Queen Mary
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Senate

Paper title	The QMUL Model
Outcome requested	Senate is asked to **note** a verbal update on the QMUL Model, accompanied by the current risk register and a number of recent communications related to the Model.
Points to note and further information	The QMUL Teaching and Learning Initiative, or QMUL Model, is a project that will bring distinctive and personalised elements to undergraduate programmes to increase the social and cultural capital of our students and help ensure that they achieve success after graduation.
Questions to consider	Is Senate satisfied with the progress and direction of the initiative?
Regulatory/statutory reference points	Aligns with the following: QMUL Academic Regulations QMUL Academic Credit Framework QMUL OFFA Access Agreement QAA Quality Code, especially Chapters B1 Programme Design, Development and Approval, and B4 Enabling Student Development and Achievement Professional, Statutory, and Regulatory Body (PSRB) requirements
Strategy and risk	*Strategy* Positively addresses the QMUL Strategy (2014-2019), especially SA3 (1, 2, 4) and the SETLA Strategy (2014), especially SA2 (4, 5). *Risk* Please refer to the detailed risk register, attached.
Reporting/ consideration route	Senate to note.
Authors	Professor Rebecca Lingwood, Vice-Principal (SETL) Simon Hayter, Project Manager (Teaching & Learning Initiative)
Sponsor	Professor Rebecca Lingwood, Vice-Principal (SETL)

Project Name: QMUL Model Project
Risk Register
Last Reviewed: 28/09/16
The risk register is a live document.

		1-7
		8-14
		15-25

		Raw risks						
ID	Risk Description	Likelihood	Impact	Severity	Mitigation Plan	Owner	Status	Date Closed
R1	Senate does not approve Model	3	5	15	*Ensure Senate are updated on concept and consultation *Ensure model is clearly defined and implications fully explored	RJL	Closed	09/06/2016
R2	Lack of resources for development of Model	1	5	5	* Funding has been secured via PAR * Identify funding opportunities and apply for them * Ongoing review of resource requirements as project develops	RJL	Open	
R3	Lack of resources for delivery of Model	1	5	5	* Funding has been secured via PAR * Identify funding opportunities and apply for them * Ongoing review of resource requirements as project develops	RJL	Open	
R4	Timeframe for delivery not achievable	3	5	15	*Appoint project team *Clarify project plan and feasibility of delivery within timeframe *Ensure resource is available to Schools, Institutes and Directorates for preparation and implementation (via QMUL and external funding) in tight timeframe	RJL/Project team	Open	
R5	Lack of engagement by staff and students with the Model	3	2	6	*Ensure students are kept informed of concept and development via SSLCs and reference group *Ensure staff are consulted on the concept and development via consultations, school visits and reference group *Ensure that students and staff understand the importance of these modules (as with all modules) given their importance in the degree award rules (which only allow for a narrow degree of failure)	Project team	Open	
R6	Lack of engagement with staff and students in development of Model	3	5	15	*Ensure staff are consulted on the concept and development via consultations, school visits and reference group *Ensure students are kept informed of concept and development via SSLCs and reference group *Ensure concept and model is clearly communicated * Regular communications to all staff, showing where feedback has been used to amend proposals and inform developments.	RJL/Project team	Open	
R7	Lack of engagement with *prospective* students in development of Model	3	3	9	*Ensure concept and model is clearly communicated *Undertake market research to test Model	Project Team/TRT	Open	
R8	Implementation of Model leads to staff departures and/or unhappiness and uncertainty.	2	4	8	*Ensure staff feel engaged with and understand benefits of the Model	Project Team	Open	
R9	Model leads to under-recruitment of students	2	5	10	*Market testing to evaluate appeal of the Model *Appropriate marketing and comms planning to ensure Model is promoted and understood	Project Team/TRT	Open	
R10	Timetabling: there is no suitable space in the teaching week in which students (on different programmes) can take the QMUL Model modules.	4	5	20	* Discuss this issue with the timetabling team and develop scenarios, potentially including data modelling, and solutions, for example blocking out a certain part of the week for QMUL Model activities (including existing modules that fit into that category). * Working Group to focus on optimised timetabling, considering the QMUL Model as a specific work stream. * Explore opportunities for blended and distance learning, where appropriate to a module's learning outcomes	Project Team	Open	
R11	Students do not get the QMUL Model choices that they want/some modules are oversubscribed.	5	2	10	* Management of student expectations. * Consider a regulation making clear that not all options will be possible for all students. * Develop a prioritisation/selection process for popular modules, considering issues such as students' backgrounds, bursaries, WP status, etc, and also whether they had their first choices in a different developmental year (if not, they might receive priority the next year). * Make clear that all of the points above apply equally to any module, not just QMUL Model modules. * Monitor the popularity of particular options and, where possible, scale up the provision for future years through multiple occurrences or the development of similar options.	Project Team	Open	
R12	Students from the home department are displaced by visiting QMUL Model students on academically relevant modules (where numbers are capped and registration is first come-first served).	3	3	9	* Provide advice to schools/institutes on module selection. * Look into the possibility of two sets of capping rules (i.e. allotting x places for home school students and y places for the QMUL Model).	Project Team	Open	

