



Senate: QMUL Model Update

Paper Title	QMUL Model Update
Outcome requested	Senate is asked to note the update on the QMUL Model
Points for Senate members to note and further information	Senate is asked to note that QMUL.
Questions for Senate to consider	Senate is asked to note the update.
Regulatory/statutory reference points	The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a genuine societal impact through leadership in their chosen field. The Model is organized around the key themes of networking, multi- and interdisciplinary critical thinking, international perspectives, and enterprising perspectives
Strategy and risk	<p><u>Strategy</u> QMUL Strategic Aims 1, 3, 6 SETLA Strategic Aims 1-3</p> <p><u>Risk</u> 1. Failure to recruit and develop students of the highest calibre and potential 9. Failure to develop reputation and external relations 11. Failure to develop sustainable income streams for activities See appended QMUL Model risk register.</p>
Reporting/consideration route for the paper	None
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Sponsor	Professor Rebecca Lingwood, Vice-Principal (Student Experience, Teaching and Learning)

QMUL Model Update

Introduction:

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a genuine societal impact through leadership in their chosen field. The Model is organized around the key themes of networking, multi- and inter-disciplinary critical thinking, international perspectives, and enterprising perspectives.

Latest news:

First, let me thank you for your hard work, which has ensured that we are in a position to launch the Model for first-year undergraduate students this academic year. This would not have been possible without your time, effort and commitment – all of which is very much appreciated.

First-year undergraduates starting their studies in 2017/18 will be taking Model modules in each year of their degrees. In their first year, these Model modules (approved earlier in 2017) will be within the students' home Schools or Institutes.

Schools and Institutes are currently developing Level 5 and 6 Model modules for approval in the New Year, and there are a number of projects under way to develop and pilot non-School-based Model modules (e.g. QConsult (Commercial, Community and Research), QEnterprise, QInsight: Civil Service Fast Stream¹ and QChallenge London and QChallenge Abroad, among others) in readiness for 2018/19 and beyond. As noted previously, support for the delivery of non-School Module models will be provided centrally. QMSE has discussed and endorsed the development of a unit to ensure that non-School Model modules can be delivered at the required scale and in a way that is academically rigorous. This will come to Senate later in the year for further consideration.

Planning is under way to deliver training for personal tutors to support first-year students after completing their skills review. Approximately 30-35 face-to-face training sessions, supporting 700-800 staff to discuss the results of students' skills review (sessions to run from November 2017 to February 2018) are being arranged. As for the skills review itself, a consultation was run over the summer and revisions were made based on feedback received. The final version of the skills review and the competency framework on which it is based have been circulated to Model contacts. Development of the e-portfolio, QMplus Hub, is in hand and training will be provided in parallel with the personal-tutor training.

Four networking events have been held in 2017 so far with some drop-in surgeries over the summer. The next networking event is scheduled for 31 October and dates are fixed for further meetings through to July 2018.

¹ Sir Jeremy Heywood, Cabinet Secretary and Head of the Civil Service, has blogged on the pilot running as part of the QMUL Model initiative:

<https://civilservice.blog.gov.uk/2017/09/21/giving-students-a-taste-of-working-in-the-civil-service/>

It is also currently the featured item on the Civil Service blog and Civil Service organizational home pages:

<https://civilservice.blog.gov.uk/>

<https://www.gov.uk/government/organisations/civil-service>

The pilot targets Science and Engineering students, who the Civil Service typically finds difficult to attract. The pilot intended to recruit 40 students but, following receipt of 130 applications, 80 students were recruited.

The 'Model Awareness Raising' working group has produced two information sheets and materials have been developed to support staff to implement the QMUL Model and students to understand the Model. The information sheets are appended here (Appendix 1). Open Day materials have also been provided. Schools and Institutes have been asked to include space for discussion of the Model on away-day and all-staff meeting agendas at the start of the academic year.

Marketing materials based around the QMUL Model themes are appended here and will be used UG student recruitment (Appendix 2).

The QMUL Model risk register is also appended here (Appendix 3). Updates to the risk register include:

- R5, R6, R11, R24: minor amendment to wording of the mitigations;
- R8: Two additional mitigations;
- R18: One additional mitigation;
- R20: Partially closed.

