



**Senate**

<b>Paper Title</b>	Annual Assurance Report 2016-17
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the Annual Assurance Report 2016-17.
<b>Points for Senate members to note and further information</b>	<p>Senate agreed that an annual report would be prepared to assist Council with its role in providing assurances on the academic standards and quality of QMUL's provision, in line with the requirements of HEFCE's <a href="#">Annual Provider Review</a>.</p> <p>The report is intended to reflect on QMUL's approach to academic governance, including outcomes of key quality assurance processes, and actions for continuous improvement. Senate members are asked to note that the report does not contain a section on academic appeals and complaints as a report on these areas has already been considered by EQSB, Senate and Council.</p> <p>The assurances that HEFCE expects governing bodies of UK HEIs to provide on 1 December 2017 are as follows:</p> <p>(i) The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review.</p> <p>(ii) The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.</p> <p>(iii) The standards of the awards for which we are responsible have been appropriately set and maintained.</p> <p>(iv) The governing body has received a report that confirms that the provider continues to meet the standards of Part 1 of the European Standards and Guidelines (2015). <i>This assurance is new for 2016-17, EQSB approved a mapping exercise of QMUL's quality framework against the European Standards and Guidelines in 2016-17.</i></p>
<b>Questions for Senate to consider</b>	<ul style="list-style-type: none"> <li>• Is Senate content with the general approach of the report which will be refined further before its consideration by Council?</li> <li>• Considering each of the assurances in turn, are there any additional areas which Senate would like to see</li> </ul>

	<p>included in the report?</p> <ul style="list-style-type: none"> <li>• With reference to the outcomes of QMUL’s periodic reviews, are there any specific issues or common themes that Senate would like to draw to the attention of Council?</li> <li>• Are there any additional data sets that should be included in the report?</li> </ul>
<b>Regulatory/statutory reference points</b>	<p>Memorandum of assurance and accountability between HEFCE and QMUL.  Quality Assurance Agency, <i>UK Quality Code for Higher Education</i>  European Association for Quality Assurance in Higher Education, <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i>  Committee of University Chairs, <i>The Higher Education Code of Governance</i></p>
<b>Strategy and risk</b>	<p>Aligns with Strategic Risks:  2.01 High quality student experience throughout the student lifecycle  7.01 Design and delivery of high quality portfolio of programmes  9.01 Reputational development and external relations  10.01 Partnerships  13.01 Maintain effective and constructive governance</p>
<b>Reporting/consideration route for the paper</b>	<p>Education Quality and Standards Board (20 September 2017)  Council (30 November 2017)</p>
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# 1

## Annual Assurance Report 2016-17

### 1. Background

HEFCE's revised operating model for external quality assessment was introduced in 2016. The revised model significantly reduces the burden of external quality assessment and mirrors QMUL's own approach in recognising that academic quality assurance should not be considered as a separate work stream for the purposes of external scrutiny. QMUL's Academic Governance Framework has a clear focus on the provision of assurances at every level on the issues that matter most to students: degree standards, student outcomes and the academic experience.

### 2. The Academic Governance Framework at QMUL

2.1 Senate is nominated in the Charter as the body responsible for the academic activity of QMUL, subject to the general superintendence and control of Council, with a particular emphasis on safeguarding academic standards and promoting academic freedom.

2.3 The Academic Governance Framework assigns responsibility to the Vice-Principals as individuals (for the management of academic quality and standards in the faculties, and for the development of cross-cutting academic strategies) and to a small number of boards (dealing with the standards of academic awards, the quality of the academic experience, curriculum approval and review, postgraduate research, academic partnerships, and research ethics). Senate's role is to hold the Vice-Principals and the chairs of boards to account, as well as to decide on matters of principle, under the superintendence of Council which seeks assurance that Senate is performing this role effectively.

2.4 Academic Governance at QMUL was reviewed in 2015-16, and concluded that QMUL has a comprehensive framework of academic governance that provides structured opportunities for members of staff and students to engage on issues at all levels of the institution and conforms to sector expectations. The revised framework includes provision for an annual evaluation process. This has already concluded at the school and institute level, with evaluation meetings and interviews to take place at the beginning of 2017-18.

### 3. Academic standards and quality assurance

3.1 QMUL revised its quality assurance handbook in 2016-17. This is now the Education Manual which forms the basis of a web-based resource which sets out the policies and procedures for the management of academic standards and the delivery of a high-quality student experience. QMUL aims to "provide all our students, wherever based, an education that is judged internationally to be of the highest quality, and which exploits innovations in teaching, learning and assessment." (QMUL Strategy, Strategic Aim 3); in keeping with this aim, all academic and professional services staff have a collective responsibility for the continuous improvement of the student academic experience and maintaining the standards of QMUL's awards.

