

Completing the Module Amendment Form (PG)

1. Process

After discussion within the School / Institute, the Programme Proposer should complete a Module Amendment Form (PG). The purpose of the Module Amendment Form is to propose any of the following minor changes to an approved module:

- module title (requires a change in module code)
- content description
- method of teaching
- method of assessment / changes in relative assessment weightings

The information provided in the form will be used to set up the module on SITS, and it therefore needs to be accurate and complete.

The Module Amendment form **must not** be used to change either the level or the credit value of the module. If the level or credit value of a module is to be changed then a module proposal form must be submitted as alterations will be needed to the substance of the module.

It is the responsibility of the owning School / Institute to seek approval of proposed amendments from any other School / Institute which offers the module as part of their programmes.

Once approved by the School / Institute Learning and Teaching Committee (or equivalent), module amendments should be submitted to the Academic Secretariat for scrutiny and implementation.

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

All sections of the Module Amendment Form must be completed, and discussed with all relevant QMUL departments listed on the form.

2. Summary information

Module title and module code

Please supply the basic information about the module which is to be amended.

Credit value

Please indicate the number of credits comprising the module.

Module type

Please indicate what type of module is being proposed. Module types are categorised as follows:

| Module type | Description |
|--------------------|--|
| LSR | Standard model – an approved block of teaching and learning that leads to the award of academic credit. Late summer resits will be scheduled by default if needed. |
| DPM | Dissertation or project module – a module that is predominantly delivered through independent study and assessed by an output report or long essay. The module may comprise other delivery or assessment methods, however these should be of a much lower weighting than the independent study and the report or long essay. |
| CPP | Compulsory placement period – a module which forms all or part of compulsory placement period. |
| CPA | Compulsory period abroad – a module which forms all or part of a compulsory period abroad. |
| SSC | Selected Study Module - A module that can be delivered and assessed in a variety of pre-defined methods or by any other method agreed between the SSC tutor and the Director of the SSC Programme. Note: SSC may only be used for the named SSC modules that form part of the MBBS and the BDS programmes. |

Other Schools / Institutes involved in teaching the module

If any elements of the module are delivered by a School / Institute other than the owning School / Institute, please indicate which School(s) / Institute(s) are involved.

Collaborative institutions

If an institution or organisation other than QMUL is involved in delivering any part of the module, please provide details of this. Depending on the nature of this collaboration, approval by Partnerships Board may be required. More information about collaborative provision can be found [here](#).

Programme(s) of study in which the module is offered

Please list all existing programmes in which the module in question is currently offered as either a core, compulsory, or elective module.

Module update to start from

Please indicate when the proposed amendment is to be implemented (month and year).

3. Component(s) to be amendment

Please tick the appropriate boxes to indicate the nature of the proposed amendment(s).

4. Proposed amendment

Please provide full and clear details of the proposed amendment(s) as indicated on the form.

5. Rationale for the proposed amendment(s)

Please explain the rationale for the proposed amendment(s).

6. Implications of the amendment

Please specify how students' programme of study might be affected and whether existing students have been consulted on the proposed change. If the External Examiners have been consulted please insert their comments in this section.

Please also use this section to describe how you have factored in the needs of all students for this module, including those with disabilities and those who are neurodiverse. Further guidance is available on the Disability and Dyslexia Service [website](#).

7. Updated content description

Where amendments are proposed to the content description, please provide the updated description in this section. The content description of a module should provide a general overview of the module, and should not include details about assessment. The content description is the text that will appear in the Module Directory and on the Student Information System. The description should be approximately 70 – 80 words long and must be block text as opposed to bullet points.

8. Revised assessment profile

Where amendments are proposed to the assessment of the module, please provide details of the revised assessment methods used to assess the achievement of learning outcomes. This information may be provided to prospective students ahead of, or during their application process. You may also wish to refer to information about other modules when completing this section, to ensure consistency wherever appropriate.

Please provide details of each element of assessment by using the 'Add row' button on the form. For more information about the level of detail required in the assessment profile, please see appendix 1 below.

Sequence

Please indicate the chronological order in which the assessments are to be taken (i.e. 1, 2, 3). This will help to ensure that the assessment pattern is set up correctly in SITS.