R13	Model displaces content modules and dilutes the programme of study, or is viewed as having done so.	2	5	10	* Programme diets remain in the control of school/institutes, to determine which elements must be retained. * Consult on the possibility of moving to an academic credit framework based on multiples of 10 credits in order to free up space in the curriculum for additional, smaller modules (both QMUL Model and elective). * Communicate clearly the fact that the QMUL Model thread is designed to strengthen the programme overall and is both an academically rigorous element and in many cases something that can draw together other elements.	Project Team	Open	
R14	Module(s) is (are) not sufficiently flexible to recognise and address different students' different starting points in terms of understanding (within the same module, or across various modules).	3	3	9	* Develop a skills audit exercise for all new students to identify strengths and weaknesses. * Personal advisers to use the results of the audit in helping students to make suitable choices to address their particular skills needs. * Results of skills audit to be used in the continuing development and proposal of QMUL Model modules to directly address the particular deficits. * Supporting the further development of teaching skills to deal with students with a range of starting points.	Project Team	Open	
R15	The Model is not sufficiently quality assured	1	5	5	* Standard processes to be applied, including module evaluation, double marking/moderation, exam boards. * Annual Programme review-type activity to regularly review the QMUL Model provision as a whole	Project Team	Open	
R16	External reviews/reviewers respond negatively to the Model	2	5	10	* Standard processes to be applied. The QMUL Model will be one more element in the diet. * Add an additional question to the QMUL External Examiner Report template to elicit views on the Model once it is up and running. * To be considered in relation to HER, TEF, external examiners, Periodic Review, etc	Project Team	Open	
R17	Insufficient appropriate QMUL Model options are available to cater to all students (including constraints on academic levels).	3	5	15	* Complete a review of all QMUL modules to identify suitable modules, and gaps. * Develop, replicate, and scale up provision. * Work with schools/institutes to identify relevant elements in first year curricula for 2017/18	Project Team Schools/institutes	Open	
R18	Insufficient time/resource to develop programmes and modules for 2017/18 (and beyond)	3	5	15	* Extend programme/module amendment date beyond February for QMUL Model changes only. * Develop a light-touch approach (e.g. mass amendments) to deal with major changes. * Communicate with ARCS colleagues to ensure sufficient support is in place for schools	Project Team/ ARCS	Open	
R19	Introduction of the Model leads to revocation of accreditation from Professional and Statutory Regulatory Bodies (PSRBs).	1	5	5	* Write to PSRBs throughout the project and inform them of the aims (complete) and detail. * Ensure that the Model does not displace core content required for accreditation. * Should a PSRB express concerns, modify the Model to accommodate their needs for that programme	Project Team	Open	
R20	Model leads to over-assessment of students	1	5	5	* Establish a sub-group of Education Quality Board to develop general guidance on appropriate assessment loads and innovative assessment modes (not specific to the QMUL Model). * The risk relates in part to the proposal to consult on a credit framework based on multiples of 10 credits, with the notion that this will mean more modules, each with more assessment. Clarify that the number of modules may not increase (as 20 and 30 credits modules can be included), and that this can be an opportunity to 'reduce' assessment (by retaining the existing contact hours and reducing the assessment to reduce the credit value from, e.g. 15 to 10).	EQB	Open	
R21	Disruption to school/institute budgets through net-importing/exporting of students to QMUL Model modules.	3	4	12	* Ensure that schools/institutes understand that funding will follow students to the school/institute delivering the module. * Given the above, encourage all schools to make attractive QMUL Model offerings to bring in students. * Introduce systems of capping on QMUL modules to manage registrations (see R11)	Project Team	Open	