Further information on the QMUL Model is available on the revised QMUL Model QMplus page: <https://qplus.qmul.ac.uk/course/view.php?id=8490>

And on our student-facing webpage:

<http://www.qmul.ac.uk/undergraduate/whyqm/teaching/>

Appendices:

1. QMUL Model information sheets 1 & 2
2. UG student recruitment materials
3. QMUL Model risk register

QMUL Model

2017-18 information you need to know

What is the QMUL Model?

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development.

The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a genuine societal impact through leadership in their chosen field. The Model is organised around the key themes of:

networking

multi- and inter-disciplinarity

international perspectives

enterprising perspectives

Why has the QMUL Model been introduced?

At QMUL, we strongly believe that there is a need for higher education that values a broader range of characteristics than just those linked to specific subject knowledge and so, to prepare our students for the challenges of the 21st century, the QMUL Model has been designed. The Model will create a tailored university experience for QMUL students through the development of networking skills, cross-disciplinary critical thinking, a global outlook and enterprising skills.

How will the QMUL Model work?

The QMUL Model will be delivered as an integrated and credit-bearing part of each students' programme of study. All students will study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study.¹

At level 4, the QMUL Model module is situated within each student's home School/Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School/Institute or area of QMUL or undertaken as a structured module outside of QMUL.

To this end, in addition to the introduction of Model modules by Schools/Institutes, a range of central Model modules are being developed. These are being designed to offer students professional and transferable skills and a wide range of experiences such as volunteering, work placements, engaging with research projects, short-term study abroad opportunities, and participating in consultancy or project work with local businesses and charities.



QMUL Model

2017-18 information you need to know

What is the Skills Review?

The skills review will be in the form of an online questionnaire within QMplus which, for 2017-18, will be completed by students in Semester B.

The purpose of the review is to identify students' existing strengths in relation to the QMUL Model themes, identify areas requiring further development and, in so doing, will help guide students towards the most appropriate selection of Model modules.

Students will be invited to discuss the results of the Skills Review, which will be available via an online dashboard, with their Personal Tutor² or equivalent.

Training, guidance and support materials will be provided within Schools/Institutes to support this process. Training for Personal Tutors and other relevant colleagues to support discussions with students following completion of the Skills Review will commence in Semester A 2017-18.

Further information regarding the Skills Review and its implementation will follow.

When will the QMUL Model launch?

The Model will be delivered in every undergraduate programme as follows:

Academic year	Level
2017-18	4
2018-19	4 and 5
2019-20	4, 5, and 6
2020-21	4, 5, 6 and 7 (integrated Masters)

Does the QMUL Model apply to all students?

By completion of the roll out detailed above, all undergraduate students³ will study Model modules to the value of at least 10 credits each academic year.¹

What is a Model module?

All level-4 Model module provision has now been completed. Model modules contain at least one Model Learning Outcome.

To see a list of these level-4 Model modules and all the Model Learning Outcomes, please visit the QMUL Model QMplus page. If you would like to know more about these modules, please ask your School/Institute Model contact.

Development of Model modules at subsequent undergraduate levels is now beginning to take place within Schools/Institutes and this work will continue into next academic year.

Model modules may be 5, 10 or 15 credits; the minimum requirement for students to take each year is 10 credits.¹ Where a student's home School/Institute works on the basis of 15-credit modules, it is likely that a student will take Model modules to the value of 15 credits, which may be three modules of 5 credits, one of 10 credits and one of 5 credits, or a single 15-credit module.

How will the QMUL Model be promoted to students?

Prospective students have been contacted by the QMUL Admissions team and informed about the QMUL Model. Level-4 students will receive information about the Model as they start their undergraduate studies and specifically within their level-4 Model module. Materials will be provided to Schools/Institutes about the Model for this purpose.

Where can I find further information?

Further information about the QMUL Model is available at the dedicated QMUL Model QMplus page, including named contacts for each School/Institute. This site has recently been re-designed and will continue to be updated as further information becomes available. Information and guidance for prospective students can be found at: www.qmul.ac.uk/undergraduate/whyqm/teaching/index.html

QMUL Model

2017-18 information you need to know

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2019-20	4, 5, and 6
2020-21	4, 5, 6 and 7 (integrated Masters)

How does the QMUL Model impact current modules?