3.2 QMUL's framework for the management of academic quality and standards in teaching and learning is informed by the Strategic Plan, by the Student Experience, Teaching, Learning and Assessment Strategy, by the Queen Mary Statement of Graduate Attributes, and by the key external reference points encompassed in the Quality Assurance Agency's (QAA) *UK Quality Code for Higher Education* and the *Standards and Guidelines* of the European Association for Quality Assurance in Higher Education (ENQA).

3.4 The outcomes of methodologies used as a basis to improve the student academic experience and student outcomes are reported to the Education Quality and Standards Board (EQSB). EQSB considers these outcomes on behalf of Senate, and reports any issues of significance as appropriate. This report provides some background on QMUL's approach to these methodologies, together with key outcomes for 2016-17 and actions for 2017-18. The report will not replicate areas of assurance that have already been considered by Council (complaints, conduct, report on student satisfaction surveys, progression data) but will cover the additional areas relevant to the assurances required by HEFCE.

3.5 QMUL is required to confirm that it continues to meet the standards of Part 1 of the European Standards and Guidelines (2015) provided by the European Association for Quality Assurance in Higher Education (ENQA). This is a new assurance (from 2017) and the Education Quality and Standards Board considered a mapping exercise of QMUL's framework for managing quality and standards against the ENQA standards at its meeting in May 2017. A summary of how QMUL's processes align with the ENQA standards is included at the end of each section on QMUL's quality framework.

## **4. Periodic Review**

### Background

4.1 Each school and institute of QMUL will undergo a periodic review every six years. The aims of periodic review are to assess the continued validity of the school or institute's provision in light of developments in the discipline (s) together with an evaluation of the school or institute's mechanisms for ensuring the continuous improvement of the student experience. The review will also test the effectiveness of academic governance structures within the school or institute, exploring whether QMUL's agreed policies and procedures are operating as intended to assure and enhance the standard of provision.

4.2 The review takes place over one full day and is conducted by a panel which engages in a series of meetings with academic and professional services staff and students from the department under review. QMUL's periodic review panel comprises: Vice-Principal (Student Experience, Teaching and Learning), QMSU Vice-Principal (Education), Vice-Principal (Research) or nominee from the Doctoral College; a member of staff from outside the Faculty under review, a member of staff from the Academic Development team, the relevant Dean for Taught Programmes or Dean for Education (School of Medicine and Dentistry); two external reviewers with expertise in the discipline and the management of academic quality and standards; representatives from the Academic Registry and Council Secretariat.

4.3 The school or institute under review provides a Self-Evaluation Document in advance of the periodic review meeting, together with relevant supporting documentation, which is provided to panel members. The panel meets during the afternoon of the day before the review to agree lines of enquiry, with external reviewers having provided a report following a desk-based review of provision.

4.4 The meetings held during the periodic review are intended to be collegial, with a free flow of information. The external subject specialists provide an invaluable perspective to the discussions, and the meetings are further enhanced by the contribution of the QMSU Sabbatical Officer and the meetings with students during the review. Students from the school or institute under review are invited to provide written comments in advance of the review; students attend an informal lunch with panel members on the day, followed by a formal meeting to explore issues in more detail.

4.5 A detailed report of each periodic review is drafted by the Academic Registry and Council Secretariat, with a number of recommendations and commendations for the school or institute to consider and provide an action plan at three months following the receipt of the report, and again at twelve months. The action plans are monitored by the Education Quality and Standards Board.

### Periodic Review in 2016-17

4.6 Periodic reviews for 2016-17 were as follows:

School of Physics and Astronomy – 1 December 2016

School of Electronic Engineering and Computer Science – 30 March 2017

Institute of Health Sciences Education – 4 May 2017

Blizard Institute – 7 June 2017

4.7 The periodic review meetings provided the panel with a detailed understanding of the work of each academic unit under review, its aspirations and its challenges. A series of detailed commendations and recommendations is available at the end of this report in order to provide further detail on the issues identified.

#### Partnership review visits

4.8 A new form of partnership review was introduced in 2016-17, with the first review undertaken for the partnership with Beijing University of Posts and Telecommunications on 27<sup>th</sup> and 28<sup>th</sup> April 2017. The purpose of these reviews is to undertake a 'health-check' on the partnership which will inform the partnership renewal process and also the periodic review of the home school or institute.