QMUL Model – eNewsletter

This is the first of a new series of eNewsletters providing updates on the progress of the QMUL Model, the new teaching and learning initiative aimed at increasing social capital and widening opportunities for our students. We will use the newsletter to keep staff informed of key developments and achievements.

Updates on the QMUL Model are also available on the dedicated QMplus site, and you can submit questions via setl@qmul.ac.uk.

Initial consultations and Senate approval

In June, Senate discussed the proposal to launch the new teaching and learning initiative, the 'QMUL Model' in 2017/18. The proposal was approved, with some flexibility built in to allow local variation between Schools and Institutes in that first year.

I have really appreciated the collegial and constructive manner in which colleagues have engaged with the initiative, both during the initial all-staff consultation and during the various meetings and School/Institute visits. The discussions have been extremely valuable. They and the feedback to the consultation, have helped to formulate the proposals considered at Senate. Changes made as a result of this feedback include a soft-launch in 2017/18 to allow additional time for programme and module developments while still embedding the Model in the curriculum, new thoughts about which multidisciplinary modules might form part of the Model, consideration of revisions to QMUL's academic credit framework, alternative ways to scale up the management of placements and internships.

2016/17 is an important year for developing the Model, piloting some aspects, preparing first year modules and activities, as well as longer-term planning for subsequent years.

QMSE has approved a budget for development and delivery, but there is an assumption that funding will be secured from external sources to support implementation (see below for more on funding).

External engagement and funding successes

We have been consulting externally, as well as internally. Marketing and Communications conducted some preliminary market research with current and prospective students, and School advisors. The [feedback](#) gathered on the proposed Model was very positive. Again, this fed into the final proposal supported by Senate.

We have received positive feedback on the initiative's focus on enhancing opportunities for social mobility from OFFA, HEFCE, government departments, employers and charitable foundations. Similarly, our consultations with professional bodies and learned societies have been supportive.

I've also been exploring potential funding opportunities, and am pleased to report a number of successes so far. For example, we have secured £200k per year for four years (£800k in total) from the Medical College of St Bartholomew's Hospital Trust to support Medicine and Dentistry to implement the QMUL Model, and have received additional smaller sums from HEIF and from the QMUL Annual Fund to help with activities in 2016/17. We are pursuing a number of other possible funding opportunities available in the public and private sectors. We will report on these if we are successful.

Planning for 2016/17

We are now planning for the launch of the project. We need to start developing modules and identifying activities for the first cohort. We have invited Schools, Institutes and Faculties to submit their plans for making use of the resource allocated to them for 2016/17. We have asked for plans to be submitted by 12 August. QMSE will then review the submitted plans on 30 August, shortly after Clearing for 2016/17 entry.

The EU referendum has left us in a position of some financial uncertainty. The Model is part of our efforts to mitigate the current uncertainties and ongoing competitiveness around student recruitment in the sector, by ensuring a leading position for QMUL – as we have for widening participation – in widening opportunity for our students and graduates.

