Core Module (30 credits):</td>
</tr>
<tr>
<td>- Group Project in Supply Chain and Logistics Analytics</td>
</tr>
<tr>
<td>Compulsory Modules:</td>
</tr>
<tr>
<td>- Transportation and Logistics Analytics</td>
</tr>
<tr>
<td>- Demand Forecasting and Pricing Analytics</td>
</tr>
</tbody>
</table>

**Programme Management**
The programme is managed entirely by the School of Business and Management.

**Programme regulations and Progression**
Standard regulations for Master’s programmes apply.

**Admission/Entry Requirements**
SBM’s standard entry requirements for Master’s degrees apply. They have stipulated that students will need to have “good quantitative skills”. The External raised a query with this as to how this can be measured and how can applicants determine if they have the right experience. The Team have responded that they are working with Admissions and Marketing to ensure the message is clear.

**External Adviser Comments**
A thorough and positive external adviser report has been received and the Team have provided a detailed response.

**Modules**
All compulsory and core modules for this programme are new and bespoke to the programme, except for BUSM190 Introduction to Coding with Python and BUSM193 Data Science: Methods and Applications,
which are methods modules shared with MSc Blockchain in Business and Society.

There is room for 1x15-credit module from a choice of three extant modules.

A new Core module “Capstone Project in Supply Chain and Logistics Analytics” has been proposed. This is instead of a traditional dissertation. Students will identify and solve a real-world problem related to supply chains and logistics networks. The School have stated that they working as a Team would be a large part of solving these problems in the real-world and have therefore incorporated a Group Presentation as part of the assessment (worth 30%). It is unusual for group work to be part of a major project / dissertation. DGLS would like TPB to discuss the merits and disadvantages of having group work as part of a project module. Especially in light of the OfS Conditions of Registration. Steps have been put in place to ensure that the module assessment is still “valid and reliable” namely that the group work is a maximum of 30% of the module and that there will be an element of peer assessment. It is noted that clear grade criteria will need to be implemented to demonstrate how marks are awarded for individual contribution to the group work.

Issues
As above, DGLS would like TPB to discuss the issue of using Group Work for a Master’s project. Please note that the same issue is being raised for the proposal for MSc Environmental Analytics.

Alison Dawn
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: MSc Supply Chain and Logistics Analytics

Proposed Programme and Route Code(s): Single Subject Award

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

This is a Single School programme delivered by the Business Analytics and Applied Economics (BAAE) department within the School of Business and Management.

1. Key principles
- The BAAE Department of SBM is responsible for the entire delivery of the proposed programme and the modules contained within it.
- In principle, the module instructors, the Programme Director, and the head of BAAE Department make the operational decisions.
- Any issues encountered operationally will be addressed by the module instructors, the Programme Director, and the head of BAAE Department in appropriate order. If necessary, the Head of School of SBM can further be consulted if such levels are not sufficient to resolve any issues.

2. Programme administration
Overall administrative responsibility and QMUL accountability for the programme rests with SBM.
- The Programme Director is responsible for the academic content and quality of the curriculum in consultation with module instructors and student feedback.
- The SBM postgraduate administration team is responsible for the overall administrative delivery, including timetabling, registration, complaints, appeals, and progression, as well as any necessary coordination across appropriate teams. Pastoral care, additional academic advising and support from Academic Writing and Quantitative Skills Tutors will be provided by the Student Engagement team who meet with students both in group and 1-2-1 settings.

3. Programme delivery
- The programmes will be delivered in suitable rooms at QM’s Mile End Campus.
- While not intended, it is also possible to deliver the programme online if necessary due to public health circumstances.

4. Marketing and recruitment
- The SBM marketing team will produce marketing materials for the programme, with input from the International Office. Marketing materials include: brochures, conference materials, online and print advertising, and email and other mail outs. The programme will receive space on the QMUL website and other sites where appropriate.
- SBM will be responsible for admissions to the programme.
- Entry requirements and fees will be reviewed annually.

5. Enrolment, welcome week and ongoing student communication
- Enrolment and welcome week is tied into postgraduate activities of the SBM.
- The Programme Director and module instructors will be responsible for the preparation of the programme handbooks.
- SBM will endeavour to maintain good student relations and extend the themes of the programmes where appropriate and possible, for example, encouraging extra-curricular activities throughout the academic year.

b) Joint School / Institute Delivery

For programmes that are delivered jointly between more than one QMUL School / Institute or for programmes that utilise modules from other QMUL Schools / Institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools / Institutes should also be provided. This should identify the respective responsibilities of each QMUL School / Institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

N/A
2) Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the programme and each module clear?
- Have all reading lists been reviewed in the last academic year with consideration given to texts that are available electronically as well as in hard copy?
- Have all reading lists been included on the Reading Lists Online resource available from Library Services?
- How much of the teaching will be made available via Q-Review and when will recordings be released to students?
- Has consideration been given to using QMPlus to post audio content for students to relisten to?
- Has QMPlus content been checked for accessibility standards with the E-Learning Unit?

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

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

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to module 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. The MSc is in line with QMUL policy of accessibility and inclusivity per:
1) http://www.dds.qmul.ac.uk/disability/
2) https://www.qmul.ac.uk/site/accessibility/

All SRM learning outcomes at module level have been reviewed for clarity both at the School Education Committee and as part of a wider project (AACS accreditation).

QMPlus modules sites have been significantly developed during the past three-years, including significant video and audio materials for preparation to lectures and seminars. This practice is continuing with the return to in-person teaching via further development of QMPlus modules sites, linked to QReview, and with a move towards the standard use of SensusAccess before uploading QMPlus materials. Due allowance will be made for students to record seminars, if necessary, and seminar discussions and classroom arrangement will furthermore take into account any special arrangements. Students requiring additional time for completion of assessments i.e. in-class tests and presentations as recommended by DDS will have the adjustments made by the module administrator. In addition, marking of assessments will take into consideration any neurodiversity, i.e. not penalising sentence structure or grammar.

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.

Clear guidance on coursework requirement is given in module handbooks which emphasise approaches to coursework of various types. Students are made aware at induction, within the student handbook and from their module instructors how to avoid plagiarism, together with rules and procedures. In addition, there is a dedicated QMplus section on Academic Integrity which explains in detail what constitutes an assessment offence and how to interpret Turnitin reports. Students are made aware that they should "record sources used" in text and also references and are made aware that their coursework is submitted via Turnitin, a plagiarism detection software tool.
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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<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management (PGT)</td>
</tr>
</tbody>
</table>

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

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

> Have module proposal forms for each new module been submitted with the Part 2?  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.
Approval of Part 2 Programme Proposal

The signature of the Heads of School(s) / institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
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Chair of Taught Programmes Board

Once a programme has passed Part 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been signed. This will be arranged by the Academic Secretariat.
Guidelines for Schools and Institutes on External Advisers for Undergraduate or Postgraduate Taught Programmes Proposals

Purpose

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

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

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

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

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

External Adviser Criteria

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

Independence

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

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

Subject expertise and programme management / approval experience

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

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

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

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

The Role of External Advisers

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

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

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

The feedback form below will help the Adviser to shape their comments and proposers
should add responses to the form once feedback has been received. The feedback form
should then be submitted to ARCS alongside the rest of the Part 2 Proposal documentation.
External Adviser Feedback Form

Purpose

External Advisers are usually members of academic staff external to Queen Mary, who are asked to comment on proposals for new undergraduate or postgraduate taught programmes in accordance with the above guidelines.

External Advisers should expect to receive and review:
- Part 2 Programme Proposal Form
- Programme Specification
- Module Proposal Forms for any new modules

Scope

External Advisers are asked to provide feedback on each of the areas listed below, in relation to the proposed programme. Please note that this list is not exhaustive, and Advisers are encouraged to comment on any aspect of the proposal; drawing on their own knowledge and experience. As a guide, an external advisor’s report for a standard undergraduate or taught masters programme would normally be in the region of two to four sides of A4.

External Adviser details

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser:</th>
<th>Professor Bart MacCarthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Professor of Operations Management</td>
</tr>
<tr>
<td></td>
<td>Nottingham University Business School</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td>The University of Nottingham</td>
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<tr>
<td></td>
<td>Jubilee Campus</td>
</tr>
<tr>
<td></td>
<td>Si Yuan Building</td>
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<tr>
<td></td>
<td>Wollaton Road,</td>
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<td></td>
<td>Nottingham, NG8 1 BB, UK</td>
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<tr>
<td>I confirm that I have received and reviewed the documentation listed above:</td>
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</table>

1. Aims, objectives and learning outcomes
- Does the programme have clearly articulated aims and learning outcomes which appear to meet the needs of students and equip them for further study or employment?
- Do the academic standards in subject content and teaching and learning match the aims and learning outcomes?
- Are all programme learning outcomes met within modules?
- Are the learning outcomes and the expectations of students clearly developed throughout the programme?
- Yes the aims and target market are clearly documented. The general area of Analytics is in demand in the jobs market. This programme focuses on a critical application domain for which there will be demand in employment market that is largely untapped.
- In terms of academic standards, yes the proposal are appropriately scoped in general. Certainly the material is pitched at the right level for a strong taught postgraduate programme. I make some minor suggestions regarding content later.
- Learning outcomes do match content and emphasis has been placed on using a variety of assessment modes, which is good to see.
- The expectations set are high – the development of learning as the programme progresses will of course depend on how it is delivered but the team have good plans.

### 2.a. Curriculum, design, content and organisation

- Does the design and content of the curricula support student learning, and the achievement of the intended learning outcomes?
- Does the content and design of the curricula aid progression through the programme?
- Is the specialist content of the programme up to date and comparable with that of similar programmes elsewhere?
- Is the structure of the programme clearly defined and explained?
- Is the credit structure appropriate for a programme of the assigned level?
- Is the student workload appropriately balanced across the academic year?
- Does the programme include appropriate careers education?
- Is consideration given to work-based and placement learning?
- Are professional practice requirements noted where relevant?
- Have equal opportunities been considered in the development?

- The structure and the progression through the material is well thought out with the Analytics toolset fundamentals being introduced early and built on subsequently.
- Yes the material is definitely up to date, it is leading edge in many ways.
- Perhaps the connections with practice, practitioners and organisations using Analytics might be brought out a little more.

### 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?
• Lots of thought has gone into using a diversity of assessment methods, which is appropriate for an innovative programme like this one.
• I like the idea of having a group project in the final semester (rather than an individual) as typically teams build solutions in this domain. However, I did not see too much on group composition, maximum size etc, and how individual performance will be assessed. The teaching team might give this some thought.

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

I am not an expert in these benchmarks but it is clear to me that the programme is at an appropriate level for a taught Masters in this subject area.

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 programme should have a wide appeal to graduates in a number of areas and indeed should attract post experience candidates as well.

Clear arrangements are in place for induction.

My only query would be a practical one. How would a candidate judge if they had the requisite level of quantitative skills and abilities to join and succeed on the programme?

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

Yes, appropriate indicative reading is highlighted and use of the online learning environment is emphasised.

As noted, the connections with practice might be highlighted more, perhaps by indicating some of the practitioner outlets of the professional/learned bodies e.g. OR Insight from the OR Society and Journal of Business Analytics from INFORMS.

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?

I would expect QMUL processes to be on a par with other Institutions in supporting students with difficulties, in dealing with misconduct and in providing strong administrative support.
7. Quality management and enhancement
- Are appropriate arrangements in place for programme management?
- Are clear quality assurance measures in place?
- For joint programmes, are the responsibilities of all contributing schools / institutes clearly articulated?
- Are details of continued currency and viability of the programme included?
- Are effective mechanisms in place for capturing and utilising the student voice?

Again I would expect QMUL to have processes in place for quality assurance to ensure a programme like this can develop, as well as for utilising the student voice when appropriate.

Given that the material will be delivered by active researchers in the domain, I would expect that the materials would remain current and be updated as needed in a domain that is developing rapidly.

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

Generally, I’m very supportive towards this programme – it may be unique in a UK context and is well thought through.

My comments here are more for emphasis:
I would like to see something on contemporary issues in supply chain, logistics, and transportation, i.e., economic, governmental, societal, and firm/organizational level etc, perhaps in the introductory module and as part of the group project.

Also perhaps consider:
- a little more focus on case studies of practice
- something on traceability and quality issues in global supply chains
- a little more emphasis on corporate/enterprise IT, the Cloud etc ,which is an emerging landscape

Some of this content may already be implicit for sure.

For QMUL use only

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

We are delighted to receive Professor MacCarthy’s very positive and supportive report, which highlights that our programme is innovative, well-designed, up-to-date, timely, and unique in the UK.

Professor MacCarthy has made specific suggestions to emphasise certain aspects of the programme. We have addressed these by incorporating the recommended content / focus to specific modules, as follows:

1. Connections with practice (as described in the answers to Q2.a, Q5, Q8 – case studies):

   The connections with practice are core to our offering as we are aiming to fill a gap in the job market for supply chain analysts, managers, and data scientists with a suite of qualitative and quantitative skills and supply chain specialisation. We already address this in several ways and have now emphasised this more in the module proposal forms, as follows:

   a. In BUSMXXE: Analytical Frontiers in Supply Chain Management, we will focus on current trends and developments in the industry. We will involve a discussion of industry projects and initiatives and we will invite guest speakers from industry.

   b. In BUSMXXF: Group Project in Supply Chain Analytics, students will work on a
capstone project, in which students will use analytics to solve supply chain, logistics, and transportation problems encountered in practice.

c. Sustainability and green logistics have become key concerns and objectives for many companies. We have a specific module on this topic, BUSMXXB: Environmental Analytics for Supply Chains, which will cover industry practice in this domain.

d. We are now highlighting that case studies will be used to link with practice in the modules BUSMXXA: Introduction to Supply Chain and Operations Analysis, BUSMXXB: Environmental Analytics for Supply Chains, and BUSMXXE: Analytical Frontiers in Supply Chain Management.

e. We have added practice-focused journals: “Supply Chain Management: An International Journal”, “The Operational Research Society - OR Insight”, “INFORMS Journal on Applied Analytics” to our reading lists.

2. Focus on contemporary issues in supply chain, logistics, and transportation, in the introductory module and as part of the group project (as described in the answer to Q8):

This was implicitly aimed as we desire our programme to be and to remain up-to-date and to aid decision making in dealing with contemporary issues. We have now made it explicit by referring to the discussion of contemporary issues in BUSMXXA: Introduction to Supply Chain and Operations Analysis and by highlighting that the group projects should have connections to contemporary issues in supply chain, logistics, and transportation in BUSMXXF: Group Project in Supply Chain Analytics.

3. More emphasis on corporate/enterprise IT (as described in the answer to Q8):

This has now been added to the module BUSMXXD: Supply Chain Planning and Control.

4. Traceability and quality issues in global supply chains (as described in the answer to Q8):

This is a topic that we are indeed planning to cover in several modules, which is now made explicit in the MPFs for new modules. In BUSMXXA: Introduction to Supply Chain and Operations Analysis, we are making an introduction to quality management, in which we will discuss contemporary issues and how they can impact company reputation. In BUSM193 Data Science: Methods and Applications, we are planning to add a data analytics project on supply chain traceability with blockchain. In BUSMXXE: Analytical Frontiers in Supply Chain Management, we will be discussing traceability solutions and their links to quality monitoring and assurance.

5. Group composition and individual performance assessment in BUSMXXF: Group Project in Supply Chain Analytics (as described in the answer to Q8):

a. We have now added that the groups will be of size 3-5. We will follow an approach similar to BUSM130 Group Project in Business Analytics. The teaching team will propose some general areas and ideas for the projects and will provide some industry projects (subject to arrangements). The students will form teams and select among these projects or develop their own projects within the parameters of the module. Students are desired to self-organise into groups but the teaching team will help if needed. Students will be advised to form groups with members strong in both qualitative and quantitative skills. These operational
details about team composition and management are not covered in the MPF, but we have extensive experience with running similar modules (BUSM130 and BUSM131).

b. The assessment is based on a Group Presentation (30%) and Individual Report (70% - 5000 words). The Individual Report requirement will enable assessing the individual performance. Each student will be required to cover certain aspects of the project in their reports, which will be agreed between the project team and the supervisor.

6. How would a candidate judge if they had the requisite level of quantitative skills and abilities to join and succeed on the programme? (as described in the answer to Q4):

This is a very important point. We have already started working with the Admissions and Marketing teams for student recruitment. The entry requirements will be the same as MSc Business Analytics and MSc Blockchain for Business and Society. We will actively get involved in the design of the webpage and the marketing material and meet potential applicants in Open Days and other recruitment activities. We will be able to help candidates judge whether they have requisite level of quantitative skills and abilities to join and succeed on the programme. We do not assume any prior programming knowledge and advanced mathematical and statistical skills. However, we require the students to have foundational knowledge on introductory statistics and mathematics.

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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 title: MSc Supply Chain and Logistics Analytics
Name of interim award(s): Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip)
Duration of study / period of registration: 1 year
Queen Mary programme code(s): 
QAA Benchmark Group: Business and Management
FHEQ Level of Award: Level 7
Programme accredited by: N/A
Date Programme Specification approved: 
Responsible School / Institute: School of Business & Management

Programme outline

Effective, efficient, and resilient management of supply chains has become a key determinant of business survival, success, and growth. Businesses use their extensive and global supply and logistics networks as a leverage to reduce costs, enhance flexibility and agility, improve quality, foster innovation, and achieve operational excellence. However, due to their sheer scale, complexity, and international nature, as well as stakeholders with conflicting interests, supply and logistics networks have commonly been strained and hit by frictions, risks, and disruptions. Therefore, management, surveillance, and control of supply networks is at the heart of corporate strategy, but is difficult to achieve. Increased digitalisation, and more broadly availability of data, together with fundamental advances in data science, artificial intelligence, and operations research, are now giving the edge to innovative and analytics-focused companies in achieving the optimal balance between the different and typically conflicting objectives considered in supply chain management. The proposed MSc Supply Chain and Logistics Analytics focuses on these contemporary challenges, drivers, and solutions and provides students with comprehensive knowledge of supply chain and logistics management, with a special focus on analytics.

The programme has a modern and comprehensive offering that combines advances in the academic literature and the industry. The programme has three pillars: i) supply chain and logistics management in practice, ii) data science methods to better capture uncertainty, and 3) operations research and management science to optimise decisions. For the first pillar, we will teach students the fundamental processes and decisions involved in logistics and supply chain management, together with the
business context in which they are embedded. These include, for instance, demand forecasting and management, inventory management, transportation, quality management, warehouse management, supply network design, and production planning. Our students will become familiar with various factors that are challenging and reshaping existing supply and logistics networks, including sustainability, digitalisation, artificial intelligence, and changes in the geopolitical landscape. The second pillar focuses on transforming big data produced by firms, their partners, and the broader production networks to economic, environmental, and social value. For this, students will learn statistics and machine learning and develop projects to solve logistics and supply chain problems using the methods of data analytics. The third pillar enables moving from predictive to prescriptive analytics by using the modern methods of management science and operations research, which enables optimising decisions at operational, strategic, and tactical levels.

The programme has an interdisciplinary perspective, integrating knowledge from business studies, management science, and data science, with a core focus on logistics and supply chain management. We provide a comprehensive education on these topics that is delivered across three semesters. A number of elective modules allows students to specialise on international business strategy, complex networks and innovation, and project management. The learning outcomes of the programme are designed to meet the academic and professional requirements imposed on employees by leading multi-national firms. The graduates will be equipped with the academic knowledge that would be desired for a PhD in this field. Furthermore, the theoretical and practical knowledge would allow students to start their own businesses.

Aims of the programme

This programme aims to:

1) offer access to a graduate degree for students with different academic backgrounds, including social sciences and humanities and STEM degrees;
2) develop a critical and systematic understanding of supply chain management knowledge, and a critical awareness of current supply chain trends and challenges;
3) develop a deep understanding of the analytical techniques applicable to logistics and supply chain management;
4) equip students with necessary statistical, computational and problem solving skills to successfully achieve proficiency in logistics and supply chain management;
5) equip students with skills to manage their own learning, work in teams, and network and communicate with different stakeholders;
6) enhance professional skills for transferring knowledge into business processes;
7) prepare students for rewarding careers as supply chain and logistics managers, analysts, and data scientists in different types of organisations in the private and public sectors;
8) help students acquire the skills for successfully conducting independent research and for pursuing further academic study.

What will you be expected to achieve?

Students who successfully complete the programme will be able to:
1) understand the complex challenges and opportunities that supply chain and logistics managers face;
2) independently identify, formulate, and solve such problems;
3) understand analytics (data science, statistics, and operations research) methods;
4) use computer programming and other IT tools to develop and implement solutions for logistics and supply chain problems;
5) effectively communicate with different stakeholders across business functions and firm boundaries;
6) assess and improve the environmental and social consequences of the supply chain and logistics decisions;
7) conduct independent research;
8) enhance oral and written communication skills and adapt them according to the audience.

Academic Content:

| A1   | Establishing a critical and interdisciplinary understanding and perspective; |
| A2   | Enhancing skills for holistic analysis with qualitative and quantitative components; |
Programme Title: MSc Supply Chain and Logistics Analytics

A3 Obtaining digital / technical fluency to support supply chain and logistics decisions;
A4 Conducting independent research in the area of supply chain and logistics, with a focus on analytics methods;
A5 Developing skills for oral and written communication of scientific research and analysis to different audiences.

Disciplinary Skills - able to:

B1 Critically evaluate a business problem, identify an analytics solution, and interpret technical results in a business context;
B2 Collect, integrate, and analyse data to improve logistics and supply chain management decisions;
B3 Develop analytics-based solutions for real-world supply chain, logistics, and transport problems using information technology;
B4 Be able to use computer programming, statistical analysis, and optimisation to support supply chain and logistics decisions
B5 Effectively communicate with the managers of supply chain, operations, and other business functions
B6 Assess the potential effects of technological, societal, and environmental changes and drivers on supply chains, logistic networks, and transport

Attributes:

C1 Be able to learn new analytics methods and techniques, where necessary
C2 Be able to keep pace with the developments in the logistics and supply chain domain
C3 Be able to work in teams
C4 Be able to follow good project management practice, including time management, critical task prioritisation, and evaluating self-learning
C5 Develop a strong sense of research ethics and intellectual integrity

How will you learn?

Teaching will be delivered by research-intensive staff who will critically evaluate and integrate professional knowledge of the subject material into their teaching. The theoretical teaching will be enriched by guest lectures and projects from the logistics industry and supply chain functions of firms. The programme spans three semesters, enabling the students to develop a critical and comprehensive knowledge of the modern tools of analytics and the professional practice of logistics and supply chain management. Students will learn the interdisciplinary and analytics-focused material in an academically challenging, but supportive, environment.

Teaching:
Each module has an outline description, specifying the aims, expected learning outcomes, assessment methods, outline syllabus and an indication of primary reading. This information is available online on the School’s Postgraduate webpage.

Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern and
combination of lectures, seminars/classes/computer labs, and other activities. Lectures focus on teaching the disciplinary knowledge, explaining the key concepts and ideas, and determining the sequence and pace of learning, involving the students through flipped classroom design, where applicable. Seminars/classes/computer labs are centred on an active and experiential learning experience through facilitated discussions, case studies, mathematical and computational exercises, problem sets, computer programming tutorials and presentations, as appropriate. Lectures and seminars can be integrated by co-delivering the theory-based lectures with interaction- and practice-based seminars.

To achieve the learning outcomes of the programme, we will follow an experiential, collaborative, integrative, reflective, analytical, and inquiry-based pedagogical approach. This will be achieved by a combination of different types of delivery methods and models, including theoretical lectures, seminars, classes, industry guest lectures, group projects, computer lab sessions, research projects, and independent and self-learning through directed reading of disciplinary materials from peer-reviewed journal articles, textbooks, and other sources. The combination of these different methods will lead to a high-quality education and an excellent student experience, consistently with the pedagogical approach.

The learning outcomes - academic content A1-A5 - will be achieved through lectures, seminars, computer labs and research projects.
The learning outcomes - disciplinary skills B1- B9 - will be achieved by a combination of all methods. The learning outcomes - attributes C1-C5 - will be achieved through lectures, computer labs, seminars, guest lectures, group projects, and research projects.

How will you be assessed?

The learning outcomes of the modules, which are constructed in line with the programme-level learning outcomes, are assessed in each module by one or more of the following assessment methods: coursework, essays, projects, presentations and unseen exams. There is variation across modules in terms of the assessment methods, in particular to ensure a balanced portfolio at the programme-level. The assessment methods are carefully chosen and designed for each module, considering its specific learning outcomes and the best ways to support and assess these. Timely, detailed, and constructive feedback will be provided to students on their learning, which is an integral part of the assessment process. This is in particular achieved by combining formative assessment, e.g. quizzes and ungraded project presentations, with summative assessment to monitor student progress and to provide individual and tailored feedback. Assessments will be moderated following the quality assurance processes of the School and the University. Clear guidance on coursework requirements and expectations will be provided to students, raising consciousness about academic offenses and the procedures in place to detect and handle potential problems. Standard College procedures are followed in the setting and the marking of assessments and in the determination of overall results.