The Model is designed to help students get the most from their degree programme by broadening undergraduate student opportunities and encouraging students to reflect on their ongoing professional development. Model modules will make up approximately 10% of a student's degree programme.

What does the QMUL Model offer students?

As an innovative teaching and learning initiative, the Model will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. It is firmly grounded in the core QMUL values of, respect for,

and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field.

Model modules provide a valuable opportunity for students to become actively involved in a range of activities. Examples include work placements, engaging with research projects, short-term study abroad opportunities, and participating in consultancy or project work with local businesses and charities.

The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international/global perspectives
- enterprising perspectives.

A set of Model learning outcomes has been designed to develop knowledge, skills and experience related to these themes. Each Model module contains at least one Model learning outcome. Model learning outcomes can be viewed in the Model QMplus pages.

Students will be encouraged to liaise closely with their Personal Tutor to select the most appropriate Model modules at levels 5, 6 and 7.



QMUL Model

2017-18 information you need to know

Where will I be able to find details of the QMUL Model modules?

At level 4, the QMUL Model module is situated within each student's home School/Institute. A list of these Model modules can be viewed in the **Model QMplus pages** and further details are available in the Module Directory.

Model modules for subsequent years are in the process of being designed. Students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School/Institute or area of QMUL, or undertaken as a module outside of QMUL. An online Model module catalogue will provide details of these Model modules and will be available as soon as possible in March, after all Model modules have been approved at the end of February 2018.

What is the QMUL Model Competency Framework and QMUL Model Skills Review?

The **Competency Framework** describes the knowledge, skills, experience and abilities we believe students need in order to fulfil their full potential during and beyond their studies at QMUL. It is organised by the four Model themes, and for each of the themes, defines four stages, with a strong focus on professional development.

The **Skills Review** is an online survey for students, designed to take a snapshot of their progress against the Model themes. It will comprise a set of statements with Likert scale response categories, corresponding to each stage of each Competency Framework theme. It will allow students to measure their progress against the Competency Framework. Students will be invited to discuss the results of their Skills Review with their Personal Tutor. These results will be available via an online dashboard, which will be accessed through QMplus.

In academic year 2017-18, first-year students will complete the Skills Review initially in Semester B, and then periodically throughout their studies.

If I am a Personal Tutor, what guidance am I expected to provide to students after they have completed the Skills Review?

Results of the Skills Review will offer structure for discussions to identify students' existing strengths in relation to Model themes and to identify areas they want to improve. This will help guide students towards the most appropriate selection of Model modules. Through these discussions, students will be encouraged to make informed decisions about Model module selection to support their individual professional development appropriately.

Specific training will be delivered to Personal Tutors through Semester A and in the early part of Semester B. This training will provide staff with guidance on how to respond to the results of the Skills Review and how to guide students in making their level-5 Model module choices. This training is specific to Model-related support. It is not generic Personal Tutor training. Plans for this training are already underway and Heads of Schools have been contacted in support of this.

When should the QMUL Model be introduced to students?

During Semester A, Schools/Institutes have been asked to select the most appropriate forum in which to introduce the Model, the Competency Framework and the Skills Review. In many cases, this is likely to be in the first teaching session of the Model module. Materials will be provided to Schools/Institutes to help them introduce the Model to students.

Students will then be invited to take the Skills Review during the first half of Semester B in 2017-18.

When are Personal Tutors expected to meet students to discuss the results of the Skills Review?

For many Schools, we would expect these meetings to take place from mid to late March, to the end of the module selection process. However, we are aware that Schools work to very different timelines in relation to module selection. We are therefore liaising with all Schools, through Model Contacts, to gain a full understanding of their module selection processes and to establish the most appropriate timelines.

QMUL Model

2017-18 information you need to know

What role does QMplus Hub (QMUL's e-portfolio) play?

QMplus Hub is an online e-portfolio platform where students can collect evidence of their achievements, reflect on their learning experience, and showcase their work to different audiences. Results of the Skills Review will be presented in QMplus Hub on a student's "QMUL Model dashboard".