While the flexible approach for 2017/18, supported by Senate, means that some Schools and Institutes may make a softer start, all Schools and Institutes delivering undergraduate teaching will be participating. For some, this might mean identifying elements of existing modules that align with the principles of the Model. For others, it may be that new modules are developed.

Examples of ideas in development by various Schools and Institutes include:

- Recognition of existing modules with strong QMUL Model components, or minor amendments to existing compulsory modules to make students reflect to a greater extent on the social capital elements already contained within a module.
- Using the Model as an opportunity to revisit the curriculum, with the creation of new academic content modules that explicitly address the themes of the Model.
- Opening up modules to students from other Schools, to take as multidisciplinary modules.
- Creating dedicated modules (including at academic level six) exclusively for students from other Schools who do not have a background in the discipline.
- Structured taught provision in support of activity-based modules such as volunteering, placements, and consultancy, to instill skills of critical self-reflection and awareness to ensure that students really learn from those experiences.

The information gathered from the audit of existing modules has provided interesting possibilities, and we've posted the document on the QMplus page - this might help your thinking about activities that could work in your area.

Needless to say, we will continue to have more detailed discussions with Schools, Institutes and Directorates during this important planning stage.

What else is in our plans?

There are a number of other important activities that will be up and running during the summer, so I wanted to give you a brief update on those

- **Pilot activities in 2016/17:** for example, the QResearchers/QConsult schemes, delivered by Careers and Enterprise fit very well with the aims of the QMUL Model.

- **Evaluation framework**: we have been exploring options for developing a robust mechanism for evaluating the impact of the QMUL Model. More information will be circulated as plans progress.

- **ePortfolio**: a number of the activities in the Model (e.g. placements, internships, volunteering, consultancy activities) are likely to involve as part of their assessment, a level of critical self-reflection or a journal/portfolio. With this in mind we are exploring options for a suitable ePortfolio package, and considering the appropriate mechanisms for managing the assessments and quality assurance processes.

- **Consultation on academic credit structure**: as indicated in the Senate paper, the QMUL Model will form 15 credits of the 120 credit first year in 2017/18. Some feedback from the consultation with Schools and Institutes suggested that 15 credits, or one eighth of the year/programme was too high a proportion of the overall credit. Our credit basis has a major impact upon, but is not directly linked to, the QMUL Model and we will be consulting during 2016/17 on whether there is a case for changing the credit structure.

This is the second of a series of eNewsletters providing updates on the progress of the QMUL Model, the teaching and learning initiative aimed at increasing social capital and post-graduation opportunities for our students. We use this newsletter to keep staff informed of key developments and achievements.

Updates are also available on the dedicated QMplus site and web page and you can submit questions via setl@qmul.ac.uk.

Funding for schools and institutes

QMUL has made up to £54k available to each school to support developments for the implementation of the QMUL Model throughout 2016/17. Schools submitted bids, and funding awards have recently been confirmed. Many schools are appointing to, or backfilling, dedicated academic and administrative roles to redevelop parts of the curriculum and directly address the aims of the Model in modules that will be delivered to first year students in 2017/18.

Some are using this as an opportunity to fully review their curricula; for example, Business & Management will align its undergraduate provision with the United Nations' Principles for Responsible Management Education. Others are considering the development of wholly new modules that will run exclusively for students from outside of their home school and not presuppose any disciplinary knowledge, allowing students to take a wider selection of options at a range of academic levels – early thoughts for proposals include *Cybercitizenship* (Electronic Engineering & Computer Science), *Explaining the Universe* (Physics & Astronomy), *Introduction to Engineering* (Engineering & Materials Science), and modules introducing students to mathematics and statistics (Mathematical Sciences).

What's happening at the moment?