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.

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This covers Compulsory and Elective Modules in each Programme; Choice of Electives; the Documentation Students must Complete; Exams; Coursework and Assessment; the Student Handbook; Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

The programme is full-time, delivered across 3 semesters in 1 academic year, with 4 modules per term.

SEMESTER A: THEORETICAL AND ANALYTICAL FOUNDATIONS
(4 compulsory, 4x15 credits)
Compulsory:
- Introduction to Supply Chain and Operations Analysis
- Environmental Analytics for Supply Chains
- Introduction to Management Science
- Introduction to Coding with Python

SEMESTER B: FUNDAMENTALS OF SUPPLY CHAIN AND LOGISTICS ANALYTICS
(3 compulsory and 1 elective, 4x15 credits)
Compulsory:
- Supply Chain Planning and Control
Programme Title: MSc Supply Chain and Logistics Analytics

- Analytical Frontiers in Supply Chain Management
- Data Science: Methods and Applications

Elective (1 from):
- Project Management
- Complex Networks and Innovation
- International Business Strategy

SEMESTER C: ADVANCED ANALYTICS FOR SUPPLY CHAIN AND LOGISTICS ANALYTICS
(2 compulsory 15-credits modules and 1 core 30-credits Group Project module)
Core Module (30 credits):
- Capstone Project in Supply Chain and Logistics Analytics

Compulsory Modules:
- Transportation and Logistics Analytics
- Demand Forecasting and Pricing Analytics

### 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>
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Programme Title: MSc Supply Chain and Logistics Analytics

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What are the entry requirements?

The programme is designed for students with a Bachelor’s degree (2:1 or above) in business management studies, economics, and other social sciences with good quantitative skills as well as applicants from STEM (science, technology, engineering and mathematics) disciplines. Standard English requirements apply. IELTS Academic: 7.0 overall, including 6.0 in Writing, and 5.5 in Reading, Listening and Speaking, or an equivalent exam.

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

The Student academic performance and the academic quality of the programme are to be closely monitored, managed, and enhanced through the following mechanisms:

The Programme Director works closely with the Deputy Dean of Education, the Head of Department and the School of Business and Management Education Committee. As a result, all issues can be identified early for remedy. For example, issues may be cited by students or the external examiner and the meetings are held monthly. In addition, the Programme Director works closely with the School’s Student Engagement Team to update students on important aspects concerning quality.

The School of Business and Management has a dedicated member of academic staff to scrutinise the latest and past NSS scores, in addition to module evaluations.

The school regularly sends staff members to attend CABS conferences (Chartered Association of Business School). These conferences bring together colleagues from business schools across the UK and foster an exchange between them on how to manage business schools effectively and how to best teach students about business. These interactions ensure that our students are taught using the most recent methods.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/ institutes and their 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 and also to act as a forum for discussing programme and module developments. Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme can contact the Programme Director, who reports to the Director of Postgraduate Taught Programmes.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School’s Associate Dean for Education on all matters related to the delivery of taught programmes at the school level, including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment, before submission to the Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

Curriculum development and delivery are overseen by the Programme Director through the relevant School Teaching Review Group, which reports to the School’s Education Committee. The School’s Teaching Review Groups oversee teaching methods in each module, taking into account student evaluations and comments, averages, and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system, and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee, as well as external sources (external examiners, and views filtered through the College’s
Programme Title:  MSc Supply Chain and Logistics Analytics

International Office.

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

In addition, the director of the programme collaborates with technological companies and industry experts to reflect on the content of the vdegree (once a year - director of the programme). External examiners provide feedback on the content of the programme and academic performance.

What academic support is available?

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be delivered by research-intensive staff who will critically evaluate and integrate professional knowledge of the subject material into their teaching. The theoretical teaching will be enriched by guest lectures and projects from the logistics industry and supply chain firms. The programme spans three semesters, enabling the students to develop a critical and comprehensive knowledge of the modern tools of analytics and the professional practice of logistics and supply chain management. Students will learn the interdisciplinary and analytics-focused material in an academically challenging, but supportive environment.

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

Postgraduate Programme Director
The School has one academic Programme Director who is able to support students through their studies, if they encounter any difficulties of a personal nature which are having an impact on their studies they can meet with the Director for support.

Academic Advisors
Every student is allocated an Academic Advisor who they can approach, should they have any queries or issues related to their academic studies or academic development. Students are expected to see their advisor at least once each semester.

Office Hours
All academics have dedicated office hours published on the website, so students may visit them to discuss any aspect of their learning on specific modules.

Programme-specific rules and facts

N/A

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

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

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

- Finding out if you have a specific learning difficulty like dyslexia
Programme Title: MSc Supply Chain and Logistics Analytics

- 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 module 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.

The MSc is in line with QMUL policy of accessibility and inclusivity per:
1) http://www.dds.qmul.ac.uk/disability/
2) https://www.qmul.ac.uk/site/accessibility/

All SBM learning outcomes at module level have been reviewed for clarity both at the School Education Committee and as part of a wider project (AACSB accreditation).

QMPlus modules sites have been significantly developed recently and are linked to QReview, and with a move towards the standard use of SensusAccess before uploading QMPlus materials. Due allowance will be made for students to record seminars, if necessary, and seminar discussions and classroom arrangement will furthermore take into account any special arrangements. Students requiring additional time for completion of assessments i.e. in-class tests and presentations as recommended by DDS will have the adjustments made by the module administrator. In addition, marking of assessments will take into consideration any neurodiversity, i.e. not penalising sentence structure or grammar.

Links with employers, placement opportunities and transferrable skills

Graduates from this programme will have developed a range of analytical, cognitive, and practical transferrable skills, which will be applicable beyond academia. The School works closely with the Careers Service to locate possible work placements/internships and to prepare students for the recruitment process (e.g. assistance in creating effective CVs, interview skills). The Department of Business Analytics and Applied Economics has connections with the industry, including some in the supply chain, logistics, and blockchain domain, who are contributing to the existing MSc programmes through guest lectures and sponsoring student projects. The provision of such projects is subject to availability at the time.

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive, intellectual, personal and interpersonal skills as well as skills specific to business and management. These include:
- The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately, and generalise appropriately;
- The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting;
- Effective performance within team environments and the ability to recognise and utilise individuals’ contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management;
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

| Person completing Programme Specification: | Dr Guven Demirel, Dr Eun-Seok Kim, and Aktar Hussain |
| Person responsible for management of programme: | Dr Eun-Seok Kim and Dr Guven Demirel |
| Date Programme Specification produced / amended by School / Institute Education Committee: | |

Programme Specification PG / 2021-22/ V1
Programme Title: MSc Supply Chain and Logistics Analytics

Date Programme Specification approved by Taught Programmes Board:
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

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Further details on HECoS codes can be found here.

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<td>School of Business &amp; Management</td>
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Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

| NA |

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<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management (PGT)</td>
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</tbody>
</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<tbody>
<tr>
<td>2023/24</td>
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<tr>
<td>2025/26</td>
<td>50</td>
<td>35</td>
<td>60</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a hands-on analytics module that serves as the capstone project for the MSc Supply Chain and Logistics Analytics programme. The students will work on identifying and solving a logistics or supply chain related problem by employing one or more analytics models, methods, and software. The projects can be based on a real-world problem faced by an organisation or an academic research question that can be addressed by the application of analytics methods, broadly defined. In the problem selection, students should give priority to contemporary issues in supply chain, logistics, and transportation. Students will be expected to apply and combine the knowledge and skills that they have acquired in their taught modules. This is a core module for the MSc Supply Chain and Logistics Analytics programme.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Lecture and seminar rooms</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).
Section 2 - Module Specification

Module title: Capstone Project in Supply Chain and Logistics Analytics

Module code: BUSMXXF

Credit value: 30

Level: 7

Mode of Delivery: On Campus

Semester: Semester 3

Module Organiser: TBC

Pre-requisite modules

Co-requisite modules

Overlapping modules

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

This is the capstone module for the MSc Supply Chain and Logistics Analytics, for which students will work on projects and use analytical methods to solve a problem related to contemporary issues that concern supply chains, logistics networks, or transportation. The projects can be based on real-world data, simulated data, or a theoretical mathematical model. The projects and problems can be supplied by firms (subject to arrangements), sourced from online data repositories, or identified from the academic literature. Students will present preliminary results as a group to an audience consisting of supervisors and problem owners. The assessment of the Group Work component (30%) will incorporate peer assessment. The final assessment of the module will be based on individual project reports that cover specific aspects of the project.

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

The module fundamentally aims to give the students the opportunity to experience a supply chain and logistics analytics project from conception to the delivery. Students will work in teams of size 3-5, depending on the cohort size and project arrangements. The group work aims to strengthen the skills students will require when they work as members of supply chain related functions or research teams. The majority of the assessment will be based on the individual research and report linked to the broader team project. Students will need to apply, combine, and improve skills and knowledge acquired throughout their MSc. They will strengthen their technical and digital skills in collecting and analysing data, applying optimisation models, and presenting the results of complex analysis to an audience that is not necessarily specialist or knowledgeable about the methods used. Students will thereby develop the transferable skills of conveying complex information to nonspecialist business managers.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

| A1 | Critically evaluate a business and management problem and propose a data- and facts-driven solution |
|    | Establish digital and technical competence in analysing and solving a problem                       |
|    | Conduct independent research within a group work environment                                        |
Disciplinary Skills - able to:

| B1 | Review and integrate academic and industrial knowledge about supply chains and logistics networks |
| B2 | Assess a supply chain and logistics system and situation and propose an analytics solution |
| B3 | Use computer programming, statistical analysis, and optimisation to improve supply chain and logistics decisions |
| B4 | Present analytics projects to experts, non-experts, and managers |

Attributes:

| C1 | Communicate effectively with team members via effective self-management, leadership and communication |
| C2 | Practice good project management principles for delivering high-quality projects on time |
| C3 | Develop skills for oral and written communication of complex analysis |

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.


Academic Journals:
Management Science
Operations Research
Production and Operations Management
Manufacturing and Service Operations Management
Journal of Operations Management
European Journal of Operational Research
International Journal of Operations and Production Management
International Journal of Production Economics
Supply Chain Management: An International Journal
The Operational Research Society - OR Insight
INFORMS Journal on Applied Analytics

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.

A minimum of five 1-hour group meetings with the supervisors about the research project. Some meetings can be online, while at least two meetings will be in-person. A minimum of two 1-hour individual meetings for the individual report (at least one in-person).

2. **Student independent learning time**

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

As a rough guide:
- 73 hours for general reading about methods and analytics projects
- 20 hours preparation of the presentation,
- 60 hours for the individual report writing
- Preparation and follow-up work for each supervision meeting 20 hours (140 hours in total).

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></td>
<td>Group presentation</td>
<td>Practical (PRA)</td>
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<td>No</td>
<td>N/A</td>
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<tr>
<td></td>
<td>Individual Report</td>
<td>Coursework (CWK)</td>
<td>5,000 words</td>
<td>70</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

**Qualifying mark**: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.  
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**Reassessment**

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
<table>
<thead>
<tr>
<th>Sequence</th>
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<td>Yes</td>
</tr>
</tbody>
</table>

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

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

---

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

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

---

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

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

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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: Introduction to Supply Chain and Operations Analysis  Module code: BUSMXXA
Credit value: 15  Level: 7  Module type: LSR  Scheme: Taught Postgraduate
Start date: September 2023

Proposed HECoS Code: 100079 business studies

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
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</thead>
<tbody>
<tr>
<td>x</td>
<td></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:

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
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Anticipated Student Registrations

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<td>60</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.

Supply Chain and Operations Management (SCOM) deals with the design, execution, and improvement of the systems that supply and transform materials, and distribute final products to customers. SCOM represents a great challenge as well as tremendous opportunity for firms involved in the production and delivery of goods and services. If designed and managed properly, supply chains are a crucial source of competitive advantage for both manufacturing and service enterprises. In this module, we will introduce the fundamentals of supply chain and operations management and the analysis of the processes and decisions involved. This module will be offered as a compulsory module for MSc Supply Chain and Logistics Analytics.

Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Lecture and seminar rooms</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

Head(s) of supporting School / Institute

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

Module title: **Introduction to Supply Chain and Operations Analysis**  Module code: **BUSMXXA**

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

Module Organiser: **TBC**

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

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

This module introduces students to supply chain and operations management, including its purpose, general principles, and relationships with other functional areas of businesses. It is also intended to introduce standard terms, concepts, and metrics, crucial for understanding and analysing supply chains and interacting with business professionals. Topics include contemporary issues in supply chain, logistics, and transportation; supply chain drivers and metrics; supply chain strategy and network design; levels of planning; planning and coordinating demand and supply; production planning and inventory control process; and quality management. We will look at case studies on the use of supply chain and operations analysis in practice.

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

The module will focus on models and analytic tools, which are crucial for the design and the operation of supply chains. Strong emphasis is placed on how supply chain performance can be measured and how specific tools can be used to improve it. Students will develop a familiarity with a range of decisions that logistics and supply chain managers take at various levels and an appreciation of the value of the principles of operations management for effective supply chain management. With the knowledge of key processes that shape logistic and supply chain networks as well as operations management principles, students will be ready to learn more advanced topics for planning and controlling supply chains.

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> Discuss different concepts, processes, models, and techniques for supply chain and operations management</td>
</tr>
<tr>
<td><strong>A2</strong> Explain the different levels of decision making in supply chains and their importance for performance</td>
</tr>
<tr>
<td><strong>A3</strong> Measure and monitor supply chain performance at different levels</td>
</tr>
</tbody>
</table>
A4 Identify and address main analytical questions arising in logistics and supply chain operations

Disciplinary Skills - able to:

| B1 | Examine and improve the flow of materials through a network of suppliers, manufacturers, distributors and retailers using analytic tools. |
| B2 | Make analytics-supported decisions on fundamental supply chain processes and resources, including facilities, inventories, and transportation. |
| B3 | Apply techniques for measuring and managing supply chain performance |
| B4 | Recognise the trade-offs in the design and management of supply chains |

Attributes:

| C1 | Use critical thinking skills in structuring and analyzing practical problems. |
| C2 | Develop new analytics methods and techniques, where necessary |

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.


Academic Journals
- Supply Chain Management: An International Journal
- The Operational Research Society - OR Insight
- INFORMS Journal on Applied Analytics

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

1. Student / lecturer interaction

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

Lectures: 22 hours
Seminars (in computer room): 10 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.

| | 118 hours to study material/reading, prepare material for seminars and assessments |

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

| | 150 hours |

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

<table>
<thead>
<tr>
<th>Sequence</th>
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<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
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<td>Individual Report</td>
<td>Coursework (CWK)</td>
<td>2,000 words</td>
<td>70</td>
<td>Yes</td>
<td>N/A</td>
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**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

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

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<tr>
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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

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: Environmental Analytics for Supply Chains
Module code: BUSMXXB
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100078 business and management

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<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:

NA

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2025/26</td>
<td>50</td>
<td>35</td>
<td>60</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.

Natural resources and ecosystems are on the brink of collapse with ever increasing human pressures on natural systems. Climate change, pollution, and loss of biodiversity can only be understood and tackled with a systems approach. In this context, it is not sufficient for a firm to limit its own impact on the environment, since production and distribution is spread over multiple firms, constituting a supply network. Therefore, sustainable supply chain management is essential for achieving many sustainable development goals, as framed by United Nations. In this module, we introduce and discuss the main sustainability challenges and objectives supply chains face and the solutions and strategies developed. This module is compulsory for the MSc Supply Chain and Logistics Analytics programme.

### Resource Requirements

By School / Institute responsible for module:  Lecture and seminar rooms

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
Section 2 - Module Specification

Module title: Environmental Analytics for Supply Chains
Module code: BUSMXXB

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

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).

Sustainable supply chain management is core to mitigating the detrimental impacts of global production, distribution, and consumption. In this module, we introduce and discuss the fundamentals of environmental analytics for supply chains, by integrating academic knowledge and industry practice and including case studies. We first discuss the different methods and systems for measuring and reporting environmental impact, including Life Cycle Assessment, carbon footprint, water footprint, nonrenewable materials management, and environmental reporting. We then discuss circular economy and associated supply chain strategies and business models, including reverse logistics and closed loop supply chains. We then focus on operational initiatives, such as green inventory management, responsible purchasing, green technology choice, and eco-design. We finally look at the social pillar of sustainability and discuss social responsibility and slavery in supply chains, highlighting the relationships and potential conflicts with the environmental pillar.

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

In this module, we focus on key concepts and discussions about sustainable supply chain management. We aim to increase the awareness of the students about environmental and social impacts of global production and distribution through supply and logistics networks. The students will learn about supply chain strategies and analytics tools for mitigating the environmental impact of supply chains. We aim to educate future supply chain managers who are socially and environmentally responsible. Furthermore, students will be equipped with knowledge and skills that are already desired by many organisations, for which the demand can be expected to further increase.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>
A3 Explain how to measure and report environmental impact;

A4 Establish a critical understanding of the operational decisions and their green alternatives;

**Disciplinary Skills - able to:**

B1 Assess the potential effects of technological, societal, and environmental changes and drivers on supply chains, logistic networks, and transport

B2 Identify conflicts between economic, social, and environmental objectives and propose socially and environmentally responsible and effective solutions;

B3 Measure and report sustainability using the systems and measures designed;

B4 Develop analytics-based supply chain solutions for real-world environmental problems

**Attributes:**

C1 Practice good project management principles for delivering high-quality projects on time

C2 Develop a strong sense of research ethics and intellectual integrity

C3 Communicate effectively with team member.

4) **Reading List**

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


5) **Teaching and Learning Profile**

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

1. **Student / lecturer interaction**

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

| Lectures: 22 hours |
| Seminars / computer labs: 10 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. 

118 hours to study material/reading, prepare material for seminars and assessments

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

150 hours

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Presentation</td>
<td>Coursework (CWX)</td>
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<td>No</td>
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</tr>
<tr>
<td></td>
<td>Exam</td>
<td>Examination (EXM)</td>
<td>2 hours</td>
<td>70</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
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**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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

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

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

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

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

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Module Proposal Form (PG)

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

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

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

Section 1 - Summary Information

Module title: Introduction to Management Science
Module code: BUSMXXC
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100360 business computing

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<table>
<thead>
<tr>
<th>School / Institute</th>
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Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

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

<table>
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<tr>
<th>Year of Registration</th>
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</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

There is a growing demand for analytical skills in the contemporary job market. This module aims to introduce students to key quantitative methods and techniques used for effective decision-making by businesses. In particular, we focus on the models and tools of management science, an interdisciplinary field that employs and integrates methods of applied mathematics, economics, and statistics to help decision making in the management context. This module will provide the student with a deep understanding of standard optimisation models and techniques and will show how they can be used to identify and solve problems encountered by managers in practice. This module will be offered as a compulsory module for MSc Supply Chain and Logistics Analytics.

### Resource Requirements

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

Lecture rooms and computer labs for the seminars.

**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**
Section 2 - Module Specification

Module title: Introduction to Management Science  Module code: BUSMXXC

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

Module Organiser: TBC

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

1) Content Description

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

This module introduces the students to Management Science, which is the study of advanced analytical and computational methods to support effective and informed managerial decision-making. The principal idea in Management Science is to formulate managerial decision problems as mathematical problems, which can subsequently be solved with mathematical or numerical techniques. The use of these methods will be illustrated with applications in diverse disciplines, in relation to supply chain and logistics management. Topics include linear and nonlinear programming, integer programming, network models, decision analysis, and queuing analysis.

2) Module Aims

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

This module broadly aims to develop the quantitative skills required to model and solve critical managerial problems by the methods of management science. The module will provide the students with skills to formulate organisational problems in the language of mathematics, select suitable techniques to solve them, and use specialised software programs to carry out these tasks in practice. The module will explore various mathematical techniques to formalise and solve managerial decision problems. Students will be able to identify relevant approaches that suit a particular problem of interest.

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>  Modeling managerial decision problems as mathematical problems, and applying the methods and techniques of Management Science to solve these problems</td>
</tr>
<tr>
<td><strong>A2</strong>  Assessing the strengths and weaknesses of different analytical methods for managerial decision-making</td>
</tr>
<tr>
<td><strong>A3</strong>  Identify a wide range of optimisation problem prototypes and relevant business problems</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Identify, analyse and understand the quantitative aspects of decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Formalise managerial decision problems as mathematical problems</td>
</tr>
<tr>
<td>B3</td>
<td>Use state-of-the-art computational and mathematical techniques to solve management science problems</td>
</tr>
<tr>
<td>B4</td>
<td>Critically assess the feasibility and practical implications of the emerging solutions</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Apply analytical and problem-solving skills to produce evidence-based and creative thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Communicate competently with professionals in the area of management science and operational research</td>
</tr>
</tbody>
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4) Reading List
Please provide an indicative reading list for the module. This should include key texts and / or journals but should not be an exhaustive list of materials.


5) Teaching and Learning Profile
Please provide details of the method of delivery (lectures, seminars, fieldwork, 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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|          | Lectures: 22 hours
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Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

118 hours to study material/reading, prepare material for seminars and assessments

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Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours

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

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<td>Individual Report</td>
<td>Coursework (CWK)</td>
<td>2,000 words</td>
<td>70</td>
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- Standard Reassessment
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Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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Section 3 - Alternative Assessment Arrangements for Associate Students

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Module Proposal Form (PG)

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

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Section 1 - Summary Information

Module title: Supply Chain Planning and Control
Module code: BUSMXXD
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100078 business and management

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

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

NA

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### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

Supply chain management is key for effective and resilient businesses. This module will equip the student with fundamental concepts, processes, models and techniques required for designing, planning, managing, and controlling supply chain operations. This is a compulsory module for the MSc Supply Chain and Logistics Analytics programme. This module focuses on the application of management science and operations research methods to the most fundamental supply chain management problems and decisions. The topics covered include supply chain network design, aggregate planning, MRP and ERP, production scheduling, inventory management, and quality management. Students will develop theoretical knowledge and digital and software skills for identifying and solving supply chain problems using optimisation, computer programming, and IT tools.

### Resource Requirements

By School / Institute responsible for module: Lecture rooms and computer labs

By any other School / Institute or collaborating institution:

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module title: Supply Chain Planning and Control
Module code: BUSMXXD
Credit value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: TBC

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).

Effective supply chain planning and control is the driver of efficiency, flexibility, robustness, and resilience in supply chains. This module will focus on models and techniques required for designing, planning, managing, and controlling supply chain operations. The module will consider decisions and processes at different levels in the decision making hierarchy. Topics include supply network design, aggregate production planning, MPS, MRP, and ERP, JIT systems, inventory management models, production scheduling, and quality management. Students will also learn about fundamental aspects of corporate/enterprise information systems designed to support planning and control.

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

This module aims to develop the essential technical knowledge and skills that are desired from supply chain professionals and researchers. The module will equip the student with a solid foundation of supply chain planning and control. In particular, we aim to train students in mathematical, computational, and IT tools that they can deploy to solve common planning and control problems. With the combination of these skills, techniques, and critical insights, it is aimed to help students build the necessary discipline-specific competence to become supply chain analysts and managers.

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 Establish a critical understanding of different concepts, processes, models, and techniques for supply chain planning and control

A2 Develop the digital and technical fluency for using management science and operations research tools for supply chain problems

A3 Explain the importance of supply chain planning and control for competitive advantage
Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Apply appropriate optimisation techniques for particular problems under consideration in the area of logistics and supply chain management</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Use computer programming, optimisation, and IT tools to improve supply chain and logistics decisions</td>
</tr>
<tr>
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<td>Develop analytics-based solutions for real-world supply chain problems</td>
</tr>
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<td>B4</td>
<td>Interpret technical solutions in a business context</td>
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Attributes:

<table>
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<tr>
<th>C1</th>
<th>Practice good project management principles for delivering high-quality projects on time</th>
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<td>Communicate effectively about complex analysis in project reports</td>
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4) Reading List
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5) Teaching and Learning Profile
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Lectures: 22 hours
Seminars / computer labs: 10 hours

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- Standard Reassessment
- Synoptic Reassessment

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

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Section 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: Analytical Frontiers in Supply Chain Management  Module code: BUSMXXE
Credit value: 15  Level: 7  Module type: LSR  Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECos Code: 100078 business and management

Further details on HECos codes can be found here

Responsible School / Institute: School of Business & Management

<table>
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NA

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**Module Rationale**
Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

Supply chain management is affected by and consequently shapes technologies and disruptive innovation from a multitude of sources. In particular, the digitalisation of supply chains is enabling and triggering the use of analytics tools to plan, manage, and control supply chains. In this module, we will look at the cutting-edge academic and industrial research on analytical frontiers in supply chain management and their impact on the performance of companies. This is a compulsory module for the MSc Supply Chain and Logistics Analytics programme. The topics covered include digitalisation, blockchain, IoT, Industry 4.0, supply chain visibility and traceability solutions, risk management, disruptions and resilience, AI and robotics in logistics, advanced inventory management models, and network analysis.