Students will be able to share their dashboard with their Personal Tutors and will be able to select relevant parts of their e-portfolio to share with prospective employers and/or other audiences.

Some Model modules may require students to contribute to the e-portfolio as part of the module activity or assessment. This could also apply to non-Model modules. Students will be able to access their e-portfolios after they have graduated from QMUL.

How is the QMUL Model being implemented in my School/Institute?

Since the Model is an integral part of each student's degree programme, individual Schools/Institutes have approached implementation differently. For more information on how the Model is being implemented locally, please contact your School/Institute's Model Contact (see below).

How will students be informed about the QMUL Model?

Prospective students have been informed about the Model by the QMUL Admissions team. Level-4 students will receive information about the Model as they start their undergraduate studies.

Materials will be provided to Schools/Institutes to help them introduce the Model to students.

Who should I contact for more information in my School/Institute or Service?

Each School/Institute has a Model Contact who has attended Model Network meetings and who will have up-to-date information on the Model, and how it has been implemented within your School/Institute.

Your School/Institute Model Contacts are:

Humanities and Social Sciences	Contacts
Business and Management	Stefan Krummaker and Alex Pietrus
Economics and Finance	Guglielmo Volpe
English and Drama	Matt Rubery (English) Martin Welton (Drama)
Geography	Dave Horne
History	Dan Todman
Languages, Linguistics and Film	John Weston
Law	Rupert Seal, Nerys Evans
Politics and International Relations	Bryan Mabee

Science and Engineering	Contacts
Biological & Chemical Sciences	TBC (in interim, please contact Andrew Pearce)
Electronic Engineering and Computer Science	Rachel Appleton, Isobel Bates, Antonios Kaniadakis
Engineering and Materials Science	Henri Huijberts, Yousef Zawahreh
Mathematical Sciences	Bill Jackson, Thomas Prellberg
Physics and Astronomy	Craig Agnor, Jon Hays

Medicine and Dentistry	Contacts
MBBS	Bruce Kidd, Ania Korszun
BDS	Amitha Ranauta, Alan Cruchley
Global Health	Lucinda Hall, David McCoy
Neuroscience and Pharmacology	Lucinda Hall, Richard Grose



Queen Mary
University of London

Don't meet people. Connect with them.

Whether you're building a career or supporting the local community, it all comes down to people. The relationships you create, the connections you make and the ambitions you share.

At QMUL, the Model gives you the chance to get work experience, tackle social problems, and become an inspiring leader of tomorrow. You just have to take it.

#Become⁵⁸Outstanding

qmul.ac.uk



Queen Mary
University of London

**Don't settle
for one.**

**Discover
it all.**

Whatever you study, university should be a time to indulge in absolute discovery. Through the Model, our degrees will offer you greater breadth. You could choose modules from other courses, expand your academic expertise, learn a new language or help solve social problems.

You can even team up with students from other disciplines across the university. The opportunities are extensive, and the benefits are limitless.

#Become⁵⁹Outstanding

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Queen Mary
University of London

**Don't read
about the
world.**

Explore it.

Whether it's seeing new countries or experiencing different cultures, exploration helps you understand, connect and appreciate the world.

Combined with our international community, our degrees will give you a global outlook. That way, you won't just leave us with a degree, you'll also have the skills, knowledge and experience to become a true citizen of the modern world.

#Become⁶⁰Outstanding

qmul.ac.uk



Queen Mary
University of London

**Don't wait
for the
future.**

Define it.

Some people finish university and expect a career to fall into their laps. That won't be you. With us, you'll become a creative and innovative thinker, able to make the future what you want, when you want.

In fact, you'll have the opportunity to gain the experience and knowledge to help you truly stand out. So why wait for others, when you can become what you want?

#Become⁶¹Outstanding

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**Project Name: QMUL Model Project
Risk Register**

1-7
8-14
15-25

The risk register is a live document.