There are a number of significant work threads. These include:

- **Academic credit framework review**
  In the spring of 2016, we consulted across QMUL on the QMUL Model. A number of schools included in their responses a request for more flexibility in the Academic Credit Framework. Allowing the introduction of 10 credit modules (rather than, or as well as, the current multiples of 15 credits) would permit more creative programme design in some areas. Education Quality Board has endorsed a consultation document seeking views from across QMUL on whether and how this should be permitted. This will run from October into the new calendar year, with Senate approving any final recommendations to come into effect from 2018/19.

- **Learning outcomes**
  We are developing QMUL Model-specific learning outcomes to inform the development of modules for the initiative. A working group led by Dr Carole Davis, Head of Educational Development, is building on the existing [QMUL Graduate Attributes](#) to establish new learning outcomes at all academic levels. The group will conclude its work during semester one, to allow the outcomes to be used by schools in their academic developments.

- **QConsult**
  QConsult is an umbrella name for a number of schemes run through Careers & Enterprise and Learning Development that give students placements in workplaces, business development, volunteering, and research. These are being turned into credit-bearing modules for the QMUL Model, and the project team are working with the Language Centre to develop formal assessment schemes for these activities.

- **e-Portfolio**
  Many activities that form part of the Model (notably the QConsult modules) are likely to involve critical self-reflection, often in the form of a journal or portfolio, as part of the assessment. The e-learning team in the Centre for Academic and Professional Development is leading on the development of an e-portfolio, which will both accommodate these assessments and create opportunities for innovative assessment schemes in other modules. The team is currently benchmarking the Model's e-portfolio requirements against QMUL's existing QMhub system.

- **HEA social capital diagnostic**
  In 2016/17 QMUL will participate in a Higher Education Academy pre-launch scheme, using an online tool developed to assess and track the development of students' skills and attributes throughout their studies. If this proves a success, it

could be used as a skills audit for students at the start of their studies, to help inform their QMUL Model module selections and target the development of the skills most relevant to ensuring their personal success after graduation.

- **External engagement and funding successes**
  We have continued to engage with external bodies, and have received very positive responses both in financial terms and in other forms of support. The Sutton Trust and the National Centre for Universities and Business have [endorsed](#) the QMUL Model as a scheme that will aid social mobility and equip students with the skills they need for success after graduation. The Medical College of St Bartholomew's Hospital Trust has awarded £800k over four years to support QMUL Model initiatives for students in the School of Medicine and Dentistry, and a grant applications for HEFCE Catalyst Funding, among others, is being finalised.

- **Tutor training**
  Personal advisors will play a key role in helping students make informed selections for the QMUL Model, as part of the standard module selection process. The Engagement, Retention and Success team, led by Robert Sherratt, is developing guidance and supporting materials to help advisors in this task.

- **Project evaluation**
  The QMUL Model is major and innovative teaching and learning initiative, and as such will be subject to a formal evaluation exercise. This will be led by Professor Steve Fox in QMUL's School of Business and Management, and will be run as a collaborative exercise with one or more other institutions.

Project team vacancies

- **Project Manager**
  We are advertising for a full-time, fixed-term Project Manager to facilitate delivery of the Model to take over from Simon Hayter, who will return fully to his substantive role in ARCS from November, after his temporary part-time secondment. Details of the vacancy are available on the [HR website](#); applications close on 6 October

- **Academic Lead for Outward Student Mobility**
  We are seeking to appoint an individual to provide academic leadership of outward student mobility (OSM). The 0.2FTE Academic Lead will work to ensure that opportunities for OSM are increased and enhanced and that structures and resources are in place to promote and support OSM across QMUL. The Academic Lead will report to the Vice-Principal (International), but also work with the Vice-Principal (Student Experience, Teaching and Learning) to ensure OSM activities are aligned with the QMUL Model. Details are available [online](#); applications close on 3 October 2016.

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The QMUL Model

What is the QMUL Model?