**Resource Requirements**

By School / Institute responsible for module: Lecture and seminar rooms

By any other School / Institute or collaborating institution:

---

**Approval of New Module Proposal**

The signature of the Head(s) of School(s) / Institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module title: Analytical Frontiers in Supply Chain Management  
Module code: BUSMXXE

Credit value: 15  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 2

Module Organiser: TBC

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

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

In this module, we discuss the current trends and analytical frontiers in supply chain management. We have a particular focus on technological innovations that are transforming and restructing supply chains, including Industry 4.0, IoT, blockchain and other traceability solutions, big data, and robotics. We will discuss the applications of advanced operations research, machine learning, data science, and network science methods, particularly in such data-rich and digital environments. The module will combine reading of academic literature, discussion of case studies, investigation of industrial projects and initiatives, and industry guest lectures.

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

This module aims to raise the awareness about global trends that affect contemporary supply chains. The module will provide the students with a comprehensive coverage of technologies and analytics solutions at the forefront of academic research and industry use. Students will gain deeper knowledge on certain topics such as resilience, robotics in warehouse, supply chain quality management, advanced inventory control, which will prepare them for supply chain research in general, and their capstone projects in particular. Students will be provided a rich learning experience through a combination of reading academic articles, discussing case studies and business projects, and meeting industry experts through guest lectures, which will help them to better understand how to use advanced analytics tools to improve supply chain operations.

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> Establish a critical understanding of different concepts, processes, models, and techniques for supply chain management</td>
</tr>
<tr>
<td><strong>A2</strong> Recognize contemporary trends, technologies, models, and analytics tools for supply chain management</td>
</tr>
<tr>
<td><strong>A3</strong> Interpret and communicate technical solutions in a business context</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>Identify, choose, and propose an IT and / or analytics decision support tool for particular supply chain operations and decisions</td>
</tr>
<tr>
<td>B2</td>
<td>Apply new operations research, data science, and network science models and tools</td>
</tr>
<tr>
<td>B3</td>
<td>Integrate multiple qualitative and quantitative methods to solve supply chain problems</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Critically evaluate academic studies, industry projects, and sector trends and forecast future analytics trends</td>
</tr>
<tr>
<td>C2</td>
<td>Communicate effectively with business professionals and researchers</td>
</tr>
<tr>
<td>C3</td>
<td>Practice teamwork</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.


Academic Journals:
Management Science
Operations Research
Production and Operations Management
Manufacturing and Service Operations Management
Journal of Operations Management
European Journal of Operational Research
International Journal of Production Economics
Supply Chain Management: An International Journal
The Operational Research Society - OR Insight
INFORMS Journal on Applied Analytics

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.

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lectures: 22 hours</td>
</tr>
<tr>
<td></td>
<td>Seminars / computer labs: 10 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.

| 118 hours to study material/reading, prepare material for seminars and assessments |

1. + 2. Total module notional study hours

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

| 150 hours |

6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Presentation</td>
<td>Coursework (CWK)</td>
<td>30 minutes</td>
<td>30</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Individual Essay</td>
<td>Coursework (CWK)</td>
<td>2,000 words</td>
<td>70</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

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

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

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

Section 1 - Summary Information

Module title: Transportation and Logistics Analytics  
Module code: BUSMXXG

Credit value: 15  
Level: 7  
Module type: LSR  
Scheme: Taught Postgraduate

Start date: September 2023

Proposed HECoS Code: 100079 business studies

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
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</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:

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
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</tbody>
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## Anticipated Student Registrations

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<th>Year of Registration</th>
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## Module Rationale

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

Logistics is the lifeline of most businesses, encompassing all activities from the receipt of customer orders to the delivery of goods at their doorstep. An organisation could have the highest brand equity, the most desirable products, and the best people, but it could still fail if its logistics infrastructure and systems are not adequate. In this module, we provide a comprehensive coverage of the design and the management of logistics and transportation networks and systems, with a particular focus on the tools of operations research for logistics. Furthermore, logistics is a major contributor to carbon footprint, hence we discuss mitigating environmental impact through initiatives such as green logistics. This module will be offered as a compulsory module for MSc Supply Chain and Logistics Analytics.

## Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Lecture and computer labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
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</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

Head(s) of supporting School / Institute

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

Module title: Transportation and Logistics Analytics  
Module code: BUSMXXG

Credit value: 15  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 3

Module Organiser: TBC

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).

In today’s global supply chains, manufactured products often travel across multiple countries and multiple states, using multiple modes of transportation, before reaching final customers. Along the way, these products are processed at a variety of inventory transfer points, and reconfigured and combined with other products with the goal of arriving intact at the right place and right time. Topics covered include logistics strategy, transportation infrastructure, transport modes, logistics modelling, warehouse operations, logistics outsourcing, and green logistics.

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

This module aims to provide students with an understanding of all key areas within transportation and logistics from the supply chain management perspective. Effectively managing product flows requires taking an end-to-end view of the logistics and transportation network to understand how changes in one link impact others. It also requires openness to change, including adopting new network designs and other innovations. With the holistic teaching approach and comprehensive coverage, students will be able to develop these skills.

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 | Explain the role and importance of logistics |
| A2 | Compare and contrast different logistics strategies and justify their use by international organisations |
| A3 | Identify the key tools and techniques used in managing logistics and critically analyse their applications in practice |
A4 Identify the future challenges that new technologies pose

Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Evaluate the effectiveness of logistics management in an organisation in order to identify ways in which to improve it</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Classify different theoretical ideas and put them to use in real world contexts</td>
</tr>
<tr>
<td>B3</td>
<td>Apply analytics tools and techniques to solve decision problems in transportation and logistics management</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Communicate ideas effectively through reports (or presentation).</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Develop the ability to conduct independent research</td>
</tr>
</tbody>
</table>

4) Reading List

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


5) Teaching and Learning Profile

Please provide details of the method of delivery (lectures, seminars, fieldwork, 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

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2. Student independent learning time

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118 hours to study material/reading, prepare material for seminars and assessments
1. + 2. Total module notional study hours

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

150 hours

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

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<td></td>
<td>Individual Report</td>
<td>Coursework (CWK)</td>
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<td>70</td>
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**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

Module Proposal Form (PG)

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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: Demand Forecasting and Pricing Analytics
Module code: BUSMXXH
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100079 business studies

Further details on HECoS codes can be found here.

Responsible School / Institute: School of Business & Management

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
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<tr>
<td>x</td>
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Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

Responsible School / Institute | Subject Exam Board responsible for the module
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School of Business and Management | Business and Management (PGT)
Anticipated Student Registrations

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<tr>
<th>Year of Registration</th>
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Module Rationale
Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or 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.

Making well-informed decisions usually requires making forecasts of relevant variables. Therefore, good forecasts are more likely to produce good decisions, and accurate forecasting is an extremely important task of business managers. Prices are then set in a dynamic environment, using demand forecasts as well as data on other products and competitors. This module equip the students with a thorough understanding of various statistical tools and techniques for forecasting and pricing. This module will be offered as a compulsory module for MSc Supply Chain and Logistics Analytics.

Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Lecture and seminar rooms</th>
</tr>
</thead>
</table>

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Approval of New Module Proposal

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**Section 2 - Module Specification**

**Module title:** Demand Forecasting and Pricing Analytics  
**Module code:** BUSMXXH

**Credit value:** 15  
**Level:** 7  
**Mode of Delivery:** On Campus  
**Semester:** Semester 3

**Module Organiser:** TBC

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<th>Pre-requisite modules</th>
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</tbody>
</table>

1) **Content Description**

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

The process of business forecasting involves the study of historical data to discover their underlying tendencies and patterns and the use of this knowledge to project the data into future time periods. This is a challenging task with non-stationarity in data and the impact of external economic factors. The topics covered include simple and multiple regression, time series decomposition and analysis, exponential smoothing, auto-regressive and moving average models, willingness to pay/demand estimation and pricing, dynamic pricing, and quantity-based revenue management.

2) **Module Aims**

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

This module aims to introduce students to both technical and managerial issues and implications for demand forecasting and pricing analytics. The forecasting and pricing process includes selecting the right data, specifying the right economic and statistical models, and decision making, in which knowledge of the market is essential. Students will develop fundamental demand forecasting and pricing knowledge and skills, which are in high demand by firms. Furthermore, this is a highly active area of research, for which the students will be provided with the foundational knowledge.

3) **Learning Outcomes**

Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content</th>
</tr>
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<tbody>
<tr>
<td>A1 Explain different fields of application of time series analysis and forecasting</td>
</tr>
<tr>
<td>A2 Characterize uncertainty for forecasting</td>
</tr>
<tr>
<td>A3 Demonstrate the knowledge of the power as well as limitations of quantitative-based forecasting methods</td>
</tr>
</tbody>
</table>
A4 Identify and solve key revenue-management and pricing problems using analytics

Disciplinary Skills - able to:

B1 Select the most appropriate forecasting method for a given time series

B2 Use advanced statistical tools to fit such models to data and quantify performance

B3 Make business decisions and develop an optimal pricing strategy based on estimation data

Attributes:

C1 Communicate effectively using and justifying argument within reports (or presentations)

C2 Develop a strong sense of research ethics and intellectual integrity

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


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

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Lectures: 22 hours
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Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

118 hours to study material/reading, prepare material for seminars and assessments
1. + 2. Total module notional study hours

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<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Individual Report</td>
<td>Coursework (CWK)</td>
<td>2,000 words</td>
<td>70</td>
<td>Yes</td>
<td>N/A</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)'.

<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 Business and Management</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Environmental Analytics</td>
</tr>
<tr>
<td></td>
<td>Part 2 Proposal Form</td>
</tr>
<tr>
<td></td>
<td>External Adviser Comments</td>
</tr>
<tr>
<td></td>
<td>Response to External Adviser</td>
</tr>
<tr>
<td></td>
<td>Programme Specification</td>
</tr>
<tr>
<td></td>
<td>Modules</td>
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<tr>
<td></td>
<td>Global Environmental Change: Economics and Policy</td>
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<td></td>
<td>Complex Networks for Environmental Economics</td>
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<tr>
<td></td>
<td>Data Analytics I (Introduction to AI)</td>
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<tr>
<td></td>
<td>Micro &amp; Behavioural Foundations of Climate Change</td>
</tr>
<tr>
<td></td>
<td>Data Analytics II: AI for Climate Change</td>
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<tr>
<td></td>
<td>Climate Change Risk for Business</td>
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<td></td>
<td>Climate Finance</td>
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<td></td>
<td>Macroeconomics of Climate Change</td>
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<tr>
<td></td>
<td>Master Project in Environmental Analytics</td>
</tr>
<tr>
<td></td>
<td>Sustainability Challenges</td>
</tr>
<tr>
<td></td>
<td>Environmental Health and Policy: Applications in Developing Economies</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise from the Board these should be clearly stipulated and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Governance and Legal Services</td>
<td>Background</td>
</tr>
<tr>
<td></td>
<td>The School of Business and Management seeks to introduce a MSc in Environmental Analytics.</td>
</tr>
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<td></td>
<td>Programme Structure</td>
</tr>
<tr>
<td></td>
<td>The programme is full-time over 3 terms in 1 academic year. It will consist of eight compulsory modules each of 15 credits at level 7, two elective modules each of 15 credits at level 7, and a Group Project of 30 credits, making 180 credits in total.</td>
</tr>
<tr>
<td></td>
<td>Semester A (4 compulsory modules)</td>
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<tr>
<td></td>
<td>• Global Environmental Change: Economics and Policy (Compulsory, 15 credits)</td>
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</tbody>
</table>
• Complex networks for environmental economics (Compulsory, 15 credits)
• Data Analytics I (Introduction to AI) (Compulsory, 15 credits)
• Micro & Behavioural Foundations of Climate Change (Compulsory, 15 credits)

Semester B (2 compulsory modules and 2 elective modules)
Compulsory modules:
• Data Analytics II: AI for Climate Change (Compulsory, 15 credits)
• Climate Change Risk for Business (Compulsory, 15 credits)
Elective modules:
• Sustainability Challenges (Elective, 15 credits)
• Environmental Health and Policy: Applications in Developing Economies (Elective, 15 credits)
• Economics for Development (Module BUSM073, Elective, 15 credits)
• Experiments for Business Analytics (Module BUSM160, Elective, 15 credits)
• Complex Networks and Innovation (Module BUSM132, Elective, 15 credits)

Semester C
3 compulsory modules:
• Climate Finance (New Module, Compulsory, 15 credits)
• Macroeconomics of Climate Change (New Module, Compulsory, 15 credits)
• Group Project in Environmental Analytics (New Module, Compulsory, 30 credits)

Programme Management
The programme will be managed entirely by the School of Management

Programme regulations and Progression
Standard programme regulations including progression apply.

Admission/Entry Requirements
SBM’s standard entry requirements for PG programmes apply namely a 2:1 bachelor’s degree or above. IELT scores of 7.0 overall including 6.0 in Writing, and 5.5 in Reading, Listening and Speaking or equivalent exam.

External Adviser Comments
A positive report has been received from the External. The School have responded to the two issues raised (in separate email).

Modules
The compulsory modules in in Sem A,B and C are all new to this programme. In Sem B, students can choose 2 electives from 2 new modules and 3 extant modules. All module proposals have been provided.
A new Core module “Master Projects in Environmental Analytics” has been proposed. This is instead of a traditional dissertation. Students will identify and solve a real-world problem related to supply chains and logistics networks. The School have stated that they working as a Team would be a large part of solving these problems in the real-world and have therefore incorporated a Group Presentation as part of the assessment (worth 30%). It is unusual for group work to be part of a major project / dissertation. DGLS would like TPB to discuss the merits and disadvantages of having group work as part of a project module. Especially in light of the OfS Conditions of Registration. Steps have been put in place to ensure that the module assessment is still “valid and reliable” namely that the group work is a maximum of 30% of the module and that there will be an element of peer assessment. It is noted that clear grade criteria will need to be implemented to demonstrate how marks are awarded for individual contribution to the group work.

**Issues**

As above, DGLS would like TPB to discuss the issue of using Group Work for a Master’s project. Please note that the same issue is being raised for the proposal for MSc Supply Chain and Logistics Analysis.

Semester dates for the three teaching terms have been received and will require approval by EQSB.

To note that most of the paperwork is unsigned. However DGLS has received previous versions which were signed and only minor updates were made since the signed versions.

*Alison Dawn*
*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:** MSc in Environmental Analytics

**Proposed Programme and Route Code(s):** Single Award

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

**Proposed start date:** September 2023

**Proposed term dates:** Standard

Does this programme contain a foundation year or any pre-sessional activity? **N/A**

Will this programme be available to Science & Engineering Foundation (SEFP) students after completion of the foundation year? **N/A**

1) **Programme Management**

Please describe the arrangements for the operational management of the programme and the quality assurance and enhancement mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Please complete either section a) for programmes delivered by one QMUL School / Institute or section b) for programmes delivered by more than one QMUL School / Institute. Programme management arrangements for collaborative programmes should also be reflected in the Memorandum of Agreement with the partner institution.
a) Single School / Institute Delivery

This is a Single School programme delivered by the BAAE department.

1. Key principles
- The BAAE Department of SBM is responsible for the entire delivery of the MSc and the modules contained within it.
- In principle, the module instructors, the Directors of the MSc, and the head of BAAE Department make the operational decisions.
- Any issues encountered operationally will be addressed by the module instructors, the Directors of the MSc, and the head of BAAE Department in appropriate order. If necessary, the Head of School of SBM can further be consulted if such levels are not sufficient to resolve any issues.

2. Programme administration
- Overall administrative responsibility and QMUL accountability for the programme rests with SBM.
- The Directors of the MSc are responsible for the academic content and quality of the curriculum in consultation with module instructors and student feedback.
- The SBM postgraduate administration team is responsible for the overall administrative delivery, including timetabling, registration, complaints, pastoral care, appeals, and progression, as well as any necessary coordination across appropriate teams.

3. Programme delivery
- The programmes will be delivered in suitable rooms at QM’s Mile End Campus.
- While not intended, it is also possible to deliver the programme online if necessary due to public health circumstances.

4. Marketing and recruitment
- The SBM marketing team will produce marketing materials for the programmes, with input from the International 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.
- SBM will be responsible for admissions to the programme.
- Entry requirements and fees will be reviewed annually.

5. Enrolment, welcome week and ongoing student communication
- Enrolment and welcome week is tied into postgraduate activities of the SBM.
- The Directors and module instructors will be responsible for the preparation of the programme handbooks.
- SBM will endeavour to maintain good student relations and extend the themes of the programmes where appropriate and possible, for example, encouraging extra-curricular activities throughout the academic year.

b) Joint School / Institute Delivery

For programmes that are delivered jointly between more than one QMUL School / Institute or for programmes that utilise modules from other QMUL Schools / Institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools / Institutes should also be provided. This should identify the respective responsibilities of each QMUL School / Institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

N/A
2) Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the programme and each module clear?
- Have all reading lists been reviewed in the last academic year with consideration given to texts that are available electronically as well as in hard copy?
- Have all reading lists been included on the Reading Lists Online resource available from Library Services?
- How much of the teaching will be made available via Q-Review and when will recordings be released to students?
- Has consideration been given to using QMPlus to post audio content for students to relisten to?
- Has QMPlus content been checked for accessibility standards with the E-Learning Unit?

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

As this programme is new, there is no past experience to discuss yet. However, it is envisioned that the programme is inclusive to all students with the necessary interests and backgrounds. The learning outcomes are clear for all students. The MSc is in line with QMUL policy of accessibility and inclusivity per:
1) http://www.dds.qmul.ac.uk/disability/
2) https://www.qmul.ac.uk/site/accessibility/

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.

Clear guidance on coursework requirement is given in module handbooks which emphasise approaches to coursework of various types. Students are made aware at induction, within the student handbook and from their module instructors how to avoid plagiarism, together with rules and procedures. Students are made aware that they should "record sources used" in text and also references and are made aware that their coursework is submitted via Turnitin, a plagiarism detection software tool.

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 Business and Management</td>
<td>Business and Management (PGT)</td>
</tr>
<tr>
<td></td>
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</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.
External Adviser Feedback Form

Purpose

External Advisers are usually members of academic staff external to Queen Mary, who are asked to comment on proposals for new undergraduate or postgraduate taught programmes in accordance with the above guidelines.

External Advisers should expect to receive and review:
- Part 2 Programme Proposal Form
- Programme Specification
- Module Proposal Forms for any new modules

Scope

External Advisers are asked to provide feedback on each of the areas listed below, in relation to the proposed programme. Please note that this list is not exhaustive, and Advisers are encouraged to comment on any aspect of the proposal; drawing on their own knowledge and experience. As a guide, an external advisor’s report for a standard undergraduate or taught masters programme would normally be in the region of two to four sides of A4.

External Adviser details

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser:</th>
<th>Professor Sam Fankhauser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Professor of Climate Economics and Policy University of Oxford</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:sam.fankhauser@smithschool.ox.ac.uk">sam.fankhauser@smithschool.ox.ac.uk</a></td>
</tr>
<tr>
<td>I confirm that I have received and reviewed the documentation listed above:</td>
<td>All documents have been received.</td>
</tr>
</tbody>
</table>

1. Aims, objectives and learning outcomes

- Does the programme have clearly articulated aims and learning outcomes which appear to meet the needs of students and equip them for further study or employment?
- Do the academic standards in subject content and teaching and learning match the aims and learning outcomes?
- Are all programme learning outcomes met within modules?
- Are the learning outcomes and the expectations of students clearly developed throughout the programme?

The aims and objectives of the course are clearly defined. The envisaged learning outcomes are appropriate and well documented in all modules. The course is aimed at analytically-oriented students, and is structured very well to meet their needs.
### 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 course has a straightforward and well-established structure with 9 core modules. The provide a good balance between the teaching of technical skills and providing domain knowledge. The modules cover all necessary areas for a course of this type, and judging from the descriptions and reading lists the content is at the frontier of academic thinking and practice.

Perhaps two potential omissions.
- The first and more obvious one is a module on environmental science (e.g. climate science). Experience with our own course in this area suggests students are keen to learn the scientific basis of climate change and other environmental issue. The reading list contains some science material (e.g. from the Intergovernmental Panel on Climate Change), but there is no explicit module.
- The second may be present and I missed it, but compared to other courses there is less emphasis on soft skills and engagement with practitioners, which would prepare students for the job market (e.g. seminars with practitioners or similar).

### 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?

Not applicable.

### 2. Learning, teaching and assessment strategies

- Is there a clear and workable learning and teaching strategy?
- Is there a clear and workable assessment strategy?
- Do the teaching, learning and assessment methods allow students to demonstrate their achievement of the aims and learning outcomes?
- Is there an appropriate range of assessment methods used?
- Do the proposed assessment methods suitably evaluate the attainment of the intended learning outcomes?

The course has the usual mixture of lectures, class discussions and seminars, which seems to provide a good and appropriate mix. Given the nature of the course, I think it is important to emphasise practical classes and sessions with data, which will be as important as the theoretical content.

The assessment method is based heavily on exams (as opposed to say a dissertation), but that seems fine.
3. **External reference points**
   - Has reference been made to Benchmark Statements where applicable?
   - Has reference been made to Framework for Higher Education Qualifications (FHEQ)?
   - Does every award in the programme meet the expectations of the FHEQ?
   - Has reference been made to any relevant Professional and Statutory Regulatory Bodies (PSRBs)?
   - Has reference been made to the Southern England Consortium for Credit Accumulation and Transfer (SEEC) credit level descriptors?

   I am not aware of any of those reference points.

4. **Admission, progression and achievement**
   - Are the entry requirements appropriate and clearly identified?
   - Are clear arrangements in place for the induction of new students?
   - Are there details for any special educational needs requirements?

   The entry requirements are specified and seem appropriate. This is a relatively technical course, and having prior knowledge in maths, statistics or quantitative analysis is therefore important.

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

   Each of the 9 modules has an indicative reading list, which I thought was thoughtful and well-chosen. The course is based on classroom (face to face) teaching and this seems appropriate.

6. **Student guidance and support**
   - Are there clear arrangements in place for supporting students with specific learning requirements?
   - Are there suitable arrangements for dealing with academic misconduct?
   - Are there workable academic support arrangements at school and institution level?
   - Are there administrative arrangements for student support?

   The course benefits from a strong group of course leaders with deep knowledge in the relevant subject areas. Based on a quick look at the departmental website and from my knowledge there seems to be sufficient strength in depth.

   The proposal is not explicit on administrative arrangements and provisions for student support, but I imagine the course will be able to draw on existing arrangements in this respect (e.g. support for students with specific learning requirements, misconduct procedures).
7. **Quality management and enhancement**
   - Are appropriate arrangements in place for programme management?
   - Are clear quality assurance measures in place?
   - For joint programmes, are the responsibilities of all contributing schools / institutes clearly articulated?
   - Are details of continued currency and viability of the programme included?
   - Are effective mechanisms in place for capturing and utilising the student voice?

As noted above, the course benefits from a strong group of course leaders with deep knowledge in the relevant subject areas. Given the size and nature of the course, you will need a strong administrative team and sufficient teaching assistants will have to be in place.

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

There is a massive demand from students for courses in climate change and sustainability. There is also a huge demand for these skills in the private, public and third sectors. Our own course at the Smith School Oxford, which is also aimed at business professionals is oversubscribed by a factor 30.

This additional course would therefore be very welcome. It is a good complement to other courses by emphasising technical skills/ environmental analytics and technical skills.

**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.

**External reference points**

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

Many thanks for the responses. I like your reactions, which I hope will strengthen the course. My only other point was not to underestimate the need for teaching assistants, but I guess you already know this. So nothing more to add from my side.

Good luck with getting the course approved.

Sam

Dear Sam,

thank you so much again for taking the time to review our program.

Regarding your suggestions, we decided to act on both. In particular:

1) We will devote two weeks (six hours) of the module "Global Environmental Change: Economics and Policy" in Sem A, to introduce students to environmental science, providing them with a foundational knowledge to understand environmental change more comprehensively.

2) The program already includes the module "Group Project", developed and delivered in partnership with private companies operating in various environmental sectors. In that module students will have the opportunity to engage directly with practitioners and potentially secure an internship during or right after the MSc. We decided to complement that, by hosting several guest lectures delivered by practitioners, in other modules such as "Climate Finance", "Climate Risk for Business" and "Macroeconomics of Climate Change". In addition, we will also organise workshops/round tables open to all academics, including PhD students, on environmental topics that will cut across various modules. Speakers will typically be academics and practitioners (businesses, policy makers, journalists) operating in different environmental/climate sectors. These events will expose students to people with hands-on experience in addressing and managing climate change issues, with the aim to prepare them for the job market.