#### Actions for 2017-18

4.9 Following the periodic review meeting, schools and institutes are provided with commendations and recommendations on specific areas of provision. For the future, it is proposed that recommendations will be classified as essential (for immediate action), advisable (for long term planning) and desirable (for further consideration). This mechanism is intended to assist schools and institutes with their action planning in response to the periodic review process. Commendations and recommendations will be circulated to the Academic Development team in order that appropriate support can be provided and good practice captured for further dissemination across QMUL.

4.10 As noted above, the action plans in response to periodic review are shared with students and monitored by the Education Quality and Standards Board. For 2017-18, it is proposed that Faculty-level consideration of periodic review reports and action plans should be formally included in the periodic review process. This will enable each Faculty to identify any emerging themes and to facilitate the sharing of best practice.

#### Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

4.11 QMUL's periodic review process aligns with the following elements of the standards and guidelines provided by the European Association for Quality Assurance in Higher Education (ENQA):

1.1 Policy for quality assurance

1.9 On-going monitoring and periodic review of programmes

## 5 Programme approval

### Taught Programmes Board

5.1 The Taught Programmes Board (TPB) takes an overview of the academic standards of programmes and modules operating at QMUL and its associated collaborative partners. The Board has a specific remit for the consideration of new programmes of study and associated modules; collaborative programmes/modules (including articulation agreements); programmes/modules involving work-based learning; and programmes/modules involving distance learning. Responsibility for programme amendments and module proposals/amendments/withdrawals are devolved to school/institute Learning and Teaching Committees.

5.2 Operating at the institution level, the Board is the final stage in the series of school, institute and Faculty committees leading to a decision by QMUL that the programmes and modules within each remit may be delivered in the proposed form. The process is designed to comply with the indicators of best practice stated in the *QAA's UK Quality Code for Higher Education, Chapter B1: Programme Design, Development and Approval*.

5.3 Members of the Taught Programmes Board have been drawn from across QMUL, and include specialist expertise from a range of Professional Services staff, the Deans for Taught Programmes and Dean for Education (School of Medicine and Dentistry), or nominees, the schools and institutes, as well as membership of the President, or nominee, of the Students' Union and Faculty-level student representation. Members from schools and institutes serve for either a three or a four-year term. New members are provided with an induction document, and are invited to meet and discuss their role with the Taught Programmes Board secretaries ahead of their first meeting.

5.4 The Taught Programmes Board is a sub-board of Senate. Senate receives summary reports from the Board at each of its meetings, which itemise all of the programme and module developments approved by the Board, or by the Teaching and Learning Committees of schools and institutes to which programme amendments and module proposals and amendments are devolved.

5.5 The role of the External Adviser is key in providing the Board with independent and objective feedback on new programme proposals, and in so doing, contributes to the maintenance of the academic standards upheld by the Board. External Advisers are usually senior members of academic staff external to QMUL but within the discipline, and with experience of teaching on or developing a similar programme at another higher education institution.

5.6 To ensure consistency in the standard of, and scope covered by the External Adviser's response, ARCS have prepared an 'External Advisers Guidelines' document, which schools and institutes are advised to send their External Advisers when requesting their comments. In reviewing the programme proposal, the Board seeks evidence that that the duty of the External Adviser has been appropriately discharged, and that the school or institute has responded and incorporated the received feedback into their proposal.

### New Programmes Approved during 2016/17

5.7 160 new programmes were approved by the Taught Programmes Board in 2016-17. 107 of these programmes were 4-year versions of existing 3-year undergraduate programmes, with the addition of a study year abroad.

### Relationship with Partnerships Board

5.8 Due to the increasing diversity of collaborative provision proposed at QMUL, the Board has experienced an increase in the number, variety and complexity of proposals during 2016-17, necessitating a strengthening of the relationship with the Partnerships Board (the Partnerships Board has responsibility for the development, approval and review of QMUL's collaborative partners).

### QMUL Model

5.9 Since 2016-17, the Taught Programmes Board has responsibility for approval of new and amended modules which make up the QMUL Model portfolio.

### Taught Programmes Planning Group

5.10 The Taught Programmes Planning Group (TPPG) has oversight of the taught programme portfolio with regard to QMUL strategy and market research, academic, and financial viability, strategic oversight of markets and new opportunities (including overseas provision), and reviews programme proposals with regard to cross-Faculty strategic fit, academic and financial viability, and resource requirements prior to sign-off by Faculty Vice-Principals.

