

Guidance for completing a Module Proposal and a Module Specification in Curriculum Manager

Process

After discussion within the School / Institute, the Proposer should complete a Module Proposal within Curriculum Manager for the creation of a new module academic item. The purpose of the Module Proposal and Module Specification 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 module academic item will be automatically transferred into SITS, and it therefore needs to be accurate and complete.

All sections of the 'Approval' managed document, which acts as the proposal form, and the module academic item, which acts as the Module Specification, must be completed in full based on the below guidance. Module proposals should be submitted into the governance workflow once complete, where they will be reviewed and approved by the School / Institute and then will move 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 and moved onto Academic Model for implementation.

- Within the Approval managed document, only the sections titled "complete this section for all proposals" and "student numbers" should be completed for module proposals.
- Ensure "mark as complete" is selected when the Approval managed document has been completed.
- Within the module academic item, complete all sections and leave those that do not apply blank (for example, associations, external provider, module-module rules).
- Ensure the "Admin use only" section is left blank, and "mark as complete" is selected when the academic item has been completed.
- Once both the Approval managed document and the module academic item are completed, ensure "mark as complete" is selected on the proposal, so that it can be submitted to the School / Institute.

Information and guidance can be found on the [DGLS website](#).

Approval managed document

Resourcing: by lead school / institute

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.

Resourcing: by any other school / institute or collaborating institution

For collaborative modules, this list should include staff from the partner institution(s) who will be involved in delivering the proposed module.

Anticipated student numbers

Please provide the anticipated student numbers for three academic years.

Module academic item

Overview

Module title and module code

Please supply the basic information about the module proposed. The module title can contain a maximum of 120 characters. A module code will be assigned by the Academic Model upon receipt of the proposal.

Scheme and module setup type

These are populated automatically depending on the type of module proposal selected when creating the new proposal.

FHEQ Level

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:

Module type	Description
Standard module (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.
UG / PG Dissertation / Project (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.
Compulsory period abroad (CPA)	Compulsory period abroad – a module which forms all or part of a compulsory period abroad.
Compulsory placement period (CPP)	Compulsory placement period – a module which forms all or part of compulsory placement period.
External (not CPA or CPP)	Modules owned and taught by another institution outside of a QMUL programme, e.g. intercollegiate
Student selected component (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.

Mode of delivery

Please select whether the module will be delivered on campus or by distance learning.

Credit value

Please indicate the number of credits comprising the module. Academic credit for new modules should be awarded in multiples of 15.

Duration

Please enter the duration of the module by selecting the period (semesters, weeks, months or calendar years) and number. Please also select whether this duration applies to all offerings, and if not, another duration can be added.

Start and end dates

Please specify the start date of the proposed module, and the end date if it is being proposed for a limited time. If not, please leave the end date blank.

Details

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.

Associations

Please specify if the module has any associations with another module, for example if it is co-taught or a replacement module.

Ownership

Faculty, owning school / institute and department

Please specify the owning faculty, school / institute and department for the module. This will be where overall delivery and administrative responsibility lies.

Subject examination board

Please specify the Subject Exam Board responsible for the module.

Module organiser

Please specify one academic member of staff at Queen Mary who has overall responsibility for the module. There may be other members of staff who are responsible for the administration of different aspects of the module, but there must be one named module organiser.

Teaching apportionment

Please specify the faculty, school/institute and departments responsible for the module, and the percentage of total teaching delivered from each.

External provider

Please specify if there is an external provider involved in the module, and who they are. If an external provider is not involved with the module, please leave this blank.

Module-module rules

Please use this section to specify if there are any module-module rules, for example pre or co-requisites, or overlap with other modules.

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.

Additional rules or advice

Please specify if there are any additional rules that apply to the module, for example advisory rules, limit rules, or prior knowledge required.

Offerings

For a module, offerings are how the module availability is managed within Curriculum Manager.

Please specify the location and the occurrence and period for the offering. You may add more than one, and specific offerings may be attached to different offerings of a programme.

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 and the Principles of Assessment Design.

Learning outcome	Description
Academic content	Learning outcomes that describe the core academic content developed 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 also 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 thirteen Queen Mary Graduate Attributes and describe a student's capability to engage critically with knowledge, have a global perspective, learn continuously in a

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

Please use this section to view the curriculum mapping for the module. This will only be populated if assessments are mapped to module learning outcomes. The mapping itself is completed in the 'Assessments' section under 'Learning outcomes'.

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 Queen Mary campus, in a workplace environment, please clearly indicate this. Work-based learning includes activities such as placements, internships, professional / industrial experience, and volunteering.

This information should be provided 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. This is split into three sections:

- Scheduled learning and teaching
- Work based learning
- Independent study

Indicative 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.

Assessments

Please provide details of the assessment methods used to assess the achievement of learning outcomes. An overview of the assessment strategy is required, as well as whether the module requires synoptic reassessment. If not, standard reassessment will be assumed.

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 students 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 students 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.
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Following this, the detailed information for each assessment is required

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 (In-person computer based) (ECO)	• In-person computer-based examination
Examination (Online/Remote computer based) (EOL)	• Online/Remote computer-based examination
Examination (centrally administered - written) (EWR)	• Centrally administered written examination
Examination/Test (not centrally administered) (EXN)	• Non-centrally administered examination
Practical (PRA)	• Oral assessments • Practical skills assessment • Performances • Organised Structures Clinical Examinations (OSCE) and oral assessments in languages
Dissertation (DIS)	• Dissertation • Extended report
Final Mark (FIN)	• Not normally used by schools/institutes, as this has a specific purpose 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.

Learning outcomes

Please link each piece of assessment to the relevant module learning outcome which it tests.

Policy

Please provide any supplementary Equality, Diversity and Inclusion information, or supplementary accessibility information. This should be unique to the module if anything is offered outside of the standard expectations. Standard statements for EDI, student support, and quality management, will be provided as links for every published module, so there is no need to repeat this information.

Proposal Approval

Please ensure the Module Proposal is marked as complete. This will send a notification to School / Institute education teams for review and entering into the governance workflow. Any supporting Schools / Institutes involved in the delivery of the module will be asked to comment at this point. It will then be considered by the relevant Education Committee prior to being submitted to DGLS.

Module Proposals will not be considered by DGLS until the required approvals are present in the system.