Please let me know in case you have any additional comment/suggestion you wish to add.

Thanks a lot.

Best,

Caterina

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Caterina Gennaioli

https://outlook.office.com/mail/drafts/id/AAAmkADljNWFhMTc2LWVmNzUrNGRiZC04NzczLTdjYzIzMTAyZDUwYg9GAAAAADqS%2FR8Sfd%2FTLv... 1/2
From: Samuel Fankhauser <sam.fankhauser@smithschool.ox.ac.uk>
Sent: 23 October 2022 12:23
To: Caterina Gennaioli <c.gennaioli@qmul.ac.uk>
Cc: Natalia Efremova <n.efremova@qmul.ac.uk>; Zeynep Gurguc <z.gurguc@qmul.ac.uk>
Subject: RE: External Review: New MSc in Environmental Analytics

Dear Caterina,

Lovely to see you on Thursday and to meet Natalia and Zeynep; I thought it was a great event.

As promised, I am attaching the external review form for your new MSc. I’m not sure I have the format and length completely nailed, so if there is anything remiss please let me know.

It’s a great course, and having met you all now, taught be a great team.

Best,

Sam
Climate and environmental changes affect all sectors of economies and societies globally, already causing significant loss of lives, land, and livelihoods, mass displacement and security risks. Domestic and international cooperation between multiple layers of society, as well as individual actions by governments, companies, and citizens will play a key role to overcome the climate emergency.

Existing businesses will need to adjust to new ways of working to reach the sustainability goals. The public sector will be required to manage enormous public investments to deploy green technologies, deliver a comprehensive set of climate mitigation policies to curb emissions, adaptation policies to address the risks, the losses and damages already caused by extreme climate events, and among others, effective renewable energy policies.

The private sector is also expected to play a key role, with investors and shareholders, increasingly asking companies to integrate clear and measurable ESG objectives in their strategies and produce transparent non-financial reporting systems to keep track of the sustainability of their investments. The big challenge at the core of such global effort is the ability to measure and regularly monitor climate actions taken by governments and businesses and evaluate their outcomes.

The proposed MSc in Environmental Analytics reflects this challenge and provides a comprehensive set of tools and theories, such as AI, econometrics, and network analysis, to enable students to fully understand and monitor the evolution of complex phenomena in the context of climate and environmental change. Students will acquire, for instance, a deep knowledge of the cooperation in climate action among different set of actors, as well as of the diffusion of attitudes, policies and best practices.
Programme Title: MSc in Environmental Analytics

across individuals, organisations, and countries, and finally, of the link between climate change and the macroeconomic scenarios with its complex feedback mechanisms and implications for the global North and South divide in their simultaneous race to economic growth and effort to fight climate change. The program will equip students with an understanding of the nature of climate and environmental change, with advanced analytical skills to evaluate the actions and strategies adopted by governments and corporations, and will allow students to develop the capability to design effective forms of intervention. This program can also serve as a starting point for people, considering academic and industry research pathways, providing the foundation for future research career.

The MSc in Environmental Analytics will offer an interdisciplinary diet together with several opportunities to engage and collaborate with some of the most imaginative enterprises specialised in the use of new technologies for climate and sustainability actions.

The program will offer several engagement opportunities with practitioners. For instance, most modules will host guest lectures delivered by decision makers operating in different environmental/climate sectors, as well as round tables and workshops open to all academics, including PhD students, on environmental topics that will cut across various modules. Speakers will typically be academics and decision makers, eg. businesses, policy makers, journalists. These events will expose students to people with hands-on experience in addressing and managing the climate emergency, with the ultimate aim of preparing them for the job market.

Aims of the programme

This program aims to:
1) offer an access to a graduate degree for students with different academic backgrounds that include engineering, computer and social sciences, but not exclusively, in order to meet a diversity of student aspirations;
2) provide a highly professional degree that offers students the advanced knowledge in the field of environmental and climate change analytics, with an emphasis on its applications in the public and private sector;
3) develop critical thinking and analytical skills to evaluate, assess and apply the latest developments of AI, network analysis and economic analysis to climate change and environmental issues;
4) develop interdisciplinary skills in the area of economics, management, AI and data analytics;
5) motivate students to continue their personal development of transferable skills;
6) enhance students employability skills.

What will you be expected to achieve?

Students who successfully complete the programme will be able to:

1) independently identify, formulate and solve problems;
2) effectively communicate with AI researchers, policy makers and practitioners in the environmental and climate sector;
3) to evaluate the climate actions and strategies adopted by governments and companies and develop the capability to design effective forms of intervention;
4) conduct independent analytical research;
5) enhance skills to present essential scientific and technical analytical research;
6) advance qualitative and quantitative communication skills;
7) develop programming skills.

Academic Content:

| A1 | Analysis of microeconomic and behavioural foundations of global environmental change. |
| A2 | Application of the advanced analytical tools to analyse large datasets generated in the environmental and climate sector. |
Programme Title: MSc in Environmental Analytics

| A3 | Analysis of trends and dynamics of fundamental aspects of climate change, such as environmental risks organizations are exposed to, quality of natural capital, GHG emissions, and diffusion of best management practices, behaviours and policy. |
| A4 | Evaluation of the link between climate change and the macroeconomic scenarios with its complex feedback mechanisms and inherent trade-offs between economic growth and sustainability. |
| A5 | Analysis of the implications of regulation for business investment, innovation and trade strategy. |
| A6 | Critical assessment of the actions put in place by the public and private sector to promote sustainability and address environmental problems. |

Disciplinary Skills - able to:

| B1 | Effectively develop analysis based on large amounts of data. Use of verbal, graphical and writing skills required to present results clearly and concisely. |
| B2 | Think critically and creatively using a multitude of different disciplines. |
| B3 | Conduct independent research. |
| B4 | Independently learn new programming techniques as needed. |

Attributes:

| C1 | Ability to use information for evidence-based decision making and creative thinking. |
| C2 | Effective communication skills across different professional and academic fields. |
| C3 | Ability to communicate results from data analysis. |
| C4 | Ability to work in teams. |

How will you learn?

Teaching is by research-oriented staff (complemented, where appropriate, by visiting lecturers with professional expertise and practitioners operating in various environmental sectors with hands-on experience in managing the climate emergency from different perspectives), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.

Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the School’s Postgraduate webpage. Students typically have 3-5 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussions, exercises, problem sets, case studies and presentations (as appropriate).

To achieve the learning outcomes of the programme the following pedagogical forms of teaching are to be deployed: constructivist, collaborative, integrative, reflective and inquiry-based learning. These forms are to be deployed through a large...
scale of different teaching and learning activities that include the standard lectures that will be accompanied by the small group seminars, one-to-one tutorials, expert lectures, PC labs, group work, independent studies, research projects, team group learning.

The learning outcomes - academic content A1-A6 - will be achieved through lectures, tutorials and research projects. The learning outcomes - disciplinary skills B1- B4 - will be achieved through a series of lectures, case studies, tutorials, PC lab sessions, private studies, group exercises. The learning outcomes attributes C1-C4- will be achieved through lectures, guest lectures, tutorials, research projects, one to one tutorials.

The variety of the proposed learning approaches that will be underpinned by the elements of the fundamental pedagogical forms as we have already emphasised that is: constructivist, collaborative, integrative, reflective and inquiry-based learning, will enhance the quality of student experience in this particular highly professional degree. It is necessary to underscore the fact that the knowledge construction and interdisciplinary skills are achieved through the designed structure of the programme that uses three teaching terms.

How will you be assessed?

Summative assessment of taught course units will use various methods, ranging from conventional academic coursework and examinations through to shorter specific exercises and analyses of data. Modules are typically assessed by a combination of coursework and final (two hour) examinations or online test. Formative assessments will take place using class presentations and debates, short written exercises and group work.

The learning outcomes that include academic content and disciplinary skills are assessed in each module through the following assessments: coursework, essays, projects, presentations and unseen exams. But there is considerable variation across modules, and some are wholly examined by coursework. The assessment methods are carefully designed for each module and there is the required variations of the used assessment methods to fully capture the essence of the specific modules and the specific learning outcomes. It is important that timely and detailed feedback provided to students is an integral part of the assessment process. Clear guidance on coursework requirements is given emphasizing approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

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 programme is full-time over 3 terms in 1 academic year. It will consist of eight compulsory modules each of 15 credits at level 7, two elective modules each of 15 credits at level 7, and a Master Project of 30 credits, making 180 credits in total.

Semester A (4 compulsory modules)
- Global Environmental Change: Economics and Policy (Compulsory, 15 credits)
- Complex networks for environmental economics (Compulsory, 15 credits)
- Data Analytics I (Introduction to AI) (Compulsory, 15 credits)
- Micro & Behavioural Foundations of Climate Change (Compulsory, 15 credits)

Semester B (2 compulsory modules and 2 elective modules)
Compulsory modules:
- Data Analytics II: AI for Climate Change (Compulsory, 15 credits)
- Climate Change Risk for Business (Compulsory, 15 credits)
Elective modules:
- Sustainability Challenges (Elective, 15 credits)
- Environmental Health and Policy: Applications in Developing Economies (Elective, 15 credits)
- Economics for Development (Module BUSM073, Elective, 15 credits)
- Experiments for Business Analytics (Module BUSM160, Elective, 15 credits)
- Complex Networks and Innovation (Module BUSM132, Elective, 15 credits)

Semester C
Programme Title: MSc in Environmental Analytics

2 compulsory modules, 1 core module:
- Climate Finance (New Module, Compulsory, 15 credits)
- Macroeconomics of Climate Change (New Module, Compulsory, 15 credits)
- Master Project in Environmental Analytics (New Module, Core 30 credits)

### Academic Year of Study

**FT - Year 1**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Environmental Change: Economics and Policy</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Complex Networks for Environmental Economics</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Data Analytics I (Introduction to AI)</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Micro &amp; Behavioural Foundations of Climate Change</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Data Analytics II: AI for Climate Change</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Climate Change Risk for Business</td>
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<td>15</td>
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<td>Semester 2</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Experiments for Business Analytics</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Complex Networks and Innovation</td>
<td>BUSM132</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Climate Finance</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Macroeconomics of Climate Change</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Master Project in Environmental Analytics</td>
<td>BUSMXXX</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Sustainability Challenges</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Environmental Health and Policy: Applications in Developing Economies</td>
<td>BUSMXXX</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
What are the entry requirements?

The programme is designed for students with a bachelor’s degree (2:1 or above) in any subject, provided the degree contains good levels of study of Mathematics and Statistics. Subjects likely to contain sufficient quantitative elements include Mathematics, Sciences, Engineering, Computer Science, Economics and Finance. Standard English requirements apply. IELTS Academic: 7.0 overall including 6.0 in Writing, and 5.5 in Reading, Listening and Speaking or equivalent exam.

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

The Student academic performance and the academic quality of the programme are to be closely monitored, managed and enhanced through the following mechanisms.

The Programme Directors work closely with the Deputy Dean of Education, the Head of Department and the School of Business and Management Teaching and Learning Committee. As a result, any issue is identified earlier for remedy. For example, issues may be cited by students or the external examiner and meetings held monthly.

In addition, the Programme Directors work closely with the School’s Student Engagement Team to update students on important aspects concerning quality.

The School of Business and Management has a dedicated member of academic staff to scrutinise the latest and past NSS scores, in addition to module evaluations.

The school regularly sends staff members to attend CABS conferences (Chartered Association of Business School). These conferences bring together colleagues from business schools across the UK and foster an exchange between them on how to manage business schools effectively and how to best teach students about business. These interactions ensure that our students are taught using the most recent methods.

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

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

Curriculum development and delivery are overseen by the Programme Organiser through the relevant School Teaching Review Group which reports to the School’s Teaching and Learning Committee. The School’s Teaching Review Groups oversee teaching methods in each module, taking into account student evaluations and comments, means and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee as well by external sources (external examiners, and views filtered through the College’s International Office).

What academic support is available?

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment.
Programme Title: MSc in Environmental Analytics

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two-day induction session for the cohort entering that year. This covers core and elective modules in each programme; choice of electives; the documentation students must complete; exams; coursework and assessment; the Student Handbook; the dissertation (Structure; Organisation; Research and Plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

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

Postgraduate Programme Directors
The School has three academic Programme Directors who are able to support students through their studies. If students encounter any difficulties of a personal nature which are having an impact on their studies, they can meet with one of the Directors of the Programme for support.

Advisors
Every student is allocated an Advisor who they can approach should they have any query or issue related to their academic studies or academic development. Students are expected to see their advisor at least once each semester.

Office Hours
All academics have dedicated office hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

Programme-specific rules and facts

This MSc is a year-round programme (September-August), organised in three semesters (A, B and C). In Semester C, students study two modules (15 credits each) and work on a data-based Master project (30 credits). The programme does not include a dissertation.

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

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

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to module 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

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable to different contexts beyond academia.

The School works closely with the Careers Service to locate possible work placements/internships and to prepare students for the recruitment process (e.g. assistance in creating effective CVs to reach potential employers, interview skills).

A graduate from this programme might be expected to have a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include the ability to think critically and creatively, organise thoughts, analyse, synthesise and critically appraise; the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately; the ability to conduct research on environmental issues relevant to businesses, the public sector and the whole society, either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting; effective performance within team environments and the ability to recognise and utilise individuals’ contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management; the ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification:</th>
<th>Dr. Caterina Gennaioli, Dr Zeynep Gurgug, Dr Natalia Efremova</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme:</td>
<td>Dr. Caterina Gennaioli, Dr Zeynep Gurgug, Dr Natalia Efremova</td>
</tr>
<tr>
<td>Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board:</td>
<td></td>
</tr>
</tbody>
</table>
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: Global Environmental Change: Economics and Policy
Module code: BUSMXXX

Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate

Start date: September 2023
Proposed HECoS Code: 100449 business economics

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<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 Business and Management | Business and Management (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>30</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2024/25</td>
<td>40</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>35</td>
<td>60</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This first semester compulsory module is being introduced for the new Master in Environmental Analytics at the School of Business and Management. This core module will introduce students to the phenomenon of environmental degradation, and its extreme example, climate change, by first providing the scientific basis of these phenomena, and then by using the lenses of applied economics and data analysis. An emphasis will be devoted to develop a broad conceptual framework that will allow students to understand the implications of environmental change (and the policy measures available to address it), for the economy, the environment and the society at large.

In particular, students will be equipped with the theoretical and empirical tools to understand the determinants and consequences of global environmental change. The module will then provide an overview of the vast range of climate and environmental policies available to policy-makers and it will analyse their effects on various economic, environmental and social outcomes. Overall students will acquire strong foundations in the economics and policy of climate change, required to study all other climate related modules in the MSc.

The module also aims to equip students with soft skills (eg team work, presentation skills) by encouraging them to work in groups on the quantitative section of the coursework, provided they make an individual submission, and by asking them to prepare in-class presentations. In addition, the module will offer several engagement opportunities with practitioners, such as guest lectures delivered by decision makers operating in different environmental/climate sectors. Speakers will typically be academics and decision makers, e.g. businesses, policy makers, journalists. These lectures will expose students to people with hands-on experience in addressing and managing the climate emergency, with the ultimate aim of preparing them for the job market.

### Resource Requirements

| By School / Institute responsible for module: | Time of one member of academic staff in SBM as module organiser and one member of SBM administrative staff as module administrator. |
| By any other School / Institute or collaborating institution: | Library resources/PC labs for tutorials in 4 weeks. |

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module title: Global Environmental Change: Economics and Policy  Module code: BUSMXXX

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

Module Organiser: Dr Caterina Gennaioli

Pre-requisite modules  Co-requisite modules  Overlapping modules

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

The module introduces students to the phenomenon of environmental degradation, and its extreme example, climate change, through the lenses of applied economics and data analysis. First, students will receive good foundations on the science behind the phenomenon of environmental (and climate) change. Second, students will be equipped with strong theoretical and empirical tools and will develop a comprehensive view on the determinants and consequences of global environmental change. The emphasis of the module will be on the linkages between the environment, the economy and society, and the evaluation of the main environmental and climate policy available to policy-makers (eg emission trading schemes, carbon price, green taxes, renewable energy subsidies). The module will focus on environmental change in both developed and developing countries and will study prominent and complex phenomena such as climate induced migration, conflict, poverty and inequality. Students will learn how to empirically assess environmental policy and evaluate its effects on a broad range of economic, environmental and social outcomes, using the latest causal inference methods.

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

1) Equip students with a preliminary knowledge on the scientific basis of environmental and climate change;
2) Equip students with theoretical and analytical tools to understand the determinants and consequences of the global environmental change;
3) Provide students with the ability to critically read the relevant literature and understand the recent debates on the economics and policy of environmental change;
4) Teach students how to critically think about the public policies implemented to tackle environmental degradation;
5) Teach students how to run empirical analysis to evaluate the effects of environmental policy, with an emphasis on causal inference methods.

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 Analyse the fundamental issues in the field of environmental and climate change economics.
A2 Evaluate the design of the main environmental policy tools, with a particular focus on carbon markets, green taxes, renewable energy subsidies and global carbon offset platforms.

A3 Discuss and critically assess global socio-economic and political phenomena associated to environmental change such as climate induced migration, conflict, poverty and inequality.

A4 Apply advanced statistical skills to analyse datasets and answer questions relevant to the field of economics and policy of climate change.

Disciplinary Skills - able to:

B1 Demonstrate communication and writing skills to clearly describe the complex links between climate change, the economy and society.

B2 Develop the ability to elaborate original arguments, applying the theory and the evidence produced by prominent researchers and policy makers in the field of environmental economics.

B3 Demonstrate effective use of nonverbal communication skills (appropriate use of tables and graphs) and ability to report empirical findings appropriately.

Attributes:

C1 Ability to independently produce empirical analyses grounded in evidence.

C2 Use information for evidence-based decision making and creative thinking.

C3 Ability to work in teams.

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


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

1. **Student / lecturer interaction**

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

The module will be delivered in three hours block lectures. The total classroom time will be 33 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.

117 hours to study material/reading, prepare for seminars and assessments.

1. + 2. **Total module notional study hours**

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

150 hours.

6) **Assessment Profile**

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual submission. Students will be asked to analyze a dataset in STATA or R.</td>
<td>Coursework (CWK)</td>
<td>1500-2000 words analysis.</td>
<td>60</td>
<td>Yes</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>Written Exam</td>
<td>In-class test (ExN)</td>
<td>2 hours</td>
<td>40</td>
<td>No</td>
<td>none</td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

Module Proposal Form (PG)

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

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

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

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module title:</th>
<th>Complex Networks for Environmental Economics</th>
<th>Module code:</th>
<th>BUSMXXX</th>
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</thead>
<tbody>
<tr>
<td>Credit value:</td>
<td>15</td>
<td>Level:</td>
<td>7</td>
</tr>
<tr>
<td>Module type:</td>
<td>LSR</td>
<td>Scheme:</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start date:</td>
<td>September 2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed HECoS Code:</td>
<td>100078 business and management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| Responsible School / Institute: | School of Business & Management |

<table>
<thead>
<tr>
<th>School / Institute</th>
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Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

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<tr>
<th>Responsible School / Institute</th>
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<td>Business and Management (PGT)</td>
</tr>
</tbody>
</table>

Page 199 of 333
<table>
<thead>
<tr>
<th>Year of Registration</th>
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<td>50</td>
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<td>60</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.

Climate change and mitigation strategies can be analysed by the application of sophisticated tools such as network analysis, big data and econometrics. An interdisciplinary approach is fundamental to understand environmental and socio-economic challenges caused by climate change. This module will provide the necessary theoretical fundamentals in complex networks related to environmental and climate change.

There is increasing evidence that diverse networks share common topological and dynamical features, indicating the existence of robust self-organising principles that govern many natural and social systems. Therefore, a selection of network models will be empirically discussed and applied to real-world climate related problems and policies. This is a compulsory module to provide students with an overview of relevant applications of network science to fundamental problems and phenomena in climate change. In particular, the module will enhance students' understanding of recent advances in complex networks, and will focus on the structure and dynamics of networks in a variety of empirical domains related to policy making in this context. By investigating the empirical applications of complex networks to climate change, the module will integrate and complement the modules in MSc in Environmental analytics and enable students to develop a structural perspective utilising network analysis.

**Resource Requirements**

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Time of one member of academic staff in SBM as module organiser and one member of SBM administrative staff as module administrator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td>Library resources and PC labs.</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).
Section 2 - Module Specification

Module title: Complex Networks for Environmental Economics  
Module code: BUSMXXX  
Credit value: 15  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 1  
Module Organiser: TBC  

Pre-requisite modules  Co-requisite modules  Overlapping modules

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

The module will apply the structure and dynamics of complex networks analysis to various aspects of climate change mitigation and adaptation. Examples include the collaboration network among countries co-signing environmental treaties and citation networks among treaties. The module will focus on the main topological properties of networks, including degree, clustering, centrality, and shortest distances. These properties will then be combined into models of growth that explain how real-world networks acquire and sever links over time. Each network model will be discussed and assessed against a number of real-world problems. For example, which cooperation structures most facilitate the diffusion of climate policies among countries? Do multilateral environmental agreements lead to the emergence of exclusive groups of countries collaborating on environmental issues, and how do these groups evolve over time? How vulnerable is the system to countries’ misconduct or withdrawal from agreements? To address these and many other problems, the course will develop an interdisciplinary approach to networks by combining current research literature on complex social networks with relevant contributions from environmental economics.

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

- Understand self-organising principles that govern many natural and social systems.
- Discover common topological and dynamical features shared by a wide range of networks and develop a unified theoretical framework for the analysis of these common principles.
- Utilize this framework for the discussion of environmentally relevant phenomena that exhibit complex network structures and dynamics, such as social influence, social contagion processes and climate policy diffusion.

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>
</tbody>
</table>
A2 Develop a network-based perspective on climate change and identify structural properties and mechanisms of climate change mitigation strategies.

A3 Critically assess the network effects of climate mitigation strategies and policies.

Disciplinary Skills - able to:

B1 Critically analyse real-world networks and their influence within the climate change context.

B2 Utilise interdisciplinary literature from network analysis, social sciences and applied mathematics.

B3 Develop empirical analysis skills to evaluate the role of network systems in various climate change domains.

Attributes:

C1 Ability to conduct interdisciplinary analysis.

C2 Ability to use information for evidence-based decision making and creative thinking.

C3 Effective communication skills across different professional and academic fields.

C4 Ability to communicate results from data analysis.

C5 Ability to work in teams.

4) Reading List

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


5) Teaching and Learning Profile

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

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the

The module will be delivered in three hours block lectures. The total classroom time will be 33 hours.
achievement of the learning outcomes and an indicative number of hours for each activity.

2. Student independent learning time

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

<table>
<thead>
<tr>
<th>1. + 2. Total module notional study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| 117 hours to study material/reading, prepare for seminars and assessments. |

6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
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<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-class test</td>
<td>In-class test (EXN)</td>
<td>1.5 hours</td>
<td>60</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Group Coursework</td>
<td>Coursework (CWK)</td>
<td>2000 words</td>
<td>40</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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<tr>
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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’.
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: Data analytics I (Introduction to AI)  Module code: BUSMXXX
Credit value: 15  Level: 7  Module type: LSR  Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100360 business computing

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<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 Business and Management | Business and Management (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
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<td>50</td>
<td>35</td>
<td>60</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.

AI is changing the way we work and live and has become an essential part of business and culture. This module provides students with a deep dive into the principles and methodologies of AI. Data analytics 1 course is a compulsory module that introduces basic concepts of data science and machine learning. We use Python to build simple models, starting from linear regression and building up to more complex methods, such as convolutional neural networks and generative models.

Students will learn about both supervised and unsupervised learning as well as learning theory, and reinforcement learning. Alongside with studying theoretical aspects of machine learning, students will have an opportunity to develop their own machine learning models based on their preferences (computer vision, natural language processing or time series forecasting).

The course will continue in semester 2, where students will apply these methods to practical climate-change related problems. Module assessment: 40% coursework, 60% exam.

Prerequisites: familiarity with calculus, linear algebra, statistics, probability. Students will be provided with a “refresher” list of freely available educational resources to freshen up their knowledge on these subjects prior to this course.

### Resource Requirements

| By School / Institute responsible for module: | The School of Business and Management will be responsible for the running of the module which means the school will staff one lecturer for all the students and one member of administrative staff. |
| By any other School / Institute or collaborating institution: | Library resources, PC lab |

### 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).

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

Module title: Data analytics I (Introduction to AI)  Module code: BUSMXXX
Credit value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 1
Module Organiser: Dr. Natalia Efremova

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

AI is changing the way we work and live and has become an essential part of business and culture. Data analytics I course is a core module that introduces basic concepts of artificial intelligence and machine learning. We will cover supervised, unsupervised and reinforcement learning methods. Alongside with studying theoretical aspects of machine learning, students will have an opportunity to develop their own machine learning models based on their preferences (computer vision, natural language processing or time series forecasting).