- A teaching and learning initiative to broaden undergraduate education and increase our students' social capital.
- Builds on QMUL's strong record of widening participation, by widening opportunities after graduation.
- Enhances the student experience and engagement and the contribution that students and graduates are able to make to society.
- Increased active learning, personalisation and co-creation .
- Builds upon and recognises a plethora of existing opportunities and initiatives.
- An opportunity to value T&L on a par, and integrated, with research.

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Why is the Model needed?

- QMUL has excellent students from a wide variety of backgrounds who enter on high UCAS tariffs, and achieve good degrees.
- However, they do not always go on to the most prestigious employers or placements. Employers have indicated that this is due to a lack of social capital.
- The QMUL Model aims to increase students' social capital in relevant areas to ensure that students are better equipped to achieve the best possible outcomes for their particular needs, be that employment, further study, or other activities.

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What forms of social capital will be addressed?

QMUL Model activities should relate to the key thematic areas to build **social** and **cultural capital**, understanding of **ethical issues**, **tolerance** and **resilience**, etc.:

- skills that will enable students to develop their own networks, engage with employers or work with local communities before graduation

- Multi- and inter-disciplinarity and critical thinking fostered by studying across a range of areas beyond the boundaries of the degree programme; and

- entrepreneurial and international perspectives and experiences.

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How does the Model operate?

- UG students will be required to take at least 15 credits of QMUL-Model recognised modules in each developmental year.

- In developmental year one, this will often be a compulsory module within the home school, with a strong element of skills development, critical reflection, and thoughts on how the discipline and the degree can be applied to situations post-graduation.

- In subsequent years students will be encouraged to venture outside of the home school, for example taking a language module, a module from another discipline that focuses on international perspectives, or a short work placement or volunteering opportunity.

- Some activities were (and will continue to be) available as extra-curricular activities. Bringing them within the curriculum encourages participation, and widens participation by holding activities during standard timetabled hours, and covered by standard tuition fees.

What are the activity modules and how will they be assessed?

- Activity modules will include, for example, the QConsult opportunities – QConsult (work placements), QResearchers (working with an academic), QEnterprise (business development) , and QVolunteer.

- These will be made into formal, credit bearing and assessed modules. Assessment will be through a critically reflective portfolio, encouraging students to draw out what they have learned from the experience. They will be treated and quality assured in exactly the same way as any other module.

- Many of these activities will be conducted in small groups, but there will be caps on numbers, as for any module.

What else will be included?

- Schools and institutes will have new and existing modules that are relevant. Each school/institute will be able to choose which modules to open to other students, and which modules to allow its own students to take, as part of revised module diets.

- Some schools are looking into developing bespoke modules purely for the QMUL Model, for students with no background in the discipline – for example, *Explaining the Universe* (SPA) and *Cybercitizenship* (EECS) were two early ideas.

What else will be included?

Schools/institutes suggested over 130 modules for inclusion, and a few of these are listed below. There are many more modules with relevance to the Model, and a fuller audit will be completed. Not every module will be open to every student (and some will only be for students from the home school), but this gives some idea of the variety on offer:

Argument and Address *Text, Art and Performance in London* Representing London *James Baldwin and American Civil Rights* London Performance Now *Theatre Writings* Writing South Africa: Race, Nation and Text *Writing Modern London* Performance Composition *Applied Performance* Writing about the Arts *Livelihoods* Career Success in Economics and Finance *Modern Political Thought I and II* International Relations Theory *Parliamentary Studies Internship* Parliamentary Studies *Race and Racism in World Politics* Global Ethics *Professional Research Themes* Industrial Experience Placement *Entrepreneurship in Information Technology* Product Development *Project Risk Management* Communicating and Teaching Computing: the Undergraduate Ambassadors Scheme *Essential Skills for Biomedical Scientists* Essential Skills for Psychologists *Research Methods and Communication* Research Methods and Communication II *Transferable Skills for Engineers & Materials Scientists* Student Centred Learning 1 *Student Centred Learning 2* Actuarial Professional Development 1 *Numerical Computing for Finance using Excel* Communicating and Teaching Mathematics: the Undergraduate Ambassadors Scheme *Communication and Teaching Physics - the Undergraduate Ambassadors Scheme* Introduction to C++ Programming *Communication Skills for Physicists* Contemporary issues in health and society in the global context *Placement in Global Health* Business of Pharmacology *Forensic Medical Science* Injuries and Medical Problems in Sport *Biomechanics and Rehabilitation* Exercise as a Health Tool *Clinical Trials and Regulatory Affairs*

What's happening in 2016/17?