Raw risks

ID	Risk Description	Likelihood	Impact	Severity	Mitigation Plan	Owner	Status
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
R2	Lack of resources for development of Model	2	5	10	* 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	4	2	8	*Ensure students are kept informed of concept and development via appropriate forums *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	4	5	20	*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 appropriate forums *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 <i>prospective</i> 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.	3	4	12	*Ensure staff feel engaged with and understand benefits of the Model *Utilisation of Model Network Events to further inform and communicate about the QMUL Model *Production of support materials for staff by the Model Awareness Raising Working Group	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	4	20	* Management of student expectations. * 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). It is acknowledged that schools/institutes will implement a variety of selection criteria. This proposal is not intended to be prescriptive, rather a guide as to how the issue of selection for popular modules might be addressed * 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 Social Capital Skills Review for all new students to identify strengths and weaknesses. * Personal advisers to use the results of the review in helping students to make suitable choices to address their particular skills needs. * Results of Social Capital Skills Review 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)	1	5	5	* For delivery in 2017/18, agree that a minimum requirement of implementing only one QMUL Model Learning Outcome per QMUL Model module. * Small scale changes for 2017/18 to be accommodated within standard QMUL QA approval processes * Resources to support QMUL Model development for 2017/18, as requested by Faculties, has been approved by QMSE * 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 & Standards 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	Second part closed
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
R22	The Model does not have (or is not viewed as having) sufficient academic rigour	2	5	10	* QMUL Model modules to undergo exactly the same processes in terms of development and delivery as any other module. * Monitoring and audit of provision to ensure that all included modules are suitable for the Model and are fit for purpose in QA terms, including appropriate level/credit/assessment/learning outcomes.	Project Team	Open
R23	Additional QMUL Model modules increase staff teaching loads	1	5	5	* QMUL Model fits within the existing 120 credits per developmental year, so the modules should be alternatives rather than additions in most cases. * Monitor net import/export of students through QMUL Model, and ask schools/institutes to monitor and report on any issues. * Manage student registrations through module caps and eligibility criteria to ensure that class sizes are manageable. * Consider centrally delivered modules with dedicated teaching resource for skills and placement modules.	Project Team	Open

R24	Personal tutors not equipped to advise students on QMUL Model choices.	4	4	20	<ul style="list-style-type: none"> * Ensure that all relevant information is communicated to personal tutors. * Deliver face-to-face training for personal tutors (or equivalent). * Finalise the Social Capital Skills Review and its implementation process. * Ensure results from Social Capital Skills Review are made available to personal tutors and students through QMPlus Hub 	Project Team	Open
R25	Insufficient oversight/administrative support for placements and internships	3	3	9	<ul style="list-style-type: none"> * Establish a central administrative unit to support the set-up and management of placements and internships. 	Project Team	Open
R26	Insufficient accommodation for new staff	3	4	12	<ul style="list-style-type: none"> * Add the QMUL Model as a specific work thread for the (existing) active space planning exercise. 	Project Team	Open
R27	Negative impact on student survey results and satisfaction	2	4	8	<ul style="list-style-type: none"> * Monitor survey results for comments on the Model and, where appropriate seek remedial action. * Ensure that students understand and engage with the Model. 	Project Team	Open
R28	Lack of a robust mechanism for evaluation of the Model's success	3	4	12	<ul style="list-style-type: none"> * Robust and timely setting of an adequate baseline. * Ensuring an external perspective on the evaluation. 	Project Team	Open
R29	Model does not improve, or worsens, students' post-HE outcomes	1	4	4	<ul style="list-style-type: none"> * Monitor via DLHE returns. * Make amendments to the Model to address (or build upon) patterns identified in the returns. 	Project Team	Open
R30	Lack of sustainable continuity in central staff resourcing for the Model.	3	3	9	<ul style="list-style-type: none"> * Succession planning. * Avoidance of a single point of failure. * Embedding the Model as a standard part of the culture of the institution. * Clear and complete record keeping. 	Project Team	Open
R31	Students not completing Skills Review	4	4	16	<ul style="list-style-type: none"> * Series of measures to support staff to introduce Model and Skills Review positively to students including: * Face- to-face training for Personal Tutors and support materials * Development of slides to introduce Model at beginning of Sem A 2017-18 * Positive benefits of Model and Skills Review emphasised in materials. 	Project Team	Open