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

- To teach students the basic AI methods, which they can further apply during the MSc course to analyse environmental data.
- To apply the entire range of skills which the course covers.
- During the individual coursework, students will create their own AI model based on the material, delivered throughout the course.
- This hands-on component of the module will give students the opportunity to deepen their understanding of AI methods and will equip them with analytical skills increasingly valued in nowadays job market.

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 Knowledge and understanding of the advanced analytical tools to analyse large datasets generated in the environmental and climate sector.

A2 Students will be able to apply frameworks for data analysis in business contexts in which large volumes of data are generated and analyzed. Specifically they will determine which software, methods and statistical frameworks are appropriate for a problem.

A3 Student will be able to apply the wide range of ML models and explain how they work.
Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Effectively present analysis based on large amounts of data. Use of verbal, graphical and writing skills required to present results clearly and concisely.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Students will be able to access the problem independently and choose the correct ML tool to solve the problem.</td>
</tr>
<tr>
<td>B3</td>
<td>Students will be able to edit and write the code on their own.</td>
</tr>
<tr>
<td>B4</td>
<td>Students will be able to create AI-based solutions in Python programming language that solve practical problems.</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Ability to independently produce empirical analyses grounded in evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Use information for evidence-based decision making and creative thinking.</td>
</tr>
<tr>
<td>C3</td>
<td>Ability to work in teams.</td>
</tr>
</tbody>
</table>

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


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

1. Student / lecturer interaction

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

The module will be delivered in three hour block lectures. The total classroom time will be 33 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.

117 hours to study material/reading, prepare for seminars and assessments.
1. + 2. Total module notional study hours

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

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

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<th>% Weighting</th>
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<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual coursework. Students will be asked to write a piece of code to solve a ML problem</td>
<td>Coursework (CWK)</td>
<td>1500 - 2000 word analysis</td>
<td>40%</td>
<td>No</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>Exam in the class at the end of a term</td>
<td>In-class test (EXN)</td>
<td>2 hours</td>
<td>60%</td>
<td>Yes</td>
<td>none</td>
</tr>
</tbody>
</table>

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

**Qualifying mark**: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

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

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

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

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

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

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Module Proposal Form (PG)

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

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

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

Section 1 - Summary Information

Module title: Micro & Behavioural Foundations of Climate Change  Module code: BUSMXXX
Credit value: 15  Level: 7  Module type: LSR  Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100078 business and management

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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</table>

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

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<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
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## Module Rationale

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

Climate emergency poses fundamental socio-economic and environmental challenges for the current era. In order to understand and tackle climate change related socio-economic issues, we need to understand the crucial elements of environmental change, isolate its impacts on the economic construct of our society and develop strategies to be employed by governments and private institutions. Microeconomics and Behavioural Economics play an important role in understanding both economic and psychological factors of participants in our socio-economic system. Hence, the goal of this course is to provide the necessary foundations in Microeconomics and Behavioural Economics to understand potential mitigation and adaptation strategies addressing environmental and climate emergency and evaluate their impact.

## Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Time of one member of academic staff in SBM as module organiser and one member of SBM administrative staff as module administrator.</th>
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<tbody>
<tr>
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## 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).

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

Module title: Micro & Behavioural Foundations of Climate Change  Module code: BUSMXXX
Credit value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 1
Module Organiser: Dr. Zeynep Gurguc

Pre-requisite modules  Co-requisite modules  Overlapping modules

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

This course will provide the necessary foundations in Microeconomics and Behavioural Economics to understand potential mitigation and adaptation strategies addressing environmental change and climate emergency. It will start by discussing alternative mechanisms to efficiently manage common-pool resources and public goods, and continue by unraveling the role of incentives and behavioural policies within the environmental policy framework. It will also identify behavioural and micro-economic drivers that can potentially hinder climate action. By employing academic and practical examples, case studies and quantitative analyses it will provide a comprehensive approach to cover key issues and challenges.

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

- Provide students a solid theoretical and practical knowledge in Microeconomics and Behavioural Economics to tackle challenges related to climate change.
- Understand the behavioural drivers of effective mitigation and adaptation strategies as well as factors that may hinder climate action.
- Determine the socio-economic impact of climate emergency, as well as mitigation and adaptation strategies.
- Identify the potential impact of sustainability actions and policies.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

A1  Critically analyse socio-economic impact of climate emergency.
A2  Apply Microeconomics and Behavioural Economics in environmental economics and management.
A3  Critically assess climate mitigation strategies and policies.
Disciplinary Skills - able to:

B1  Apply critical thinking to public-goods dilemmas and common-source resource problems.
B2  Utilise analytical skills to understand rational and non-rational factors affecting decision and policy-making.
B3  Advise on the socio-economic aspects of climate change.

Attributes:

C1  Ability to use information for evidence-based decision making and creative thinking.
C2  Effective communication skills across different professional and academic fields.
C3  Ability to communicate results from data analysis.
C4  Ability to work in teams.

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


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

1. Student / lecturer interaction

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

The module will be delivered in three hours block lectures. The total classroom time will be 33 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.

117 hours to study material/reading, prepare for seminars and assessments.
1. + 2. Total module notional study hours

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

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-class test</td>
<td>In-class test (EXN)</td>
<td>2 hours</td>
<td>70</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Group Coursework</td>
<td>Coursework (CWK)</td>
<td>2000 words</td>
<td>30</td>
<td>No</td>
<td>None</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: | Data analytics II (AI for climate change) | Module code: | BUSMXXX |
| Credit value: | 15 | Level: | 7 | Module type: | LSR | Scheme: | Taught Postgraduate |
| Start date: | January 2024 |
| Proposed HECoS Code: | 100360 business computing |

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

| Responsible School / Institute: | School of Business & Management |

<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:

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management (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>30</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2024/25</td>
<td>40</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>35</td>
<td>60</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This second semester compulsory module is being introduced for the new Master in Environmental Analytics at the School of Business and Management.

Students will have a chance to do impactful work at the intersection of climate change and machine learning. They will apply the methods, learned in Data Science 1 course, and a few more advanced models to practical climate-change related problems. This module provides students with a deeper dive into the principles and methodologies of AI. Data analytics 2 course is a core module that introduces advanced concepts of data science and machine learning. We use Python to build more complex models, including convolutional neural networks, long-short term memory networks and time series analysis.

Students will work with the publicly available datasets for climate-change related problems and apply ML methods to this data. We will use UK Space Agency and European Space Agency Satellite imagery to assess the following climate-related problems: temperature rise, deforestation, sea level change, ocean acidification and circulation, plastic pollution, hurricanes, ice and glacier cover melting, droughts, and precipitation. Students will learn how to access and download satellite imagery and ground measurements and use this data with ML models to solve some of the climate problems.

Module assessment: 40% coursework, 60% exam.

### Resource Requirements

By School / Institute responsible for module:

The School of Business and Management will be responsible for the running of the module which means the school will staff one lecturer for all the students and one member of administrative staff.

By any other School / Institute or collaborating institution:

### Approval of New Module Proposal

The signature of the Head(s) of School(s) / Institute(s) will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module title: Data analytics II (AI for climate change)  Module code: BUSMXXX
Credit value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 1
Module Organiser: Dr. Natalia Efremova

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analytics 1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

Data analytics 2 course is a core module that introduces advanced concepts of artificial intelligence and machine learning. Students will learn the following machine learning methods: computer vision with convolutional neural networks, time series analysis with long-short term memory networks, generative adversarial networks for data augmentation and data fusion from different sources.

Alongside with studying theoretical aspects of machine learning, students will have an opportunity to apply these methods to climate-related data: historical weather data, ground measurements and satellite imagery. Students will learn how to download and process satellite imagery and provide quantitative analysis of this data to solve a variety of climate-related problems.

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

- To provide students with tools for quantitative, postgraduate-level analysis of climate change and its consequences, from hurricanes and droughts to ocean acidification and forest fires.
- To explain the physical or chemical mechanisms beyond the anticipated change and provide machine learning tools that are being used to predict these changes.
- To address the uncertainty involved in both existing observations and future projections.
- The emphasis of this module is on climate-related problems, but it would be closely linked to other modules, such as macroeconomics of climate change, climate finance and climate change risk for business.
- During the individual coursework, students will create their own AI model for one climate-related problem. This hands-on component of the module will give students the opportunity to deepen their understanding of AI methods and will equip them with analytical skills increasingly valued in nowadays job market.

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 Knowledge and understanding of the advanced analytical tools to analyse large datasets generated in the environmental and climate sector.</td>
</tr>
</tbody>
</table>
A2 Students will be able to apply frameworks for data analysis in the context of climate change.

A3 Student will be able to create a wide range of machine learning (ML) models in Python and explain how they work.

A4 Students will be able to conduct quantitative, postgraduate-level analysis of climate change and its consequences, from hurricanes and droughts to ocean acidification and forest fires.

Disciplinary Skills - able to:

B1 Effectively present analysis based on large amounts of data. Use of verbal, graphical and writing skills required to present results clearly and concisely.

B2 Students will be able to access the problem independently and choose the correct ML model to solve the problem.

B3 Students will be able to create AI-based solutions in Python programming language that solve practical problems.

Attributes:

C1 Ability to independently produce empirical analyses grounded in evidence.

C2 Use information for evidence-based decision making and creative thinking.

C3 Ability to work in teams.

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


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

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the

The module will be delivered in three hour block lectures. The total classroom time will be 33 hours.
achievement of the learning outcomes and an indicative number of hours for each activity.

**2. Student independent learning time**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>117 hours to study material/reading, prepare for seminars and assessments.</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></th>
<th>150</th>
</tr>
</thead>
</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>Group assignment where a maximum of 3 students will be asked to write a piece of code to solve a ML problem</td>
<td>Coursework (CWK)</td>
<td>1500 - 2000 word analysis</td>
<td>40%</td>
<td>No</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>Exam in the class at the end of a term</td>
<td>In-class test (EXN)</td>
<td>2 hours</td>
<td>60%</td>
<td>Yes</td>
<td>none</td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

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**Reassessment**

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

<table>
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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: Climate Change Risk for Business
Module code: BUSMXXX
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECOS Code: 100078 business and management

Further details on HECOS codes can be found here

Responsible School / Institute: School of Business & Management

<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 Business and Management | Business and Management (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
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</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

Climate and environmental change is the most complex challenge of our era and we need to generate the know-how to develop effective forms of intervention. In order to deal with the complexity of climate change, we need to use analytical skills and tools to measure and critically evaluate the associated trade-offs in environmental and sustainability strategies, management practices and policies. This module will provide the necessary analytical and empirical fundamentals to unpack and measure climate related factors that result in risk for businesses and corporations. It will then help students understand, evaluate and develop business management practices that are helpful in carbon emission reduction and to address climate risks. Moreover, it will equip students with analytical tools to measure environmental, social and governance impact of instruments and policies that can be employed by businesses and organisations. This module will integrate and complement the modules in MSc in Environmental Analytics and enable students to develop a deeper understanding of Greenhouse Gas (GHG) accounting and reporting principles.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Time of one member of academic staff in SBM as module organiser and one member of SBM administrative staff as module administrator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td>Library resources and PC labs.</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).
Section 2 - Module Specification

Module title: Climate Change Risk for Business
Module code: BUSMXXX
Credit value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: TBD

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).

Many market stakeholders including firms, corporations, banks, insurance companies, and government agencies are becoming increasingly interested in sustainability, climate risk resilience and climate change mitigation. This module will provide the necessary analytical and empirical fundamentals to unpack and measure climate related factors that result in risk for businesses and corporations. It will then help students understand, evaluate and develop business management practices that are helpful in carbon emission reduction and to address climate risks. Moreover, students will learn analytical tools to measure environmental, social and governance impact of instruments and policies that can be employed by businesses and organisations.

This course will cover the steps necessary to: i) define and measure climate risks for businesses, ii) define sustainability of business and organisations, developing metrics to measure their environmental, social and governance impact, iii) set and achieve a carbon reduction goal, including: understanding GHG accounting techniques and standards and reporting GHG, iii) analyse the impact of climate policy on business, and iv) design business management practices conducive to carbon emission reduction.

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

- Identify and measure the risks climate and environmental change hold for corporations and financial institutions.
- Analyse how climate change associated risks interact with other risks in the market.
- Identify management practices, processes and investments that companies can adopt to address climate related risks.
- Measure the environmental, economic and social impact of strategies and policies of businesses and organisations; and design effective business management processes accordingly.

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 Identify and measure climate risks for businesses.</td>
</tr>
</tbody>
</table>
A2 Analyse the use of reporting and accounting techniques in carbon emission reduction and climate risk management.

A3 Critically assess climate mitigation and adaptation strategies in the business management context.

A4 Measure the environmental, economic and social impact of sustainability actions of businesses and organisations.

A5 Evaluate and develop business management practices that are helpful in carbon emission reduction and to address climate risks.

Disciplinary Skills – able to:

B1 Apply critical thinking to various domains and issues in management of climate risk for businesses.

B2 Utilise various accounting and managerial skills to real-world problems.

B3 Advise on the business practices and policies on sustainability.

Attributes:

C1 Ability to use information for evidence-based decision making and creative thinking.

C2 Effective communication skills across different professional and academic fields.

C3 Ability to communicate results from data analysis.

C4 Ability to work in teams.

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


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

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

The module will be delivered in three hours block lectures. The total classroom time will be 33 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.

117 hours to study material/reading, prepare for seminars and assessments.

1 + 2. Total module notional study hours

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

150 hours.

6) Assessment Profile

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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Presentation</td>
<td>Coursework (CWK)</td>
<td>0.5 hours</td>
<td>30</td>
<td>No</td>
<td>None</td>
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<tr>
<td></td>
<td>Individual Coursework</td>
<td>Coursework (CWK)</td>
<td>1500 words</td>
<td>70</td>
<td>Yes</td>
<td>None</td>
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</tbody>
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Final element of assessment: The assessment that takes place last. There should be only ONE element of assessment marked as final.

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Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
<table>
<thead>
<tr>
<th>Individual Coursework</th>
<th>Coursework (CWK)</th>
<th>1500 words</th>
<th>100</th>
<th>Yes</th>
<th>None</th>
</tr>
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</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

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Module Proposal Form (PG)

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

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

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

Section 1 - Summary Information

Module title: Climate Finance
Module code: BUSMXXX
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECos Code: 100078 business and management

Further details on HECos codes can be found here

Responsible School / Institute: School of Business & Management

<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:

<table>
<thead>
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<tbody>
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<td>Business and Management (PGT)</td>
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</table>
### Anticipated Student Registrations

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<tr>
<th>Year of Registration</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>30</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2024/25</td>
<td>40</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>35</td>
<td>60</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This third semester compulsory module is being introduced for the new MSc in Environmental Analytics at the School of Business and Management.

The deployment of large amounts of private and public capital will be required by climate change adaptation and mitigation, as well as to address the significant risks that climate change poses to economies and financial systems. At the same time, investors and shareholders are increasingly asking companies to integrate clear and measurable environmental, social and governance (ESG) objectives in their strategies and produce transparent non-financial reporting systems to keep track of the sustainability of their investments. Taking this module in the third semester, students will be ready to go on the job market with a strong knowledge on ESG instruments which is in high demand both in the private and public sector.

This module will provide students with the theoretical and empirical tools to analyse the vast and complex range of financial instruments available to investors, banks, multinationals and governments, to promote the transition to a low carbon economy. The focus of this module will be both on private and public investments to finance this transition, in ways which are aligned with ESG criteria. Students will explore the role of national public financing in leveraging other sources of finance, including private sector finance, as well the role of international climate finance instruments. A strong emphasis will be devoted to the use of empirical analysis to study the effectiveness and impacts of different forms of climate finance on social, economic and environmental outcomes.

The module also aims to equip students with soft skills (eg team work, presentation skills) by encouraging them to work in groups on the quantitative section of the coursework, provided they make an individual submission, and by asking them to prepare in-class presentations. In addition, the module will offer several engagement opportunities with practitioners, such as guest lectures delivered by decision makers operating in different environmental/climate sectors. Speakers will typically be academics and decision makers, e.g. businesses, policy makers, journalists. The guest lectures will expose students to people with hands-on experience in addressing and managing the climate emergency, with the ultimate aim of preparing them for the job market.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Time of one member of academic staff in SBM as module organiser and one member of SBM administrative staff as module administrator.</th>
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### 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).

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

Module title: Climate Finance  
Module code: BUSMXXX  
Credit value: 15  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 3  
Module Organiser: 

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).

Financing the transition to a low carbon economy, in ways which are aligned with environmental, social and governance (ESG) criteria, will present, at the same time, significant opportunities and challenges.
This module will introduce students to the vast landscape of climate finance tools, both at the global level (e.g. clean development mechanism and other carbon offset platforms) and the regional level (e.g. renewable energy funds, green bonds and carbon markets), with an emphasis on their economic and financial foundations. The module will provide a thorough analysis of the efficiency and effectiveness of these tools by evaluating their impact on the economy, the environment and society at large. The course will describe the role of key actors in the climate finance scenario, namely, central banks, supervisor authorities, national and multilateral development banks, corporate banks, and institutional investors. Students will have the opportunity to strengthen their empirical skills by using statistical softwares, such as R and Stata, to run impact evaluation studies on climate finance instruments.

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

The course aims to:

1) Provide the economic and financial foundations of public and private climate finance instruments;
2) Provide students with an understanding of both international and regional climate finance mechanisms available to promote the green transition in developed and developing countries;
3) Teach students to critically assess different climate finance instruments with respect to their economic but also environmental, social and governance (ESG) impact;
4) Teach students to critically interpret datasets and run empirical analysis to evaluate the economic efficiency of different climate finance instruments and their impact on a broad range of economic and environmental outcomes.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
</tbody>
</table>
A.2 Quantitatively evaluate the economic as well as the environmental, social and governance (ESG) impact of various forms of climate finance investments.

A.3 Apply advanced statistical skills to develop policy evaluation studies on the impact of different climate finance instruments on economic, social and environmental outcomes, including evaluating their consistency with ESG criteria.

Disciplinary Skills - able to:

B.1 Develop the ability to elaborate original arguments, applying the theory and the evidence produced by prominent researchers and policy makers in the field of climate finance.

B.2 Demonstrate communication and writing skills to clearly describe the landscape of climate finance and explain the opportunities and challenges of the main climate finance tools.

B.3 Demonstrate effective use of nonverbal communication skills (appropriate use of tables and graphs) and ability to report empirical findings appropriately.

Attributes:

C.1 Ability to independently produce empirical analyses grounded in evidence.

C.2 Use information for evidence-based decision making and creative thinking.

C.3 Ability to work in team.

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.


Carbone et al., 2009, "The case for international emission trade in the absence of cooperative climate policy" J. Environ. Econ. Manag., 58 (3).


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

The module will be delivered in three hours block lectures. The total classroom time will be 33 hours.
achievement of the learning outcomes and an indicative number of hours for each activity.

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake. 117

1. + 2. Total module notional study hours

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

6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
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<td>1</td>
<td>Individual submission. Students will be asked to analyze a dataset in STATA or R.</td>
<td>Coursework (CWX)</td>
<td>1500-2000 words analysis.</td>
<td>60</td>
<td>Yes</td>
<td>none</td>
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<tr>
<td>2</td>
<td>Written Exam</td>
<td>In-class test (EXN)</td>
<td>1 hour</td>
<td>40</td>
<td>No</td>
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**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

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**Reassessment**

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

Module Proposal Form (PG)

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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: Macroeconomics of Climate Change  
Module code: BUSMXX

Credit value: 15  
Level: 7  
Module type: LSR  
Scheme: Taught Postgraduate

Start date: September 2023

Proposed HECoS Code: 100449 business economics

Further details on HECoS codes can be found here.

Responsible School / Institute: School of Business & Management

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## Module Rationale

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This third semester compulsory module is being introduced for the new Master in Environmental Analytics at the School of Business and Management. The link between climate change and the macroeconomic scenarios needs to be taken into consideration given the existing complex feedback mechanisms and the implications for the global North and South divide in their simultaneous race to economic growth and effort to fight climate change. The module will complement the offering in the MSc, by shedding light on the macroeconomic aspects of climate change. The course will provide students with the theoretical and empirical tools to understand the effects of global environmental change on the macroeconomy.

In particular, the course will: i) provide students with an understanding of the effects of climate change on macroeconomic variables such as GDP, inflation and unemployment, by considering the physical risks induced by climate change and their implications for economic growth, ii) analyse the transitions risks linked to climate change, by describing the effects of a stringent climate policy on market supply, and iii) equip students with an understanding of the role of central banks and how monetary policy can be leveraged to overcome the macroeconomic risks driven by climate change. Students will strengthen their empirical skills by using statistical softwares, such as R and Stata, to run empirical macroeconomic analysis.

The module also aims to equip students with soft skills (eg. team work, presentation skills) by encouraging them to work in groups on the quantitative section of the coursework, provided they make an individual submission, and by asking them to prepare in-class presentations. In addition, the module will offer several engagement opportunities with practitioners, such as guest lectures delivered by decision makers operating in different environmental/climate sectors. Speakers will typically be academics and decision makers, e.g. businesses, policy makers, journalists. These lectures will expose students to people with hands-on experience in addressing and managing the climate emergency, with the ultimate aim of preparing them for the job market.

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## Approval of New Module Proposal

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</tbody>
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Section 2 - Module Specification

Module title: Macroeconomics of Climate Change
Module code: BUSMXXX
Credit value: 15 Level: 7 Mode of Delivery: On Campus Semester: Semester 3
Module Organiser:

Pre-requisite modules Co-requisite modules Overlapping modules

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

The course will provide students with the theoretical and empirical tools to understand the effects of global environmental change on macroeconomic variables such as GDP, inflation and unemployment, by considering the physical risks induced by climate change and their implications for economic growth. The course will then analyse the transitions risks linked to climate change, by describing the effects of a stringent climate policy on market supply, and it will equip students with an understanding of the role of central banks and how monetary policy can be leveraged to overcome the macroeconomic risks driven by climate change. Students will strengthen their empirical skills by using statistical software, such as R and Stata, to run empirical macroeconomic analysis.

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

The course aims to:

1) Give a comprehensive understanding of the complex interaction between climate change, the economy and its implications for global development;
2) Teach students how to use stylized macro economic models to interpret and gain insights on the relation between climate change and the economy;
3) Teach students to critically think about monetary policy implemented to tackle climate change;
4) Teach students to critically interpret datasets and run empirical analysis to evaluate the effects of climate change and climate policy on the macroeconomy.

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 Analyse the main transmission mechanisms between climate change and the macroeconomy, eg. inflation, GDP and unemployment, and their implications for global economic development.
A2 Analyse and discuss the role of monetary policy in targeting the macroeconomic risks driven by climate change.

A3 Apply advanced statistical skills to analyse datasets and answer questions relevant to the field of macroeconomics of climate change.

Disciplinary Skills - able to:

B1 Develop the ability to elaborate original arguments, applying the theory and the evidence produced by prominent researchers and policy makers in the field of macroeconomics of climate change.

B2 Demonstrate communication and writing skills to clearly describe the links between climate change and the economy.

B3 Demonstrate effective use of nonverbal communication skills (appropriate use of tables and graphs) and ability to report empirical findings appropriately.

Attributes:

C1 Ability to independently produce empirical analyses grounded in evidence.

C2 Use information for evidence-based decision making and creative thinking.

C3 Ability to work in teams.

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


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

1. Student / lecturer interaction

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

The module will be delivered in three hours block lectures. The total classroom time will be 33 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.

| 117 hours to study material/reading, prepare for seminars and assessments. |

1. **Total module notional study hours**

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

| 150 hours |

6) **Assessment Profile**

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

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<td>Yes</td>
<td>none</td>
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<tr>
<td>2</td>
<td>Written Exam</td>
<td>In-class test (EXN)</td>
<td>2 hours</td>
<td>40</td>
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Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

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

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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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


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:** Master Projects in Environmental Analytics  
**Module code:** BUSMXXX

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

**Start date:** May 2024

**Proposed HECoS Code:** 100078 business and management

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

**Responsible School / Institute:** School of Business & Management

<table>
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<th>School / Institute</th>
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<td>2025/26</td>
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**Module Rationale**

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a compulsory module within the MSc in Business Analytics. ‘The Master Project in Environmental Analytics’ is a practical module in which students will be required to work on an environmental analytics case study. The cases will describe an environmental problem (technical, financial or economic) in a firm. Students will be expected to apply all the skills they have acquired during the previous two semesters. The module will provide students with experience of undertaking an environmental analytics project; specifically of collecting, compiling, analysing environmental data and presenting results.