- *Learning outcomes*

A working group led by the Centre for Academic and Professional Development is developing learning outcomes specific to the Model, based on the QMUL graduate attributes. It will conclude its work in semester one.

- *ePortfolio*

A working group is looking into developments for an e-portfolio system, for students to submit assessments and other items and to review their achievements holistically. This will have benefits beyond the QMUL Model.

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What's happening in 2016/17?

- *Credit framework review*

QMUL's modules exist in multiples of 15 credits. Several schools have asked that 10-credit modules be permitted, to allow more flexible programme designs. A consultation will be held in autumn/winter 2016, asking whether modules should be established in multiples of 10, 15, or a combination of the two..

If approved, the QMUL Model element would be set at 10 rather than 15 credits per developmental year. Any changes would come into effect from 2018/19, with 2017/18 as a development year.

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What's happening in 2016/17?

- *Identifying modules for inclusion*

Working with schools to identify exactly which modules will form the QMUL Model element in 2016/17, and identifying other existing modules for inclusion in later years.

- *Personal adviser training*

Advisers will help students in making their module selections, including QMUL Model choices. Relevant materials and support will be developed.

- *Pilot activities*

A number of pilot activities, including tests of the Qconsult projects, will be run.

- *Programme and module developments*

Schools and institutes will make adjustments to a number of modules, or propose new ones, to make them relevant to the Model.

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How is the Model funded?

- Much of the Model's standard running costs will be funded through tuition fees in the same way as any other module.

- Additional funding is being sought from external bodies. For example, a grant for £800,000 over four years to support activities for students in Medicine and Dentistry has been received from the Medical College of St Bartholomew's Hospital Trust.

- Applications for HEFCE catalyst funding, and private organisations including Santander, Rothschild, and Bouygues are currently underway.

- Up to £54,000 has been made available to each school in 2016/17 to support the implementation of the Model.

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Feedback from market research
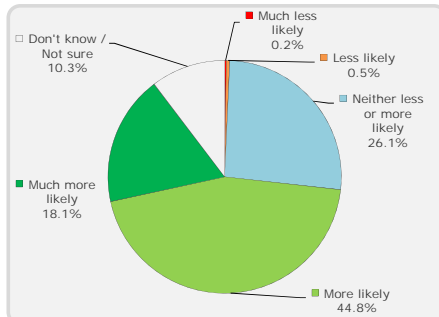
Impact of the proposed QMUL Model on likelihood to apply to QMUL among Year-12 respondents
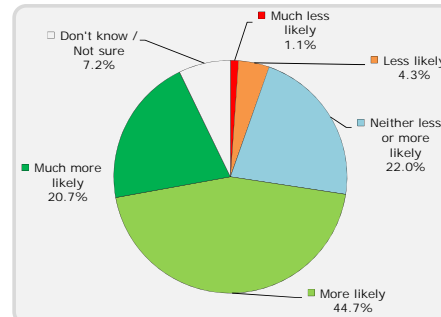
Impact of the proposed QMUL Model on likelihood to apply to QMUL among QMUL 1st year undergraduate respondents

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Where can I find out more details?

- Look out for periodic updates in the all-staff QMUL Model eNewsletter.

- Visit our QMplus page:
  http://qmplus.qmul.ac.uk/course/view.php?id=6813

- Visit the web page: www.qmul.ac.uk/qmulmodel

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