

Module Specification

Module title	Study Abroad Year (Chemistry)	Module code	CHE5500				
Credit Value	120	Level	5	Mode of Delivery	On Campus	Sem	A & B

Pre-requisite modules	Co-requisite modules	Overlapping modules
None	None	None

1) Content Description

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 specifically for students undertaking the four or five year SBCS Chemistry / Pharmaceutical Chemistry programmes with a year abroad (BSc or MSci). These students are the only students eligible for this module.

Students must pass the assessments set by the partner institution in order to progress to Year 3 / Level 6 of programme. This module will be credit-bearing but a zero-weighted Pass / Fail model. If a student fails the module, they will be transferred to the equivalent three or four year programme depending on whether they are enrolled on the BSc or MSci.

The modules taken should be complimentary to their major programme/discipline, but not significantly overlapping.

2) Module Aims

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

The module is a core part of the SBCS Study Abroad Chemistry programmes providing students with the opportunity to study Chemistry at an international institution. The primary aim of the module is to provide students with the opportunity of spending a year abroad, studying at one of QMUL international partners. It is designed to use the year abroad to enhance the skills and academic content offered to students at QMUL. Studying abroad, the students will enhance their core knowledge and skills, witness their discipline from a new perspective, and be able to expand their horizons by taking modules outside their immediate subject area. The ability to study in a foreign environment will add to students' personal skill-set, developing their confidence and independence. Students will then return to implement these skills and conclude their degree at QMUL.

3) Learning Outcomes

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	Enhancement of core-knowledge within the discipline
A2	Exposure to new theories and methodologies within the discipline
A3	Engaging in cross-disciplinary study
A4	Knowledge and understanding of Chemistry taught in another country

Disciplinary skills - able to:	
B1	Make full use of learning resources provided in a university system that is potentially very different from the UK
B2	Application of studies in a new environment
B3	Conduct UG level Chemistry research

Attributes	
C1	Have a global Perspective on discipline
C2	Rounded Intellectual Development
C3	Clarity of Communication, supported by communicating with staff and students abroad

QMUL Model Learning Objectives – Level 5	
E1	(International Perspectives) Reflect on socio-cultural values and skills within diverse cultural and global contexts
E2	(International Perspectives) Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E3	(Multi/Inter-Disciplinary) Evaluate perspectives from different disciplines

4) Reading

List

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.

This will depend on the modules selected at the partner institution.

5) Teaching and Learning Profile

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. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Year abroad	Placement	1,200
Total		1,200

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.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching		
Placement	1,200	100%
Independent Study		
Total	1,200	100%

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

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

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Pass assessments in modules of partner institution						

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Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

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

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

Standard Re-assessment

Synoptic re-assessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
	Dissertation	