Students will have to conduct a quantitative analysis of a specific problem, presented by an industry partner. The module will be run in conjunction with practitioners from a range of industries. Peer assessment as part of the group work

**Resource Requirements**

| By School / Institute responsible for module: | The School of Business and Management will be responsible for the running of the module which means the school will staff one lecturer for all the students and one member of administrative staff. |
| 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 | |
## Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module title:</th>
<th>Master Projects in Environmental Analytics</th>
<th>Module code:</th>
<th>BU5MXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value:</td>
<td>30</td>
<td>Level:</td>
<td>7</td>
</tr>
</tbody>
</table>

### Module Organiser:

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 1) Content Description

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

This module is the capstone module for the MSc in Environmental Analytics. Students will work in groups and will be required to provide analysis of a problem or question using complex data from an environmental context. This problem can be of micro/ macro economics nature, finance or risk management, AI for climate change, or mixed. Each group will be assigned a mentor who will guide the group through the process of structuring the analytical problem, obtaining and organizing the data, data analysis and presentation of results.

Students will present initial results as a group to an audience consisting of mentors and practitioners. Final assessment of the module will then be based on individual essays which cover specific aspects of the case and in which the students will be required to reflect on their work in the light of the methods and theories which their learning in the MSc has touched upon.

The assessment of the Group Work component (30%) will incorporate peer assessment. The final assessment of the module will be based on individual project reports that cover specific aspects of the project.

### 2) Module Aims

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

- To give students an opportunity to practice the entire process of undertaking environmental analysis in business context as a group. This will require them to apply the entire range of skills which they acquired in all the previous modules.
- To work in the group, which will improve self-management, leadership and communication skills.
- By working in obtaining and analysing the data, students will have the opportunity to demonstrate their ability to apply the technical skills acquired along the programme/in all previous modules taken.
- To develop skills in presenting and communicating the results of their analysis, which will allow students to gain experience in conveying results to a non-specialist and possibly critical audience.
- The individual essay will give each student the opportunity to deepen their understanding of the previously learned methods and will equip them with analytical skills increasingly valued in nowadays job market.

### 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 Students will be able to apply frameworks for analysis of environmental problem in business contexts in which large volumes of data are generated and analyzed. Specifically they will determine which software, methods and frameworks are appropriate for a problem posed to them by a business partner.

A2 Students will propose which intellectual frameworks in use in the fields of micro or macro economics can be applied to the problem posed to them by the business partner.

A3 Students will determine and explain key methodological issues related to the problem posed to them by the business partner. They will judge how best to resolve these issues.

Disciplinary Skills - able to:

B1 Students will demonstrate the ability to organize and complete a group project.

B2 Students will demonstrate the ability to obtain, structure and analyse complex data related to the problem posed to them by the business partner.

B3 Students will present and convey results of analysis related to the problem posed to them by the business partner clearly and concisely in a presentation and in written form.

Attributes:

C1 Ability to independently produce empirical analyses grounded in evidence.

C2 Use information for evidence-based decision making and creative thinking.

C3 Ability to work in teams.

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


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

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

A minimum of 5 1-hour meetings with supervisors for the group-work component, these can be online. At least two meetings should be offline.

A minimum of 3 1-hour individual meetings for the essay component. At least 1 meeting should be offline.

Total number of hours 8.

2. Student independent learning time

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

60 hours for the group presentation component and 72 hours for the essay component. Preparation for the supervisor meeting 20 hours per meeting. Total number of hours 292.

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>Group assignment where a maximum of 5 students will be asked to analyze a business problem</td>
<td>Coursework (CWK)</td>
<td>2000 - 3000 word analysis</td>
<td>30%</td>
<td>Yes</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>Individual assignment where a student will be asked to analyze a business problem</td>
<td>Coursework (CWK)</td>
<td>2000-4000 word analysis</td>
<td>70%</td>
<td>Yes</td>
<td>none</td>
</tr>
</tbody>
</table>

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

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual assignment where a student will be asked to analyze a business problem</td>
<td>Coursework (C WK)</td>
<td>2000-4000 word analysis</td>
<td>100%</td>
<td>Yes</td>
<td>none</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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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: Sustainability Challenges
Module code: BUSMXXX
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate
Start date: September 2024
Proposed HECoS Code: 100449 business economics

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

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

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Responsible School / Institute | Subject Exam Board responsible for the module
School of Business and Management | Business and Management (PGT)
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>30</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2024/25</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>2025/26</td>
<td>50</td>
<td>35</td>
<td>60</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.

Sustainability involves meeting the needs of the present without compromising the ability of future generations to meet their own needs. A good understanding of the past sustainability challenges is essential for modern businesses, government agencies and inter-government organisations (i.e. UN, OECD, etc.) to develop environmental and economic development strategies in an ever challenging globalised environment. Collecting and analysing data on a wide range of historical sustainability-related factors such as energy and resource use, carbon emissions, and population growth can guide sustainability-related initiatives and improve overall resource efficiency.

In this module, students are invited to examine and model a range of historical sustainability challenges using advanced economic, statistical and econometric techniques to understand the complex interplay between environmental, energy and economic aspects of sustainability challenges. In particular, students study the historical origins of sustainability challenges, demographic transitions, and energy transitions to unravel the linkages between sustainability challenges and long run growth. The emphasis will be on the rigorous treatment of the theory and empirics of sustainable growth over the past three centuries.

The module makes use of a range of effective learning techniques (e.g. practical work, collaborative learning) to provide opportunities for students to develop transferable skills (e.g. problem solving, teamwork). Students gain valuable analytical and quantitative skills by conducting empirical analysis of historical macroeconomic data in statistical software packages such as R and Stata.

In addition, the module offers several engagement opportunities via guest lectures by academics and researchers in the field of environmental economics and sustainable development. Guest lectures enable students to broaden their knowledge about the sustainability challenges, and provide valuable insights into practitioners’ scholarly and research activities. Students therefore gain important educational experience based on real-world life experience.

The module will be offered as an elective in the second semester on MSc Environmental Analytics programme. It will also be offered as an elective to other MSc programs hosted by the Business Analytics and Applied Economics department, such as Supply Chain Analytics, Business Analytics, Blockchain in Business and Society and International Business.

### Resource Requirements

| By School / Institute responsible for module: | Time of one member of academic staff in SBM as module organiser and one member of SBM administrative staff as module administrator. |
| By any other School / Institute or collaborating institution: | Library resources/PCLabs for tutorials in 4 weeks. |

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

Module title: Sustainability Challenges  
Module code: [BUSMXXX]

Credit value: 15  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 2

Module Organiser: Ravshonbek Otojanov

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

1) Content Description

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

This module examines the broad and historical challenges to achieving sustainability in three arenas: economic, energy, and environmental. Topics include population, demographic transition and sustainable growth, historical energy transitions and their implications, historical energy use and stages of industrialisation, limits to growth and environmental impacts, and growth decoupling. Students use numerical and analytical methods to develop (and analyse) metrics and models of sustainability challenges using historical data spanning 300 years. Typical models include (but are not limited to): statistical and econometric analysis, multivariate time series models, simulation, forecasting, and optimisation. Case studies, empirical research and numerical analysis will be based on real-world data.

2) Module Aims

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

The module aims to provide deeper understanding of the mechanisms that cause sustainability challenges, uncover dynamic interconnections and their role in creating the sustainability challenges. Students will be exposed to a range of analytical and numerical methods of data analysis and modelling. Students will have acquired a depth of knowledge and understanding of key environmental and sustainability challenges. They will also have developed skills to analyse sustainability metrics, and design and develop economic and econometric models of sustainability challenges. Therefore, the learning outcomes emphasise strong analytical and numerical skills.

The module also aims to equip students with soft skills (eg team work, presentation skills) by encouraging them to work in groups on the quantitative section of the coursework, provided they make an individual submission, and by requiring them to prepare in-class presentations.

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 Explain the importance of energy and resources in economic activity, and the challenges these pose for environmental sustainability;</td>
</tr>
<tr>
<td>A2 Select and use advanced empirical methods to estimate and analyse models of sustainability challenges;</td>
</tr>
</tbody>
</table>
A3 Integrate models with relevant empirical evidence and assess the extent to which research hypotheses are supported by data;

Disciplinary Skills - able to:

B1 Develop a coherent framework of sustainability thinking that is transferable and applicable to decision-making in a wide range of areas and settings;

B2 Identify and develop own quantitative enquiries into sustainability challenges, and be able to devise solutions drawing on empirical analysis;

B3 Comprehend and communicate empirical analysis effectively in verbal, graphical and written format;

Attributes:

C1 Develop analytical and numerical skills, and research capacity through independent and group-based research;

C2 Competent in producing theoretically-informed and evidence-based analysis of sustainability challenges;

C3 Communicate effectively in a range of formats for different purposes with a diverse range of people and organisations;

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


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

T. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the

The module will be delivered in three hours block lectures. The total classroom time will be 33 hours.
achievement of the learning outcomes and an indicative number of hours for each activity.

2. **Student independent learning time**

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

<table>
<thead>
<tr>
<th>1. + 2. Total module notional study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>117 hours to study material/reading, prepare for seminars and assessments.</td>
</tr>
<tr>
<td>150 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></td>
<td>Written Assignment</td>
<td>Coursework (CWK)</td>
<td>2000 words</td>
<td>40</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam</td>
<td>Examination (EXM)</td>
<td>2 hours</td>
<td>60</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
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: Environmental Health and Policy: Applications in Developing Economies
Module code: BUSMXXX
Credit value: 15
Level: 7
Module type: LSR
Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECoS Code: 100449 business economics

Further details on HECoS codes can be found here

Responsible School / Institute: School of Business & Management

<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:

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management (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>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>2024/25</td>
<td>30</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>2025/2026</td>
<td>40</td>
<td>15</td>
<td>60</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.

Environmental risk factors such as water pollution from toxic waste disposal, indoor and outdoor air pollution, heat exposure from deforestation, and physical climate change risks, such as extreme temperatures and natural disasters, have been shown to not only have short-term but also long-term health and labour market consequences. As micro-level data at the individual and firm level with panel observations over a long period of time become increasingly available, together with advancements in quasi-experimental/applied econometric techniques, researchers and policy makers are better equipped than before in uncovering the causal impacts of these risk factors, including prenatal exposure, and in evaluating the effectiveness of mitigating policies/interventions.

A solid understanding of the challenges posed by environmental and climate change risks are important to individuals, businesses (e.g. in terms of lost productivity), and governments (e.g. in terms of health care costs). This module invites students to explore, via group presentations and an individual research report, the complexity and dynamics in the relationships between climate change/environmental risks, health and labour, with the nuanced and critical understanding that developing economies face systematically different constraints than developed counterparts, notably credit constraint and weak institutions.

This module will provide students with the key conceptual and empirical tools to (1) analyse the causal impact of the environmental and climate change risks on health, productivity and labour market outcomes and (2) evaluate the effectiveness of policy instruments (including plant-level audits on emissions, satellite monitoring of forest cover, and national-level regulations on pollutant levels). The main focus of the module is the strategic use of micro-data and quasi-experimental methods for arriving at causal estimates. Research designs covered will include randomized-control trials and natural experiments. Empirical methods taught will include difference-in-differences (applications with a single treatment, multiple treatments, time-varying treatments), event studies, regression discontinuity designs, and synthetic controls. Students will be given the opportunity to conduct empirical analysis using various types of micro-level data, including spatial and panel data at the individual and firm-levels in Stata and R.

The module is intended to be an elective module within the MSc in Environmental Analytics, complementing other modules within the programme, in particular, the core modules Global Environmental Change: Economics and Policy and Macroeconomics of Climate Change and Sustainable Development.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Module convenor and administration from SBM</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other School / Institute or collaborating institution:</td>
<td>Library resources/PCLabs for tutorials.</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

Head(s) of supporting School / Institute

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

Module title: Environmental Health and Policy: Applications in Developing Economies
Module code: BUSMXXX

Credit value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 2

Module Organiser: Po Yin Wong

Pre-requisite modules | Co-requisite modules | Overlapping modules
----------------------|---------------------|---------------------

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

The module will introduce students to foundations in labour, development and environmental economics to critically evaluate policy-relevant challenges regarding the impacts of environmental risk factors and climate change on health and labour market outcomes. Students will learn to apply econometric techniques (such as difference-in-differences, event studies, regression discontinuity, synthetic control) using micro-level data for causal inference. Applications will focus on developing contexts. Topics will include water pollution and deforestation in Indonesia, indoor air pollution in India, carbon emissions in Mexico, and the impact of climate change (extreme temperatures) on productivity in China and India.

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

The module aims to
(1) introduce students to the fundamental concepts in labour, development and environmental economics with respect to analysis surrounding climate change, environmental health risks and labour market outcomes
(2) strengthen the empirical skills of students by equipping them with knowledge and the ability to implement the latest quasi-experimental approaches in making causal claims using micro data
(3) provide students with a comprehensive understanding of up-to-date policy discussions and challenges surrounding climate change risks and regulation at the global and regional levels
(4) teach students to critically select empirical methods and interpret datasets to estimate impacts of climate change and environmental risk factors on health and long term labour market outcomes

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

| A1 | To analyze fundamental concepts in labour, development and environmental economics |

| A2 | To develop knowledge and ability to implement key applied econometric/quasi-experimental techniques for causal inference and understand their respective strengths and limitations |
A3  To explore and critically analyze some of the main policy challenges surrounding environmental risk factors and their health and long term labour market outcomes, especially in the context of developing economies

Disciplinary Skills - able to:

| B1 | Conduct independent and robust economic research with policy relevance surrounding the topics of environmental risk factors and/or climate change |
| B2 | Critically evaluate uses (and misuses) of applied econometric techniques for causal inference |
| B3 | Appreciate the strategic importance of micro-level data and quasi-experimental approaches in deriving causal implications |

Attributes:

| C1 | Competency in interpreting and communicating (oral and verbal) results from data analysis with a wide range of stakeholders, including academics and practitioners |
| C2 | Acquire a global perspective and ability to analyze the policy/ regulatory challenges surrounding environmental risk factors and climate change and understand the systematic differences between developed and developing economies |
| C3 | |

4) Reading List

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

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

<table>
<thead>
<tr>
<th>1. Student / lecturer interaction</th>
<th>The module will be delivered in three hours block lectures. The total classroom time will be 33 hours.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Student independent learning time</th>
<th>117</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Specifying an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</th>
</tr>
</thead>
</table>

1. + 2. Total module notional study hours

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</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>In-class test</td>
<td>In-class test (EXN)</td>
<td>1 hour</td>
<td>30</td>
<td>No</td>
<td>none</td>
</tr>
</tbody>
</table>

| 2        | Individual research report | Coursework (CWK) | 3000-4000 words | 70          | Yes                         | none                                     |

**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)'.
Nature of proposal | Part 2 Programme Proposal
---|---
Institute | Blizard
Title of Proposal(s) being considered | MSc /PgD / PgC Enhancing the Safety and Wellbeing of Persons in Care and Custody. Part-time via distance learning
- P2PF
- PS
- External Adviser comments
- Modules
  1. Behavioural Assessment, Consideration and Behavioural Interventions for Those in Care and Custody
  2. The Subject's Experience
  3. Physical Intervention and Restraint
  4. Law, Policy and Ethics Relating to the Management of Those in Care and Custody
  5. Medical and Nursing Considerations for Those in Care and Custody; Service Users and Staff
  6. Making Custody Safer: Criminological and Sociological Aspects
  7. Forensic Medicine, Public Health and Adolescence
Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal identified above and detailed in the accompanying documentation. If any issues 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 DGLS | Background
The Institute wishes to introduce a new programme as part of their part-time DL provision. Designed for a wide range of professionals the programme offers a broad-based approach to key aspects in the welfare and safety of persons in a variety of custody systems. Aimed at security operatives, police/prison officers and medical staff the programme will enable the student to adopt modern approaches to the recognition, management and prevention of challenging behaviours of those in their care.
Programme Structure
This is a 3 year part-time programme taught by DL and follows the same structure as the existing Emergency and Resuscitation Medicine and Tactical Military Austere and Operational Medicine programmes, with modules being taught consecutively over 8 week blocks:

<table>
<thead>
<tr>
<th>Years 1 &amp; 2</th>
<th>Semester A</th>
<th>Semester B</th>
<th>Semester B &amp; C</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 taught credits</td>
<td>15 taught credits</td>
<td>15 taught credits</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>60 credit dissertation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The programme will invoke the standard PGT progression to dissertation hurdle, which effectively means a progression hurdle between years 2 & 3 of the programme.

Modules and Assessment
The programme will share ICM7067 Fundamentals of Research with other DL programmes in the Institute and use the existing ICM7048 Dissertation in Emergency Medicine module. The remaining seven taught modules are new modules for the proposed programme and all taught modules are compulsory, there are no electives on the programme. The board will note that teaching will be delivered by experts in the various fields (see section 4 of the P2PF).

Marking rubrics will continue to be used to ensure consistency with marking across the teaching team and mentors will be assigned to junior Faculty members and those holding honorary contracts to deliver teaching on the programme (See section 1a of the P2PF).

Assessment for the taught credits reflects patterns already in use by the Institute:
- 70% coursework (which includes a 40% qualifying mark); these assessments are designed to assess/develop the ability of students to communicate their understanding and formulate their own ideas.
- 30% MCQs; these are drawn from lectures and serve to assess learning and ensure student attendance in the lectures.

The Board is asked to note that it is standard for the team to run detailed statistical analysis and review the MCQ questions for ability to discriminate and difficulty each year.

There is a paucity of textbooks in this area, therefore indicative reading lists cite online works and these will be monitored and enhanced as more literature becomes available.

Entry Requirements
Students are required to have a 2.2 or above in medical or relevant degree. It is also desirable for them to have professional experience in the care of vulnerable patients, or persons in care/custody.

Issues
1) The Board may wish for further clarification on the methods employed to ensure the MCQs are sufficiently discriminatory.
2) The Board may wish for further confirmation that the module aims of the final module - Forensic Medicine, Public Health and Adolescence – are achievable in a 15 credit module.

Alice de Havillan, DGLS
a.l.dehavillan@qmul.ac.uk
Part 2 Programme Proposal Form

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

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

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

Summary Information

Proposed Programme Title: Enhancing the Safety and Wellbeing of Persons in Care and Custody

Proposed Programme and Route Code(s): P(MS/SP/SP)P - DLICMS (6/3/1) - PSWP

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance learning (part-time)</td>
<td>3 calendar years</td>
</tr>
<tr>
<td>Postgraduate Diploma (PGDip)</td>
<td>Distance learning (part-time)</td>
<td>2 academic years</td>
</tr>
<tr>
<td>Postgraduate Certificate (PGCert)</td>
<td>Distance learning (part-time)</td>
<td>1 academic year</td>
</tr>
</tbody>
</table>

Proposed start date: September 2023

Proposed term dates: Standard QM term dates

Does this programme contain a foundation year or any pre-sessional activity? No

Will this programme be available to Science & Engineering Foundation (SEFP) students after completion of the foundation year? N/A
1) Programme Management
Please describe the arrangements for the operational management of the programme and the quality assurance and enhancement mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Please complete either section a) for programmes delivered by one QMUL School / Institute or section b) for programmes delivered by more than one QMUL School / Institute. Programme management arrangements for collaborative programmes should also be reflected in the Memorandum of Agreement with the partner institution.

a) Single School / Institute Delivery

The programme will be delivered by the Centre for Neuroscience, Surgery and Trauma as part of the Blizard Institute’s postgraduate teaching portfolio. The MSc will appeal to a wide range of students as described fully below ('Evidence for student demand'). Providing a Master’s programme in enhancing the safety of persons in care or custody would represent an international first. The proposed Master’s programme will complement the existing and successful Master’s programmes in Emergency & Resuscitation Medicine (ERM) and Paediatric Emergency Medicine, and follow a similar distance learning delivery methodology to recruit students from the global geographical area.

This MSc follows the guidance of the UK Quality Code for Higher Education (level 7).

The core faculty have substantive QM contracts related to their role on the ERM MSc and will oversee and deliver the key elements of the programme. The majority of the teaching will be delivered by clinical staff holding both NHS contracts, and honorary QM equivalents.

The programme will be expected to adhere to all local regulations and guidelines for best practice, include those relating to student engagement, communication, assessment and feedback. Students representatives will be nominated and invited to attend the Blizard PGT SSLC committee.

Module 1 will be shared with the Emergency & Resuscitation MSc and has run successfully for 5 years. Modules 2-8 are new bespoke modules. Year 3 will use a well-established dissertation module used on the Emergency and Resuscitation Medicine MSc. A progression hurdle will separate years 1 and 2 from year 3 as in place for our existing programmes.

External examiners are involved in the development and quality assurance of modules and the programme. They will approve and give feedback on assessments and view samples of work for each module to ensure standards are comparable with other UK universities, with fair and consistent procedures. http://www.arcs.qmul.ac.uk/quality-assurance/external-examiners/external-examiners-info-for-staff.

One or two student representatives will be invited from each of the 3 years.

Admissions criteria are clearly defined and selection will be made by the QM admissions team and the MSc leads, Dr Tony Bleetman and Prof Tim Harris.

Communication will be via QMPlus with dedicated forums for each module and for the programme overall.

The MSc will contribute to increasing the numbers of postgraduate students undertaking taught courses (SA2.3), increasing the number of postgraduate students admitted to study from outside the EU as UK is leading in this field (SA2.4), increasing the number of taught programmes based on e-learning (SA2.5) and increasing the provision of professional courses at postgraduate level (SA2.8). High performing students will be supported to publish papers based upon their dissertations so supporting strategic aims to increase publications and research ideas.

Programme administration and timetabling:
An eight-module taught programme is proposed. These are:

Year 1 -
(1) Academic writing, sourcing knowledge and critical appraisal; assessment by MCQ and short answer questions.
(2) Behavioural assessment, consideration and behavioural interventions for those in care and custody; assessment by MCQ and written assignment.
(3) The subject’s experience; how we currently manage the detainee, prisoner or service user across services – identifying good practice and areas for change and improvement; assessment by MCQ, presentation and written assignment.

(4) Physical interventions and restraint; behavioural assessment & interventions and medical / nursing considerations for those in care and custody. assessment by MCQ, presentation and written assignment.

Year 2 -

(5) The Law, Policy and Ethics relating to the management of those in care and custody (and the relevant associated legal processes); assessment by MCQ and written assignment.

(6) The medical and nursing considerations for those in care and custody; service users and staff; assessment by MCQ and written assignment.

(7) Making custody safer: criminological and sociological aspects of managing persons in care or custody; assessment by MCQ and written assignment.

(8) Public Health, Forensic Medicine and Adolescence; assessment by MCQ and written assignment.

Due to the diversity of the educational material, some faculty will not be QM employees at the launch of the MSc. These external academics will start on honorary contracts. To ensure and safeguard the delivery of modules by external educators at the start of the programme, Prof Harris and Dr Bleetman will be available to cover and provide leadership for modules 2, 3, 4, 6, 7 and 8. Module 1 is already delivered by QM staff as part of the ERM programme. Module 5 will be covered by Chaynee Hodgetts who currently provides education on the ERM modules. Each module has been allocated QM co-leads to safeguard the delivery of each by (currently) external leads.

The programme will receive dedicated administrative support from the Blizard Education Administration team, under the supervision of the Senior Academic Coordinator. As with all Blizard Taught programmes, this course will be subject to an internal annual review.

b) Joint School / Institute Delivery

For programmes that are delivered jointly between more than one QMUL School / Institute or for programmes that utilise modules from other QMUL Schools / Institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools / Institutes should also be provided. This should identify the respective responsibilities of each QMUL School / Institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

N/A
2) Accessibility and inclusivity
Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:
- Are the learning outcomes for the programme and each module clear?
- Have all reading lists been reviewed in the last academic year with consideration given to texts that are available electronically as well as in hard copy?
- Have all reading lists been included on the Reading Lists Online resource available from Library Services?
- How much of the teaching will be made available via Q-Review and when will recordings be released to students?
- Has consideration been given to using QMPlus to post audio content for students to relisten to?
- Has QMPlus content been checked for accessibility standards with the E-Learning Unit?

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

The Blizard institute is committed to supporting disabled students of all backgrounds, and has close links with QM DDS and student support services. Academic advisors and course tutors are encouraged to closely monitor the experience of disabled students, and provide all necessary support and referrals as needed.

The programme will aim to identify and assist any undiagnosed students with specific learning differences (SpLDs) within the first semester. All efforts will be made to support these students in collaboration with the services offered by QM. All students (including DL students) are given the opportunity for a disability and dyslexia assessment, and the programme will work to implement all recommendations made by QM for diagnosed students.

The reading is available from the library services and from free to access websites. All tutorials are recorded and accessible via QMPlus and all online lectures are available from the start of the module. The programme uses a range of oral and written assessments, to ensure inclusive practice.

