Guidance for completing a Module Proposal Form (MPF) and a Module Specification

Process

After discussion within the School / Institute, the Proposer should complete a Module Proposal Form for the proposal of a new module. The purpose of the Module Proposal Form is to articulate the aims, learning outcomes, and learning, teaching and assessment methods of the module; allowing Academic Quality and Standards within the Directorate of Governance and Legal Services (DGLS) to ensure that these are appropriate for the level and credit value of the proposed module and that the module complies with established quality assurance procedures. 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.

All sections must be completed in full based on the below guidance. Module proposals should be submitted to DGLS, who will arrange for the consideration of the proposal at Taught Programmes Board if part of a new programme proposal. If the module proposal is a standalone request, this will be reviewed by the Academic Quality and Standards team before approval is confirmed directly with the School / Institute.

- Sections 1 to 4 of the proposal must be completed in full.
- Module Specification must be completed in full.
- Sections 5 and 6a/6b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 5) or as a half module (sections 6a & 6b)

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

Information, forms and guidance can be found on the DGLS website.

Section 1 – Summary Information

Module title and module code
Please supply the basic information about the module proposed. The module title can contain a maximum of 120 characters. If the 'Module Code' field is left blank, a code will be assigned by the Academic Model upon receipt of the proposal.

Credit value and level
Please indicate the number of credits comprising the module. Academic credit for new modules should be awarded in multiples of 15. The academic level indicates which level of study the module is proposed for, and will, in most cases, be level 3 (Foundation - pre-degree level), 4 (Introductory), 5 (Intermediate), 6 (Final) or 7 (Masters). This refers to the relative complexity, depth of study and learner autonomy required in relation to a module in the context of its discipline.

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

Guidance for Module Proposal form 2024-25

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.
SCC	Selected study component – 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: this module type is for SSC modules that form part of the MBBS and BDS programmes only.

Proposed HECoS code
Please indicate the proposed HECoS code for the module. HECoS codes are used by:
- HESA to determine funding arrangements
- The National Student Survey to determine subject groupings
- UCAS
- Marketing to indicate programme groupings

Each module must have a HECoS code listed. Further details about HECoS codes can be found here. For more information about HECoS codes, please contact DGLS.

Section 2 – Module Rationale

Please provide a rationale for the introduction of the module and specify for which programme(s) the module is designed and whether it will be offered as a core, compulsory, or elective module. These categories are defined as follows:

Module status	Definition
Core	A module that must be taken and passed to meet requirements for progression or award. Core modules cannot be condoned.
Compulsory	A module that must be taken to meet requirements for progression or award.
Elective	A module that students can choose to take as part of their award, but is not a requirement for progression or award.

If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

Guidance for Module Proposal form 2024-25

Section 3 – 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?
- How any / all reasonable adjustments are addressed, if needed, to ensure the module is accessible to all?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's [website](#).

In the case of reading lists, if the book was published within the past 15 years, it is far more likely to be available in an accessible format.

Section 4 – Module Resources

Please describe the arrangements which ensure the module will be adequately resourced, both physical and staff resource, and highlight any areas where additional resource will be required. This should include Library, I.T, and space requirements, as well as the impact on any existing provision.
Please list any academic staff that are not employed or managed by QM that will be involved in the teaching or assessment of the module and state the proportion of non-QM staff involved.
For collaborative module, this list should include staff from the partner institution(s) who will be involved in delivering the proposed module.

Proposal Approval

Please ensure the Module Proposal Form is approved and signed by the School / Institute, and any supporting Schools / Institutes involved in the delivery of the module.
Module Proposals will not be considered by DGLS until the required approvals are present on the form.

Guidance for Module Proposal form 2024-25

Module Specification

Module Information

Pre-requisite modules
Please specify the name and module code of any module(s) that must be taken before this module is taken.

Co-requisite modules
Please specify the name and module code of any module(s) that students must also take if this module is taken (e.g. students must take a corresponding SEM2 module, if they select this SEM1 module.)

Overlapping modules
Please specify the name and module code of any module(s) that cannot be taken in conjunction with this particular module because the content has significant areas of commonality.

Content Description

Please provide a description of the module, which will appear in the Module Directory and on the Student Information System. The content description of a module should provide a general overview of the module, and should not include details about assessment. The description should be approximately 70 – 80 words long and must be block text as opposed to bullet points.

Module Aims

Please specify the aims of the module, for example the broad educational purposes for offering the module.

Learning Outcomes

Please identify the learning outcomes for the module, for example the knowledge, skills and attributes to be developed through completion of the 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, along with the Principles of Academic Degree Programme Design.

Learning outcome	Description
Academic content	Learning outcomes that describe the core academic content develop in the module. Examples might include data, facts, interpretations, theories, concepts, approaches, and methods.
Disciplinary skills	Learning outcomes that describe the development of higher level cognitive skills (for example: comprehension, application, analysis, synthesis, and evaluation) and skills specific to the discipline (for example: statistical interpretation, clinical diagnosis, digital literacy). Outcomes may as include intellectual, transferable / personal, and practical skills.
Attributes	Learning outcomes that describe a mix of knowledge, skills, values, and behaviours that have application to both academic and non-academic environments. For undergraduate modules these learning outcomes should be aligned to one of the thirty Queen Mary Graduate Attributes and describe a student's capability to engage critically with knowledge, have a global perspective, learning continuously

	in a changing world, and to demonstrate rounded intellectual development, clarity of communication, research capacity, and information expertise.

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.
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.

Please also 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 is 10. A 15-credit module therefore represents 150 notional study hours.

Assessment profile

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

Assessments should be categorised as follows:

Assessment type	Examples
Coursework (CWK)	• Essay • Report • Presentation • Portfolio • Project (not dissertation)
Professional capability (CAP)	• Assessment of behaviour and conduct
Examination (EXM)	• Seen and unseen examinations that take place in the formal Queen Mary examination periods
In-class test (EXN)	• In-class test (not centrally timetabled)
Practical (PRA)	• Oral assessments • Practical skills assessment • Performances • Organised Structures Clinical Examinations (OSCE) and oral assessments in languages
Dissertation (DIS)	• Dissertation • Extended report

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.

Guidance for Module Proposal form 2024-25

Reassessment

Please provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment (matches the assessment profile) or synoptic reassessment.

Method of reassessment	Definition
Standard	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). 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.
Synoptic	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. Synoptic reassessment needs to be adequate to satisfy an assessment of the learning outcomes of the module. 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 necessary (i.e. if no students fail the exam component) then the paper can be used on a future occasion.

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.

Associate students

If the module will be made available to associate students in Semester A and the credit value of the "associate" version is the same as for the main version, (where the main version is assessed by exam in May), alternative assessment arrangements will need to be outlined, as the May exam period will not be available to associate students.

All other aspects of the module specification remain the same as indicated in the previous sections.

Half modules

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, please complete either section 6a, or 6b, depending on which semester the "associate" version will be offered in.

A module must be worth at least 30 credits taken over 2 semesters in order to be made available in a half-credit format.

Guidance for Module Proposal form 2024-25