Final element of assessment

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

Qualifying mark

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

Reassessment

Where amendments are proposed to the assessment of the module, please indicate whether the method of reassessment for the module will be standard or synoptic:

| Method of reassessment | Definition |
|-------------------------------|--|
| Standard | <p>Modules using standard reassessment require students to reattempt all failed elements of the original assessment (or rather that they are given the option of doing so – they may decline some elements).</p> <p>Where examination is involved, it is recommended that the reassessment paper is approved at the same time as the exam paper for student making their first attempt at the module. Should the second paper not be necessary (i.e. if no students fail the exam component) then the paper can be used on a future occasion.</p> |
| Synoptic | <p>Modules using synoptic reassessment are reassessed by one or more approved elements of assessment that will overwrite all previously taken elements of assessment, whether passed or failed.</p> <p>Synoptic reassessment needs to be adequate to satisfy an assessment of the learning outcomes of the module.</p> <p>Where candidates have more than one reattempt opportunity and the synoptic approach is adopted, the synoptic reassessment will apply to all reattempt opportunities (i.e. synoptic reassessment, whether taken in late summer or main examination period, must be by the same approved assessment). It is recommended that synoptic reassessment examinations are approved at the same time as the exam paper for student making their first attempt at the module. Should the second paper not be</p> |

| | |
|--|--|
| | necessary (i.e. if no students fail the exam component) then the paper can be used on a future occasion. |
|--|--|

If synoptic, please complete the reassessment table as per the guidance above.

9. Revised Teaching and Learning Profile

Where amendments are proposed to the delivery of the module, please provide details of the revised teaching and learning profile, broken down into lectures, seminars, fieldwork, work-based learning, practical classes, independent study etc.

Please provide details of the different types of teaching and learning activity by using the 'Add row' button on the form. The total number of notional study hours should equate to 10 times the credit value of the module (i.e. 150 hours for a 15 credit module).

Appendix 1

Overall, the information provided in the assessment table should provide a clear and transparent outline of the assessment undertaken on a particular module. Below are some examples below of how this might work in practice:

1. If a module is assessed either in full or in part by coursework, but there are multiple pieces of coursework that are weighted towards the total module mark, we would expect each element of coursework to be listed individually, with the relevant word count and weighting assigned to it. The same goes for examinations, which should also be listed individually. For example:

6) Assessment Profile

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

| Add Row | | Delete Row | | | | |
|----------|---------------------------|-----------------|-------------------|-------------|-------------------------------|---|
| Sequence | Description of Assessment | Assessment Type | Duration / Length | % Weighting | Final element of assessment ? | Qualifying Mark for individual assessment |
| 1 | Reflective report | Coursework | 500 words | 25% | No | |
| 2 | Reflective report | Coursework | 500 words | 25% | No | |
| 3 | Final examination | Examination | 2 hours | 50% | Yes | |

2. Transparency can also be achieved through the 'Description of assessment' column of the table. For example, if students undertake quizzes in class which each carry a small weighting towards to the total module mark, we would not necessarily expect each quiz to be listed as an individual assessment element. The transparency could instead be provided by indicating the frequency of the quizzes ('weekly') in the description. The duration provided would be per quiz, which would allow us to retain oversight of the overall volume of assessment.

6) Assessment Profile

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

| Add Row | | Delete Row | | | | |
|----------|---------------------------|-----------------|-------------------|-------------|-------------------------------|---|
| Sequence | Description of Assessment | Assessment Type | Duration / Length | % Weighting | Final element of assessment ? | Qualifying Mark for individual assessment |
| 1 | Weekly class quizzes | In-class test | 20mins | 20% | No | |
| 2 | Essay | Coursework | 2500 words | 80% | Yes | |

- If any elements of assessment include group work, this must always be clearly indicated in the description. We would not normally expect more than 25% of the total module mark to be made of group work.

6) Assessment Profile

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

| Add Row | | Delete Row | | | | |
|----------|---------------------------|-----------------|-------------------|-------------|-------------------------------|---|
| Sequence | Description of Assessment | Assessment Type | Duration / Length | % Weighting | Final element of assessment ? | Qualifying Mark for individual assessment |
| 1 | Group project | Coursework | 1000 words | 25% | No | |
| 2 | Essay | Coursework | 2500 words | 75% | Yes | |

- Different 'types' of assessment should always be listed as individual elements. For example, we've seen instances where an assessment profile includes a 'Lab write-up', which is listed as coursework, however following further discussion with the School, it becomes clear that in addition to the written work, marks are also being awarded for the practical skills demonstrated by the student in the lab. We would expect this to be listed as follows:

6) Assessment Profile

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

| Add Row | | Delete Row | | | | |
|----------|---------------------------|-----------------|-------------------|-------------|-------------------------------|---|
| Sequence | Description of Assessment | Assessment Type | Duration / Length | % Weighting | Final element of assessment ? | Qualifying Mark for individual assessment |
| 1 | Lab work | Practical | 30mins | 20% | No | |
| 2 | Lab write-up | Coursework | 1000 words | 30% | No | |
| 3 | Examination | Examination | 1.5 hours | 50% | Yes | |