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.

As a distance learning programme, the majority of the teaching will be delivered online via QMPlus. All assignments will be submitted via Turnitin and checked for plagiarism. Any assessments which have been suspected of plagiarism will be reviewed by the appropriate institute mechanisms.

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.

Dr Tony Bleetman - honorary senior lecturer at QM
Mr Eric Baskind - formerly a senior lecturer at John Moores University of Liverpool
Ms Chaynee Hodgetts - honorary lecturer at QM
Mark Dawes - retired from NFPS, a national training organisation
Dr Julia Renton - Clinical Director of Psychiatric Services, West London Mental Health Trust
Ana Waddington - Nurse Specialist, Royal London Hospital
Dr Stanislav Lifshitz - Emergency Medicine and Biomechanics specialist
Dr Stephanie Eaton - Criminologist
Mr Frank Slokan - Scottish Prison Service
Prof Jason Payne-James - Consultant Forensic Physician, honorary senior lecturer at QM
Dr Ashley Fegan-Earl - Consultant Forensic Pathologist
Dr Juliet Cohen - Head of Doctors at Freedom from Torture and forensic physician
Laura Vat - Child Psychologist
Sarit Hay - Interior designer for children’s homes
Dr Meir Menachem - Organisational psychologist
§ - These faculty members have hon titles in place with QM and are actively involved in course planning.

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.

All student related-data will be managed and coordinated by the Blizard Institute's education administration team. Enrolment will be administered in accordance with agreed QM admissions/registry procedures, and within agreed timeframes.

6) Subject Examination Board Details
Please specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. 
clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Trauma Science (PGT)</td>
</tr>
</tbody>
</table>

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

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

> Have module proposal forms for each new module been submitted with the Part 2? 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.
Programme Title: Enhancing the Safety and Wellbeing of Persons in Care and Custody

Programme Specification (PG)

Awarding body / institution: Queen Mary University of London
Teaching institution: Queen Mary University of London
Name of final award and title:
- MSc Enhancing the Safety and Wellbeing of Persons in Care and Custody
- PgDip Enhancing the Safety and Wellbeing of Persons in Care and Custody
- PgCert Enhancing the Safety and Wellbeing of Persons in Care and Custody

Name of interim award(s):

Duration of study / period of registration:
- MSc (3 Calendar Years), PGDip (2 Academic Years), PG Cert (1 AY)

Queen Mary programme code(s): PSSWP - A800/AB01/Ab02

QAA Benchmark Group:

FHEQ Level of Award: Level 7

Programme accredited by: N/A

Date Programme Specification approved:

Responsible School / Institute: Blizard Institute

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

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

Programme outline

The MSc in Enhancing the Safety and Wellbeing of Persons in Care or Custody is a three-year, 180 credit programme designed to offer a broad-based and specialist educational package in the key aspects of the welfare and safety of persons in the care of custody systems with an emphasis on recognising, preventing, managing and recovering from challenging and violent behaviours. The course will be delivered by leading academics, educators and practitioners in this field and is designed to address the antecedents, causes, prevention, management and aftermath of challenging and violent behaviour across all organisations in which these situations can be expected to occur.

Students are to be drawn from medicine, nursing, security services, policing, the prison service, transport networks and tourism, the retail sector, special education, care provision for patients with learning disabilities, autism and elderly care.

The first two years of the course consist of eight taught modules. Each of these modules is 15 credits and consists of 15-20 one
Aims of the programme

This programme aims to assist doctors, nurses, paramedics, care staff, security operatives, police officers, prison staff and service managers to develop the knowledge and skills required to lead their organisations towards an enlightened, safe, holistic and humane approach to the recognition, prevention, management and aftermath of challenging and violent behaviours. This programme will attract students working in environments in which persons are already in care or custody. We aim to attract the leaders of the future who will transform their organisation from within as they progress through their system.

The programme is designed to teach the students to appraise and examine the evidence for prevention, intervention and recovery strategies based on published evidence and from their own work and organisations. By involving experts from a range of academic, health, education and training organisations, we will teach the student how to develop and transfer their knowledge into critically appraising and improving their own organisation’s approach and management strategies in preventing and managing challenging behaviour.

In module 1 we will teach the students how to search and appraise literature, and how to present their synthesis in written and verbal formats. In modules 2-8 we will teach students how to risk assess and understand the needs of those in care or custody, how to safely provide care and where required safe restraint, and the legal framework in place to work under. In addition, the taught modules will provide an introduction to the forensic and public health aspects of the field.

What will you be expected to achieve?

On completing this MSc the student will have gained an in-depth understanding of the causes, antecedents, prevention, management and recovery from challenging and violent behaviours of persons in care and custody. They will learn to search the literature and identify prevention, management and recovery strategies from a broad range of organisations within the sector thus comparing, contrasting and learning from each. With this knowledge, we expect them to improve and transform their own service from within.

Programme graduates are expected to apply the theoretical knowledge gained to:
- Take a top-down approach to the prevention, management and recovery from challenging and violent behaviours within their own service
- Contribute to and lead the broader strategic and tactical approaches to challenging and violent behaviours across the entire sector
- Be able to adapt their practice and care to ensure the well-being and safety of service users
- Identify and appraise scientific literature, then formulate guidelines and teaching for their organisations and areas of practice
- Develop team working and offer oral and written presentations

Academic Content:

| A1 | Identify, critically evaluate and appraise original research and ‘grey’ research. Basic trial design and statistics. |
| A2 | Interpret the legal environment and constraints in the prevention, management and recovery from challenging and violent behaviours. |
| A3 | Analyse the behavioural aspects of the causes, prevention and trauma-informed approach to challenging behaviour. |
| A4 | Evaluate the medical considerations of caring for and managing persons in care and custody |
| A5 | Appraise the medical, nursing and biomechanical implications of physical interventions |
| A6 | Assess and analyse the use of reporting systems in designing a physical interventions syllabus |
Programme Title: Enhancing the Safety and Wellbeing of Persons in Care and Custody

| A7 | Formulate a physical intervention syllabus |
| A8 | Compare and contrast other organisations’ approaches to preventing, managing and recovering from challenging and violent behaviours |
| A9 | Acquire knowledge and consider the sociological and criminological aspects of custodial care |
| A10 | Acquire knowledge and appraise the forensic medicine and public health aspects of challenging and violent behaviour |
| A11 | Identify the particular challenges and needs of adolescents in care |

Disciplinary Skills - able to:

| B1 | Undertake research methodology as applied to persons in care and custody and critically appraise papers |
| B2 | Demonstrate a detailed understanding of the multidisciplinary requirements in formulating a top-down approach to behaviour management within an organisation |
| B3 | Demonstrate the ability to modify own practice in the prevention, management and recovery from challenging and violent behaviours |
| B4 | Demonstrate the ability to apply learned material to advancing and improving the well-being and safety of persons in care and custody |

Attributes:

| C1 | Critically apply learning from scientific papers and ‘grey searches’ to their practice and develop guidelines to improve care in their organisations. Through understanding trial design and ethics they will understand how to participate in research. |
| C2 | Critically evaluate and formulate organisational and individual approaches to persons in care and custody |
| C3 | Develop skills in written communication and discussion, synthesise data to improve service user care |
| C4 | Synthesise the underlying causes and treatment options available to manage those with violent or challenging behaviour. |
| C5 | Identify and acquire knowledge of the disease processes and toxidromes that may alter behavior and impact behaviour. |
| C6 | Compare, contrast and evaluate the differing priorities of care in the hospitals, prisons and care facilities |
| C7 | Develop skills in written communication and discussion, synthesise data to improve patient care. |

How will you learn?

All modules are based on an online learning platform (QMPlus). Lectures are recorded by experts in their field and are scheduled at a rate of around 2 per week. Students view these in their own time and are expected to watch all lectures and read assigned material. Online case-based exercises will be posted to the student forum which will facilitate group discussion and learning. Students will communicate via QMPlus forums, email, tutorials and other methods of their choosing. Students will be expected to attend the weekly on-line tutorials to discuss the topics studied. They will be assigned tasks to
Programme Title: Enhancing the Safety and Wellbeing of Persons in Care and Custody

discuss in small groups and feedback to the main group. Polls will be posted to enable students to assess their understanding. Students will take 4 x 15 credit compulsory modules each year, for the first two years. Each taught module runs for 8 consecutive weeks with a two week break at Christmas. Those students wishing to complete the MSc award will take a third and final year to complete the 60 credit dissertation module.

Each taught module represents 150 hours of notional study – this includes self-directed reading, lectures, tutorials, assessments and assignments. Each module will consist of around 15 lectures, with each lecture approximately 60 minutes in length and accompanying weekly group tutorials also approximately 60 minutes in length. Thus contact teaching is approximately 30 hours with self-directed study/assignments of around 120 hours per module (equating to around 15 hours each week). The MSc therefore requires a time commitment of around 600 hours annually for three years.

How will you be assessed?

Modules will be assessed in a variety of ways to test learning outcomes, including MCQ exams, presentations and written assignments.

Students wishing to complete with an MSc will also need to undertake and pass a 60 credit year 3 dissertation module, in which summative assessment consists of a project plan and 10,000 word dissertation. The topic should be in an area of care or custody chosen by the student and approved by the course lead. Students will put into practice and develop on the skills they have learned over the preceding two years, such as literature searches, critical appraisal, guideline development, presentation skills and scientific writing. A dedicated lecture and tutorial programme should be attended.

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 programme will be offered part-time over 3 calendar years, with credit value distributed equally over this time frame. Students will be required to meet the standard progression hurdle from year two to year three, passing sufficient credits to progress to the dissertation in the final year.

The three-year programme consists of two taught years and one dissertation year:

- First Year – four modules each eight weeks (60 credits)
- Second Year – four modules each eight weeks (60 credits)
- Third Year - A 10,000 word dissertation on topic chosen by the student in conjunction with assigned tutor. (60 credits)

Year one starts with an academic module to equip students with basic academic skills to use in their studies and practice. Literature searching and study design and basic statistics are covered. The next 3 modules explore the three key disciplines in preventing, managing and recovering from challenging and violent behaviours.

There will be no further teaching for PGCert students.

In year 2 students will learn about law, policy and ethics for those in care and custody, as well as medical and nursing considerations, sociological aspects, and public health considerations.

There will be no further teaching for PGDip students.

Students undertaking the MSc will need to complete and pass a further year of study and submit a dissertation (core for MSc award).

Academic Year of Study  PT - Year 1
Programme Title: Enhancing the Safety and Wellbeing of Persons in Care and Custody

<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>Fundamentals of Research</td>
<td>ICM7067</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Behavioural assessment, consideration and behavioural interventions for those in care and custody</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>The subject’s experience</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Physical intervention and restraint</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semesters 2 &amp; 3</td>
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</table>

Academic Year of Study PT - Year 2

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law, Policy and Ethics relating to the management of those in care and custody</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Medical and nursing considerations for those in care and custody; service users and staff</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Making custody Safer: Criminological and sociological aspects</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Forensic Medicine, Public Health and Adolescence</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semesters 2 &amp; 3</td>
</tr>
</tbody>
</table>

Academic Year of Study PT - Year 3

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation in Emergency Medicine</td>
<td>ICM7048</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>3</td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>

What are the entry requirements?

- A 2.2 or above at undergraduate level in Medicine, Nursing, Paramedic Science, Physician’s Assistant/Associate, Behavioural Science or other relevant degree.
- Professional experience in the care of vulnerable patients, or people in care, or people in custody is desirable.
- English language skills as per the Postgraduate Admissions guidelines; IELTS language test score of at least 6.5 overall (including 6 in Writing and 5.5 in Reading, Listening and Speaking) or QM recognised 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 (SSLC) provides a formal means of communication and discussion between the Institute and its students. The committee consists of student representatives from each programme in the Institute together with appropriate representation from staff within the Institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments where appropriate. SSLCs meet regularly throughout the year. Students studying the programme would be asked to nominate representative(s), who would be invited to attend these SSLC meetings. However as distance learning students, they would not be expected to attend in person, rather they would be invited to attend the hybrid meetings of the SSLC. The programme leads are requested to provide comment/feedback on any issues raised by the student representatives.

The Institute operates an Education Committee, which will advise the programme director and Education Lead on all matters relating to the delivery of taught programmes, including monitoring the application of relevant policies and reviewing proposals before submission to the faculty Teaching & Learning Committee. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of module evaluations and feedback from the Postgraduate Taught Experience Survey (PTES).

What academic support is available?

Students on this programme will be studying via distance learning, and will engage with each other and programme tutors via a combination of online discussion forums, one to one email support, and live tutorial sessions. Students will be encouraged to support each other in their research and discussion, and will also have email access to specialist module tutors who can address specific queries or concerns.

Each student will be invited to view the recorded institute PGT induction programme, which will include sessions on academic writing, plagiarism, referencing and pastoral support.

Each student will be provided with a dedicated academic advisor, who will remain with them for the duration of their studies. This advisor will support the student on an academic and pastoral level as required, referring issues to the programme director and academic administrator when appropriate.

Students undertaking year three will be allocated a dedicated supervisor at the start of the year, depending on the subject chosen.

Programme-specific rules and facts

Standard progression from the taught modules to the dissertation hurdle.

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

The Blizard Institute is committed to supporting disabled students of all backgrounds, and have close links with QM DDS and student support services. Academic advisors and course tutors are encouraged to closely monitor the experience of disabled students, and provide all necessary support and referrals as needed.

The programme will aim to identify and assist any undiagnosed students with specific learning differences (SpLDs) within the first semester. All efforts will be made to support these students in collaboration with the services offered by QM.

All students (including DL students) are given the opportunity for a disability and dyslexia assessment, and the programme will work to implement all recommendations made by QM for diagnosed students.

The learning material is created to ensure it meets the QM standard for accessibility and is available across all platforms. The programme uses a range of oral and written assessments, to ensure inclusive practice.
Programme Title: Enhancing the Safety and Wellbeing of Persons in Care and Custody

Links with employers, placement opportunities and transferable skills

Programme Specification Approval

Person completing Programme Specification: Dr Anthony Bleetman, Prof Tim Harris

Person responsible for management of programme: Prof Tim Harris

Date Programme Specification produced / amended by School / Institute Education Committee: 24 Nov 2022

Date Programme Specification approved by Taught Programmes Board:
External Adviser Feedback Form
Blizard: Enhancing the Safety and Wellbeing of Persons in Care and Custody

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>Prof Matthew W Cooke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation:</td>
<td>Retired professor of Emergency Medicine, University of Warwick</td>
</tr>
<tr>
<td>Email address for correspondence:</td>
<td><a href="mailto:matthew@matthew-cooke.com">matthew@matthew-cooke.com</a></td>
</tr>
<tr>
<td>I confirm that I have received and reviewed the documentation listed above:</td>
<td>confirmed</td>
</tr>
</tbody>
</table>

I have worked as Professor of Emergency Medicine at Warwick Medical School and was Course Director for the Masters in Emergency Care and in Clinical Systems Improvement. I have also been external examiner for Masters programmes at other universities and supervised and examined at Doctoral level in the field of emergency medicine. I have also practiced clinically in emergency medicine including pre-hospital care.

1. Aims, objectives and learning outcomes
- Does the programme have clearly articulated aims and learning outcomes which appear to meet the needs of students and equip them for further study or employment?
- Do the academic standards in subject content and teaching and learning match the aims and learning outcomes?
- Are all programme learning outcomes met within modules?
- Are the learning outcomes and the expectations of students clearly developed throughout the programme?
The aims and learning outcomes for the overall MSc and this module are clearly articulated and appear to meet the needs of group of individuals developing a sub-specialty interest in care in hostile environments, such that they are also equipped to study at a higher level and that it is relevant to future employment. The academic standards match the aims and learning outcomes and are appropriate for a Masters level programme. The programme learning outcomes appear to be met within the modules. The learning outcomes and the expectations of students are clearly developed and articulated.

### 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 design and content of the curriculum appears to support student learning and the achievement of the intended learning outcomes. The specialist content is up to date, having been designed in late 2020 and can be kept updated by use of research materials and from the well-informed faculty. I am not aware of any similar programme in the UK at Masters level covering care in hostile environments and available to a wide range of professionals from civilian and military backgrounds. The structure of the programme is clearly defined and explained – including online teaching, tutorial support, and supported offline work e.g. dissertation component. The credit structure is appropriate for a programme of the assigned level and is equivalent to other Masters level courses, and is based on the existing MSc in Emergency and Resuscitation Medicine. The student workload is appropriately balanced across the academic year. Appropriate careers education appears to be available via the student tutors and their contacts. Professional practice requirements are noted where relevant across the range of professions, and range of professional backgrounds in the faculty should aim to support this. The course is delivered in a manner that should be accessible to all within the limits of remote education.

### 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?

**Not applicable**

### 2. Learning, teaching and assessment strategies

- Is there a clear and workable learning and teaching strategy?
- Is there a clear and workable assessment strategy?
- Do the teaching, learning and assessment methods allow students to demonstrate their achievement of the aims and learning outcomes?
- Is there an appropriate range of assessment methods used?
- Do the proposed assessment methods suitably evaluate the attainment of the intended learning outcomes?
The learning, teaching and assessment strategy is clear and workable, drawing on the existing MSc.

The teaching, learning and assessment methods allow students to demonstrate their achievement of the aims and learning outcomes, and combine a range of assessment approaches that should both enhance the student experience but also allow for personal variation in performance by examination technique. Presentations and discussions aim to enable to student to work at the higher level of a Masters graduate, including the ability to synthesise new and emerging evidence, teach others and convey messages to experienced and senior audiences.

The remote delivery means that the assessments are heavily focussed on knowledge base and theoretical application. The assessors should be clear in how they can confirm practical ability without using simulations or in person. Scenarios (a common challenge of remotely delivered clinical topic courses)

The proposed assessment methods appear to suitably evaluate the attainment of the intended learning outcomes.

### 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?

Not applicable

### 4. Admission, progression and achievement
- Are the entry requirements appropriate and clearly identified?
- Are clear arrangements in place for the induction of new students?
- Are there details for any special educational needs requirements?

The entry requirements are appropriate and clearly identified. They include all appropriate professional groups who are involved in hostile environment care.

Consideration may need to be given to special cases and how they will be judged. In particular, there will be experienced nurses and paramedics who qualified before undergraduate degrees were available and may need defined criteria to demonstrate equivalence to a 2:2 degree.

Induction arrangements for new students are clear.

Special educational needs arrangements and accessibility enhancements are aligned with those already in place at QMUL

### 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 there details of and arrangements with placement providers where relevant?

Indicative reading lists that have been supplied and appear to be appropriate.

The lack of established textbooks in this area means that there will need to be use of new literature as an ongoing process. The faculty expertise is in a good position to be able to provide this, as well as the latest development in practice.

Future resources – I could not see plans for this identified but would encourage review of any face 2 face components as the course develops and as travel restrictions decrease, but also informed by student feedback on any challenges of the remote delivery.

The use of QMPlus (the QM Virtual Learning Environment (VLE)) has been articulated but I am not familiar with the platform.

### 6. Student guidance and support
- Are there clear arrangements in place for supporting students with specific learning requirements?
- Are there suitable arrangements for dealing with academic misconduct?
- Are there workable academic support arrangements at school and institution level?
- Are there administrative arrangements for student support?
Clear arrangements appear to be in place for supporting students with specific learning requirements. The experienced faculty would be expected to have familiarity with this. Arrangements for academic misconduct are aligned to existing approved process at QMUL. The academic support mechanisms all appear to be workable and build on existing and tested structures.

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 arrangements for quality management and enhancement are aligned with pre-existing arrangements for the Emergency and Resuscitation MSc programme and those of the wider QMUL.

Regular review of content and progress is described and is appropriate for new modules. The student voice is heard by a variety of routes both formal and informal and appears to be appropriate and therefore should be effective.

8. Other

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

This should add positively to the existing QMUL Emergency and Resuscitation MSc portfolio. It is an area not covered by other Masters programmes but with an increasing need as those involved in hostile environments increase their standards and scope. This will be a challenging course to deliver remotely but I believe the university and the team have the expertise to do this. I would suggest that the situation is regularly reviewed as to whether the use of remote simulation or face to face evaluation in some form could add further to the quality of the course and the evaluation of the students.

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 thank the external adviser for his very supportive feedback. In relation to the challenges of remote learning, we are not attempting to deliver any practical skills or training. The students will learn how to direct and construct training programmes for their organisation. This element will not require acquisition of physical skills. We have amended the eligibility of students for those clinicians who qualified prior to the availability of undergraduate degrees who will need to demonstrate equivalence to a 2:2 degree. We agree that as the course develops, we will consider introducing and promoting face to face components. This may be in the form of masterclasses or short courses and site visits.

External reference points

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

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

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

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

**Section 1 - Summary Information**

<table>
<thead>
<tr>
<th>Module title:</th>
<th>Behavioural assessment, consideration and behavioural interventions for those in care and custody</th>
<th>Module code:</th>
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<tbody>
<tr>
<td>Credit value:</td>
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<tr>
<td>Module type:</td>
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<td>Scheme: Taught Postgraduate</td>
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<td>Start date:</td>
<td>September 2023</td>
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<tr>
<td>Proposed HECoS Code:</td>
<td>100476 health and social care</td>
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</tr>
</tbody>
</table>

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

**Responsible School / Institute:** Blizard Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Trauma Science (PGT)</td>
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</table>
### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<tbody>
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<tr>
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<td>15</td>
<td>50</td>
</tr>
<tr>
<td>2025/26</td>
<td>25</td>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This will be a compulsory module which will provide students with a thorough grounding in assessing, understanding and applying the psychological issues affecting patients in their care. From this, they will be supported in their understanding of how the therapeutic milieu impacts on the distress, re-traumatisation and behaviours demonstrated within the environment. Students will be encouraged to investigate the responses to patient distress and difficulties and to further understand how these can be adapted to reduce escalation of unhelpful behaviours.

### Resource Requirements

| By School / Institute responsible for module: | N/A |
| 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**  
Mary Collins  
Digitally signed by Mary Collins  
Date: 2022.12.09 15:43:30 Z  
Mark Caulfield  
Digitally signed by Mark Caulfield  
Date: 2022.12.20 16:39:49 Z  

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

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

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Section 2 - Module Specification

Module title: Behavioural assessment, consideration and behavioural interventions for those in care and custody  
Module code: 

Credit value: 15  
Level: 7  
Mode of Delivery: Distance Learning  
Semester: Semester 1  

Module Organiser: Dr Tony Bleetman

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).

In this module students will be provided with a sound foundation in the psychological and behavioural backgrounds to escalation and challenging behaviour. With a focus on trauma -informed care, students will be supported to understand to move their environments towards one that understands and responds to traumatised individuals in a way that prevents escalation and promotes recovery.

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

This module will provide the foundations of understanding psychological pathologies, prediction, prevention and management of escalating behaviours. Students will be encouraged to incorporate this knowledge into evaluating and improving their own service and to contribute to the wider debate on enhancing well-being and safety within a therapeutic environment.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<table>
<thead>
<tr>
<th>A1</th>
<th>Acquire a broad knowledge of common psychological disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Appraising the link between adverse childhood experiences and poor mental health</td>
</tr>
<tr>
<td>A3</td>
<td>Appraising the link between adverse childhood experiences and substance use and offending</td>
</tr>
</tbody>
</table>
To promote de-escalation and advanced communication skills in conflict prevention and management

Disciplinary Skills - able to:

B1 Interpret presenting behaviours in light of a range of bio-psycho-social factors
B2 Understand and appreciate the impact of staff behaviours and attitudes on service users’ behaviours
B3 Maintain and promote a trauma-informed therapeutic milieu

Attributes:

C1 Apply learning to the workplace
C2 Contribute to the broader debate across the sector
C3 Engage colleagues in consideration of the psycho-social factors impacting on service user distress and behaviours

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.

DSM V
https://www.nes.scot.nhs.uk/our-work/trauma-national-trauma-training-programme/
https://www.rcpsych.ac.uk/docs/default-source/events/free-webinars/5-may-2022/national-kuf-hub-info.pdf?sfvrsn=8b5842dd_2
https://www.kuftraining.org.uk
NICE CG10, 154

There is a lack of textbooks in this field, so much of the reference material is currently web-based. Modules leads will continue to update the reading list, including adding cutting-edge publications from relevant journals.

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.

Students will be expected to watch 2-3 lectures per week over 8 weeks, with follow up online discussion seminars. Total approximately 30 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.

Approximately 120 independent study hours
1. + 2. Total module notional study hours

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

6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MCQ</td>
<td>In-class test (EXN)</td>
<td>2 hours</td>
<td>30</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Case presentation</td>
<td>Coursework (C WK)</td>
<td>20 minutes</td>
<td>70</td>
<td>Yes</td>
<td>40</td>
</tr>
</tbody>
</table>

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

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

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

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: The Subject’s Experience
Module code: 
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate 
Start date: September 2023 
Proposed HECos Code: 100476 health and social care 
Further details on HECos codes can be found here 
Responsible School / Institute: Blizard Institute 

<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
---|---
SMD: Blizard Institute | Trauma Science (PGT)
### Anticipated Student Registrations

<table>
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<td>50</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This will be a compulsory module which will expose students to the workings of a broad range of organisations and institutions and their organisational approach to the management of persons in care and custody. They will explore these organisations’ policies, processes, working arrangements, education, training and problem-solving. A key part of this module will be to understand the service user’s journey through the system. We will arrange for senior staff and service users from these organisations to present their professional and personal experience, identifying good practice, challenges and aspirations for service improvement within their respective organisations.

### Resource Requirements

By School / Institute responsible for module:
- Blizard Institute

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**
  - Mary Collins
  - Digitally signed by Mary Collins
  - Date: 2022.12.09 15:44:34 Z

- **Head(s) of supporting School / Institute**
  - Mark Caulfield
  - Digitally signed by Mark Caulfield
  - Date: 2022.12.20 16:38:25 Z
Section 2 - Module Specification

Module title: The Subject’s Experience
Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 2

Module Organiser: Dr. Tony Bleetman

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).

Students will learn how a broad range of organisations and institutions approach the management of persons in care and custody. They will explore these organisations’ policies, processes, working arrangements, education, training and problem-solving. They will understand the service user’s journey through each system. Senior staff and service users from these organisations will present their professional and personal experience, identifying good practice, challenges and aspirations for service improvement within their respective organisations.

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

To expose the student to the policies, processes, working arrangements, education, training and problem-solving in the management and care for persons in the care of a broad spectrum of organisations and institutions. Students will also learn from the experience of service users going ‘through the system’. We believe that this module will be critical in developing the students’ problem-solving and down-up approach to improving practice within their own organisation and will enable them to contribute to broader debate across the sector. This module aims to equip the managers of the future to guide their organisation towards a humane, therapeutic, ethically sound and safe approach to persons in their care.

3) Learning Outcomes
Please identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Consider and appraise organisational and therapeutic approaches to managing persons in care and custody</td>
</tr>
<tr>
<td>A2</td>
<td>Appreciate and develop empathy for the subject going ‘through the system’</td>
</tr>
<tr>
<td>A3</td>
<td>Compare and contrast organisational approaches to managing persons in care and custody</td>
</tr>
</tbody>
</table>
Disciplinary Skills - able to:

| B1 | Analyse subject management in care and custody from the subject's perspective |
| B2 | Adopt a therapeutic and comprehensive approach to subject management |
| B3 | Critically appraise management plans for persons in care and custody |

Attributes:

| C1 | Describe and consider the subject's experience 'through the system' |
| C2 | Formulate therapeutic management plans for persons in care and custody |
| C3 | Identify, encourage and adopt a safe, ethical and therapeutic practise in their organisation |
| C4 | Contribute to the broader discussion on subject management across the sector |

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.

- NICE guidance 10, 16, 25, 154.
- CQC ‘Out of sight - who cares?’
- Service PMVA manuals
- Broadmoor PMVA syllabus

There is a lack of textbooks in this field, so much of the reference material is currently web-based. Modules leads will continue to update the reading list, including adding cutting-edge publications from relevant journals.

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.

Students will be expected to watch 2-3 lectures per week over 8 weeks, with follow up online discussion seminars. Total approximately 30 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.

Approximately 120 independent study hours.
1. + 2. Total module notional study hours

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

6) Assessment Profile

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MCQ</td>
<td>In-class test (EXN)</td>
<td>2 hours</td>
<td>30</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Presentation</td>
<td>Coursework (CWK)</td>
<td>30 minutes</td>
<td>70</td>
<td>Yes</td>
<td>40</td>
</tr>
</tbody>
</table>

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

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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

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: Physical intervention and restraint
Module code: 
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate
Start date: September 2023
Proposed HECos Code: 100476 health and social care

Further details on HECos codes can be found here

Responsible School / Institute: Blizard Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Blizard Institute</td>
<td>Trauma Science (PGT)</td>
</tr>
</tbody>
</table>
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<tr>
<td>2025/26</td>
<td>25</td>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This will be a compulsory module which exposes students to a range of physical intervention programmes with different combinations of skills. This will enable students to appreciate the broad range of interventions that staff might use to manage violence, aggression and other challenging behaviours. It will also enable students to appreciate the importance of these skills integrating with non-physical interventions, such as de-escalation, communication skills as well as other matters such as environmental strategy to help ensure overall safety for service users and staff.

The module will also examine the use of mechanical restraints and explore why they are considered by many to be controversial interventions.

Training methods will also be examined, including training-needs analysis (TNA), fitness to train and fitness to engage with physical interventions operationally. The importance of good reporting systems will also be examined.

Overall, this module will provide students with a broad understanding of the issues across different sectors and populations.

### Resource Requirements

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

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

<table>
<thead>
<tr>
<th>Mary Collins</th>
</tr>
</thead>
</table>

**Digitally signed by Mary Collins**

| Date: 2022.12.09 15:45:04 Z |

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

<table>
<thead>
<tr>
<th>Mark Caulfield</th>
</tr>
</thead>
</table>

**Digitally signed by Mark Caulfield**

| Date: 2022.12.20 16:37:50 Z |
Section 2 - Module Specification

Module title: Physical intervention and restraint  Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 2 & 3 

Module Organiser: Eric Baskind 

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).

Students will learn how violence, aggression and other challenging behaviours are managed across a broad range of sectors, including hospitals, mental health units, police and prisons. The course will examine how risk is assessed leading to the appropriate selection of skills in the different sectors. There will be an emphasis on safety, efficacy and the importance of integrating any physical intervention with a therapeutic overall behaviour management plan. Different methods of training will also be considered as well as related topics such as staff fitness to train and to apply the skills operationally and report writing.

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

This module will equip students with the knowledge and skills to identify best practice within their own settings and to formulate practice within the overall strategy for managing safety without compromising security. The module will emphasise the growing need for restraint reduction.

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:

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Examine and critically appraise different organisational approaches to physical intervention</td>
</tr>
<tr>
<td>A2</td>
<td>Understand the biomechanics of restraint skills</td>
</tr>
<tr>
<td>A3</td>
<td>Promote familiarisation with mechanical restraint</td>
</tr>
</tbody>
</table>
A4 Acquire knowledge of the properties, benefits and risks of rapid tranquilisation
A5 Apply the legal context of physical intervention
A6 Consider the educational and physiological constraints of teaching physical skills
A7 Challenge the safety elements and risks of physical intervention, both in training and operationally

Disciplinary Skills - able to:

| B1 | Critically appraise and select the most appropriate kinds of intervention for their own settings |
| B2 | Analyse operational reports within a physical intervention syllabus |
| B3 | Ensure their own organisation's educational and training components are appropriate to ensure the delivery of training to staff is of the highest standard |
| B4 | Consider the importance of maintaining currency in skills |
| B5 | Manage and advise on complaints and adverse incidents |

Attributes:

| C1 | Apply learned knowledge to formulation and delivery of an appropriate physical intervention package for their organisation |
| C2 | Adopt and maintain a comprehensive physical intervention package for their own organisation |
| C3 | Contribute to the broader discussion across the sector |

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

2. 'Positive and Proactive Care: reducing the need for restrictive interventions' Department of Health, 2014.
4. 'Acute Behavioural Disturbance in Emergency Departments' Royal College of Emergency Medicine, 2022.
5. 'Acute Behavioural Disturbance: guidelines on management in police custody' Faculty of Forensic & Legal Medicine, 2022.
6. 'Brief guide: restraint (physical and mechanical)', Care Quality Commission, 2018.
There is a lack of textbooks in this field, so much of the reference material is currently web-based. Modules leads will continue to update the reading list, including adding cutting-edge publications from relevant journals.

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.

   Students will be expected to watch 2-3 lectures per week over 8 weeks, with follow up online discussion seminars. Total approximately 30 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.

   Approximately 120 independent study hours

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

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

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<td>2</td>
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<td>Coursework (CWK)</td>
<td>1500 - 2000 words</td>
<td>70</td>
<td>Yes</td>
<td>40</td>
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**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

牢固 Standard Reassessment
Synoptic Reassessment

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

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Section 3 - Alternative Assessment Arrangements for Associate Students

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

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

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

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

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

Page 301 of 333
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: Law, Policy and Ethics relating to the management of those in care and custody
Module code: 
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate
Start date: September 2024
Proposed HECoS Code: 100476 health and social care

Further details on HECoS codes can be found here

Responsible School / Institute: Blizard Institute

<table>
<thead>
<tr>
<th>School / Institute</th>
<th>% of total teaching to be delivered</th>
</tr>
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<td>x</td>
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</table>

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

<table>
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<th>Responsible School / Institute</th>
<th>Subject Exam Board responsible for the module</th>
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<tr>
<td>2025/26</td>
<td>25</td>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>

### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This will be a compulsory module designed to give students a basic grounding and working knowledge of the law and legislation, national policies, guidelines and ethical considerations, pertinent to managing violence, aggression and other challenging behaviours.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
<th>Blizard Institute</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**

[Signature]

Date: 2022.12.09 15:45:34 Z

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

[Signature]

Date: 2022.12.20 16:37:13 Z

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

[Signature]
Section 2 - Module Specification

Module title: Law, Policy and Ethics relating to the management of those in care and custody

Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 1

Module Organiser: Eric Baskind

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

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

This module will cover the important legal aspects of managing violence, aggression and other challenging behaviours and will cover both statute law and common law as well as a host of legal regulations. This will be based on the principles of UK Law to include criminal and common law, the mental capacity act, mental health act, the children’s act and Health and Safety at work.

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

This module aims to provide a comprehensive introduction to the law, ethics, policy, guidelines to managing violence, aggression and other challenging behaviours.

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 | Acquire knowledge of the legal principles pertaining to violence, aggression and other challenging behaviours |
| A2 | Learn national policy pertinent to managing challenging behaviour |
| A3 | Appreciate the political direction and influences guiding and influencing the sector |
Disciplinary Skills - able to:

| B1 | Approach challenging and violent prevention and management from a sound legal and ethical foundation |
| B2 | Develop skills to investigate fairly untoward events and avoid adverse outcomes when dealing with challenging behaviour |
| B3 | Apply (B1) to vulnerable people in care |

Attributes:

| C1 | Apply legal and ethical principles to policy, education and training within the students' own organisations |
| C2 | Adapt policy, education and training to accommodate and cater for vulnerable persons in care or custody |
| C3 | Contribute to the wider debate across the sector |

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

1. Mental Health Units (Use of Force) Act 2018.
5. ‘Positive and Proactive Care: reducing the need for restrictive interventions’ Department of Health, 2014.
10. Elliott and Quinn’s English Legal System
11. Smith, Hogan & Ormerod’s Essentials of Criminal Law

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.

Students will be expected to watch 2-3 lectures per week over 8 weeks, with follow up online discussion seminars. Total approximately 30 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.

Approximately 120 independent study hours

1. + 2. Total module notional study hours

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

150

6) Assessment Profile

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

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Module Proposal Form (PG)

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

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Section 1 - Summary Information

| Module title: Medical and nursing considerations for those in care and custody; service users and staff | Module code: |
| Credit value: 15 | Level: 7 |
| Start date: September 2024 | Module type: LSR |
| Proposed HECos Code: 100476 health and social care | Scheme: Taught Postgraduate |

Further details on HECos codes can be found here.

| Responsible School / Institute: Blizard |

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### Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This will be a compulsory module designed to give students a basic grounding and working knowledge of the medical and nursing considerations for persons in care and custody. This will cover: the medical causes of challenging and violent behaviour, vulnerabilities of persons in care and custody, occupational matters relating to staff managing challenging behaviour, risks of intervention (biomechanics) and nursing considerations in care institutions.

### Resource Requirements

By School / Institute responsible for module:

Blizard Institute

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**

Mary Collins  
Digitally signed by Mary Collins  
Date: 2022.12.09 15:46:07 Z

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

Mark Caulfield  
Digitally signed by Mark Caulfield  
Date: 2022.12.20 16:36:39 Z

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

**Module title:** Medical and nursing considerations for those in care and custody; service users and staff  
**Module code:**  
**Credit value:** 15  
**Level:** 7  
**Mode of Delivery:** Distance Learning  
**Semester:** Semester 1  
**Module Organiser:** Dr Tony Bleetman  

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

### 1) Content Description

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

This module will cover the medical causes of challenging and violent behaviour, the medical considerations of managing vulnerable groups in care, occupational health considerations for staff undergoing physical intervention training, biomechanical evaluation of physical interventions, pharmacology of rapid tranquillisation, restraint-related injury and death, acute behavioural disturbance and nursing considerations in relation to persons in care and custody.

### 2) Module Aims

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

This module will provide students with a comprehensive foundation in the medical and nursing aspects of managing persons in care and custody. Knowledge in these areas will enable students to formulate the safest and ethically sound and compassionate approach and training delivery to persons in their care within their own organisation to promote the safest and most therapeutic approach possible within their environment.

### 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 | Acquire knowledge in medical conditions that can present as challenging and violent behaviour |
| A2 | Acquire knowledge in occupational health considerations for staff undergoing physical intervention training |
| A3 | Acquire knowledge in the medical vulnerabilities of persons in care and custody |
A4 Acquire knowledge in the biomechanics of physical interventions
A5 Understand the nursing considerations for persons in care and custody
A6 Compare and contrast novel mechanical and chemical restraints in the management of challenging and violent behaviour

Disciplinary Skills - able to:
B1 Apply knowledge of medical conditions and vulnerabilities of persons in care to the formulation of care and behaviour management plans
B2 Apply knowledge of occupational health and biomechanical considerations in the formulation of physical intervention training programmes
B3 Incorporate nursing considerations and roles into clinical and operational practise
B4 Reduce the risk of adverse outcomes to all parties in behavior management and care plans

Attributes:
C1 Incorporate module learning to incorporate best practise into organisational policy, training and care plans
C2 To compile ethical, therapeutic and safe behaviour management plans and curriculum
C3 To contribute to the debate on physical interventions and restraint
C4 To ensure that their is organisational education and effective prevention of untoward outcomes from physical intervention and restraint

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.

- DSM V
- Harrisons Textbook of Medicine
- Academia resources on restraint, seclusion and rapid tranquillisation
- Medical evaluations of novel restraints
- NICE Guidance 16, 25, 154

There is a lack of textbooks in this field, so much of the reference material is currently web-based. Modules leads will continue to update the reading list, including adding cutting-edge publications from relevant journals.

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.

Students will be expected to watch 2-3 lectures per week over 8 weeks, with follow up online discussion seminars. Total approximately 30 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.

Approximately 120 independent study 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.

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6) Assessment Profile

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

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

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Module Proposal Form (PG)

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Responsible School / Institute: Blizard Institute

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This compulsory module complements the other modules in the MSc by providing a sociological examination of how and why we care about people who are detained in health and justice settings.

The module will examine the founding international guidelines that set in place the rights of people in custody. The module will examine the forms of scrutiny provided by official government bodies and will be examined critically for their contribution to the safety of custodial settings.

Providing students with a solid grounding in safeguards, societal attitudes, discourse on use of force, organisational monitoring, relationship with the media and diversity will equip them with a sociological and criminological foundation to contribute to the debate and improve the safety and well-being of persons in custody. We believe this will be very important for tomorrow’s leaders in care and custody.

### Resource Requirements

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  Digitally signed by Mark Caulfield  
  Date: 2022.12.20 16:36:05 Z

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

Module title: Making custody Safer: Criminological and sociological aspects
Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 2

Module Organiser: Dr Tony Bleetman

Pre-requisite modules
Co-requisite modules
Overlapping modules

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

The module will examine the social safeguards available to increase the safety of people detained in custodial or healthcare settings. Students will consider society’s attitude to failures to provide safe care in custodial settings, and students will examine the way in which the discourse about detention and the use of force is constructed.

The module will examine the founding international guidelines that set in place the rights of people in custody. The module will examine the forms of scrutiny provided by official government bodies such as Independent Custody Visitors, Independent Monitoring Boards and Independent Mental Health Advocates. These organisations will be examined critically for their contribution to the safety of custodial settings. The module will also consider the mechanisms of civil society that provide protection to people in custody such as the media and pressure groups.

The module will examine the intersectionality of race, age, gender and illness in the provision of safe custodial care and how responses to failures are mediated by wider social perspectives and stereotypes. The development of trauma informed and proactive violence reduction programmes in secure settings will also be considered.

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

To introduce students to the formal and informal mechanisms of scrutiny within secure care settings.
To provide students with an opportunity to consider the diversity of scrutiny models and to evaluate their effectiveness.
To examine the importance of race, age, gender and illness in the discourses about the safe provision of care.
To enable students to contribute to debates about improving the safety and care of people who are detained.

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 Evaluate the historical basis for the discourse about the safety of people who are detained by the state

A2 Appraise the different types and roles of scrutiny bodies

A3 Apply sociological knowledge to the context of safer custodial care

A4 Critically appraise the relationship with the media

A5 Breakdown the contribution of diversity issues toward discrimination

Disciplinary Skills - able to:

B1 Construct policy recommendations based on evidence of effectiveness

B2 Evaluate the effectiveness of scrutiny bodies

B3 Breakdown the theory and use of trauma informed practice

B4 Evaluate diversity in organisational policy and operational practice

B5 Summarise approaches to lead service improvement to enhance the well-being of persons in care and custody

Attributes:

C1 Breakdown understanding of the policy making process

C2 Develop skills in presenting arguments based on evidence

C3 Develop a broad, diversity-aware and humane approach to service improvement driven by sociological and criminological theory

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.

https://www.scie.org.uk/independent-mental-health-advocacy/resources-for-staff/understanding/?gclid=EAIaIQobChMI_faBru - u-gIVmd_tCh0S5QMEAAAYaAeGAPD_BwE

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Module Proposal Form (PG)

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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: Forensic Medicine, Public Health and Adolescence
Module code: 
Credit value: 15 Level: 7 Module type: LSR Scheme: Taught Postgraduate
Start date: September 2024
Proposed HECoS Code: 100565 public health engineering

Further details on HECoS codes can be found here

Responsible School / Institute: Blizard Institute

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Responsible School / Institute | Subject Exam Board responsible for the module
SMD: Blizard Institute | Trauma Science (PGT)
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### Module Rationale

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This compulsory module will address the practicalities of restraint, control and care in the custody setting.

This module will explore the nature of violence in the context of public health and law and will look at the nature, incidence and prevalence and how this may impact on different custodial settings. The module will explore the role of restraint and control in vulnerable populations to include extremes of age, with special attention on the adolescent in care or custody.

We will bring together aspects of public health, related to crime and violence, means of addressing violent individuals safely, and the risks associated with the relevant techniques and systems. It will provide guidance on reducing risks, and monitoring the safety of these techniques and systems.

### Resource Requirements

<table>
<thead>
<tr>
<th>By School / Institute responsible for module:</th>
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**Head(s) of School / Institute**

<table>
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**Head(s) of supporting School / Institute**

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

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Section 2 - Module Specification

Module title: Forensic Medicine, Public Health and Adolescence
Module code: 

Credit value: 15  Level: 7  Mode of Delivery: Distance Learning  Semester: Semester 2 & 3

Module Organiser: Prof Jason Payne-James

Pre-requisite modules

Co-requisite modules

Overlapping modules

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

This is be a compulsory module which will address the practicalities of restraint, control and care in the custody setting. Students will also be given a grounding in the key public health principles relating to care and custody. Some time will be devoted to exploring the challenges of preventing adolescents from descending into delinquency and their needs should they be taken into care and custody.

The module will explore the nature of violence in the context of public health and law and in particular look at the nature, incidence and prevalence and how this may impact on different custodial settings.

The module will review gangs and violence and trauma informed care and HEADSSS (Home, Education/Employment, Activities, Drugs, Sex and relationships, Self harm and depression, Safety and abuse) assessment.

The module will review modes of physical restraint, applied restraint and other control techniques, for individuals and for larger groups. The module will review the morbidity and mortality of less-lethal weapons and systems used by security, police, prison, healthcare, the military and other bodies and organisations.

The module will review the nature of healthcare assessment and monitoring of those subject to such restraint and control.

The module will review the 2nd Edition of the Istanbul Protocol and its use in the monitoring of cruel, inhuman and degrading treatment.

The module will review the effectiveness and function of oversight bodies in the UK and elsewhere in relation to those in any form of detention (including the Independent Office for Police Conduct, the Prison & Probation Ombudsman, the Care Quality Commission, Independent Policing Oversight Authority - Kenya, and the Scientific Advisory Body on the Medical Implications of Less Lethal Weapons).

The module will explore the role of restraint and control in the context of children and young people, and in the elderly.

The module will thus bring together aspects of public health, related to crime and violence, means of addressing violent individuals safely, and the risks associated with the relevant techniques and systems. It will provide guidance on reducing risks, and monitoring the safety of these techniques and systems.

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

To introduce students to the incidence, prevalence and nature of violence.
To introduce students to the range of detention and custodial settings and the nature and type of violence with which they may be associated.
To show students the range of methods, techniques and systems of restraint and control in varied settings.
To show students the range of morbidity and mortality associated with these methods, techniques and systems.
To show students how such methods, techniques and systems may be used safely with particular emphasis on vulnerable groups.
To provide a grounding in the key public health principles relating to care and custody.
To provide insight into the particular challenges of adolescence.

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 | Appraise methods, systems and techniques of restraint and control |
| A2 | Examine the morbidity and mortality associated with methods, systems and techniques of restraint and control |
| A3 | Breakdown the monitoring and reporting of oversight systems related to restraint and control of those in detention and custody |
| A4 | Analyse the key Public Health considerations relating to the prevention and management of challenging behaviour. |
| A5 | Evaluate the particular challenges of preventing and managing adolescents who may descend into delinquency |

Disciplinary Skills - able to:

| B1 | Appraise the appropriateness of restraint and control techniques |
| B2 | Evaluate methods of oversight and scrutiny of restraint and control techniques |
| B3 | Examine the safety of restraint and control techniques with vulnerable individuals |
| B4 | Assess the application of public health principles to organisational planning in the prevention and management of challenging and violent behaviour. |
| B5 | Analyse the needs of adolescents who might descend into delinquency |

Attributes:

| C1 | Appraise why restraint and control techniques are required |
| C2 | Evaluate the principles of reasonableness associated with the use of restraint and control techniques |
| C3 | Identify the needs of adolescents who may descend into delinquency |
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.

- Simpson’s Forensic Medicine - Payne-James JJ and Jones RM.
- Encyclopedia of Forensic & Legal Medicine - Payne-James JJ and Byard RW
- The 2nd Edition of the Istanbul Protocol
  https://policeconduct.gov.uk/
- Police use of force statistics, England and Wales: April 2019 to March 2020

There is a lack of textbooks in this field, so much of the reference material is currently web-based. Modules leads will continue to update the reading list, including adding cutting-edge publications from relevant journals.

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.

   Students will be expected to watch 2-3 lectures per week over 8 weeks, with follow up online discussion seminars. Total approximately 30 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.

   Approximately 120 independent study hours

1. + 2. Total module notional study hours

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

   150

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

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<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
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**Final element of assessment:** The assessment that takes place last. There should be only ONE element of assessment marked as final.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

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**Reassessment**

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

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

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

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

---

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

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

---

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

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

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Taught Programmes Board 15/02/2023

TPB2022-041

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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 13/12/2022 to 01/02/2023.</td>
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Ashley Palmer, DGLS
ashley.palmer@qmul.ac.uk
## HSS Academic Developments 2022-23

### Faculty (Multiple Items)

| Report Period | 5 |

### Count of Proposal Type

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| 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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<th>Part 2 status</th>
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<td><strong>BA Global Development with Year Abroad</strong></td>
<td>September 2023</td>
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<td>SBM</td>
<td>MSc Environmental Analytics</td>
<td>September 2023</td>
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<td>TPB Feb 2023 TBC</td>
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<tr>
<td>SBM</td>
<td>BSc Business Management for Social Change [non-DA version]</td>
<td>September 2024</td>
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<td>SBM</td>
<td>MSc Supply Chain and Logistics Analytics</td>
<td>September 2023</td>
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<td>SBM</td>
<td>MSc Marketing and Creative Industries</td>
<td>September 2023</td>
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<td>TPB Feb 2023 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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<td>SEF</td>
<td>SEF PG programmes with integrated PMP</td>
<td>September 2023</td>
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<td>Law</td>
<td>Law and Politics in Practice [transfer only]</td>
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<tr>
<td>Law</td>
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<td>September 2023</td>
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In addition, the following programme amendments are also expected to require consideration by TPB at a future meeting.

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<th>Part 2 status</th>
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<td>SBBS</td>
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### Medicine and Dentistry (updated 27/1/23)

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