5.11 Reporting to the Educational Quality and Standards Board (EQSB), the TPPG is the institution-level stage prior to the TPB. Members of the TPPG have been drawn from across QMUL, with representation from ARCS, Marketing, Strategic Planning, the Deans for Taught Programmes (Dean for Education, SMD), and the Students' Union. A significant theme throughout the Group's work of 2016-17 was an in-depth review of the so-called 'Part 1' proposal and Programme Withdrawal processes, reaffirming compliance with the indicators of best practice stated in the *QAA's UK Quality Code for Higher Education, Chapter B1: Programme Design, Development and Approval and Chapter B8: Programme Monitoring and Review*.

### Potential areas for enhancements

5.12 The role of the External Adviser is key in providing the Board with independent and objective feedback on new programme proposals. However, despite clear guidance, the quality and depth of feedback as presented by the school or institute to the Board, can vary. Consideration may wish to be given for feedback to be sent directly to ARCS in the first instance, using a standardised template. This would enable greater oversight of the External Adviser process, and enable ARCS to work more in partnership with the school or institute in their programme development.

5.13 The creation of the Academic Development sub-directorate through the reorganisation of Student and Academic Services has presented new opportunities to work in partnership with ARCS. These opportunities include joint working to support schools and institutes in programme development, ensuring both pedagogical support and the adherence to processes to uphold academic quality and standards, and the development of a Continuing Professional Development workshop for both academic and administrative members of staff.



5.14 Work is likely to continue within the TPPG to develop measures for monitoring the sustainability and coherence of the taught programme portfolio. This overlaps with work commissioned by QMSE to review the viability of PGT programmes in light of a predicted fall in EU and overseas student recruitment post-Brexit.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

5.15 QMUL's Taught Programmes Board aligns with the following elements of the standards and guidelines provided by the European Association for Quality Assurance in Higher Education (ENQA):

1.1 Policy for quality assurance

1.2 Design and approval of programmes.

## 6 Annual Programme Review

### Background

6.1 The Annual Programme Review (APR) process is designed to ensure that schools and institutes evaluate and reflect upon the taught provision delivered over the year and identify and resolve any issues that may have arisen. The process is designed to comply with the indicators of best practice stated in the QAA's *UK Quality Code for Higher Education, Chapter B8: Programme Monitoring and Review*. The structure of the APR process utilises the ongoing monitoring that takes place in schools and institutes and culminates in an annual meeting with the Dean for Taught Programmes in the relevant faculty to ensure that monitoring processes are robust, issues have been addressed and any enhancements to the current provision have been identified.

### Summary of process

6.2 Key to the APR meeting is the production of the internal programme reviews by schools and institutes. These are completed for individual programmes or cognate programme groups. The school/institute is expected to provide information on areas from enrolments to progression to final awards. Data is provided to the school/institute via the Business Intelligence tool and Strategic Planning Office to support this process. These reviews along with the data sources, module evaluation results and student survey results are discussed in the meeting with the Dean for Taught Programmes. Programme directors and other relevant staff attend the meeting, together with a student course representative. Actions are agreed for the department/faculty or central services to take forward after the meeting.

6.3 In 2016-17 these meetings took place in semester A for S&E and SMD and in semester B for HSS. In addition to the school/institute meetings, a meeting is also scheduled each year to review the experience of associate students at QMUL as well as a separate meeting to review the teaching and learning provision from Academic Development. This year the Vice-Principal (Student Experience, Teaching and Learning), the Vice-Principal (International) and the Deputy Academic Registrar held a separate annual programme review meeting for collaborative provision. The purpose of this meeting was to provide an additional layer of scrutiny, following the school and institute-based annual programme review meetings, to identify any emerging trends or issues for consideration across QMUL.

6.4 In 2016-17, the process ran smoothly with no procedural issues. The inclusion of student representation at the meetings was agreed in 2015-16 so 2016-17 was the first year it was fully implemented and has proved to be a very positive addition to the process. However, for schools and institutes which offer primarily postgraduate provision, it was difficult to find representation as the students who attended during the year under review had graduated and new students had little experience of the programmes due to the timing of the meetings. In a couple of cases, institutes asked alumni from the relevant cohort to attend the meetings as an interim measure.

### Matters arising from the meetings

6.5 Common themes that emerged across all faculties were as follows:

- 1) Student number increases – schools and institutes noted difficulties in accommodating the increasing number of students in relation to staff time as well as physical space constraints. Where appropriate, schools and institutes were advised to bid for additional funding via the Planning and Accountability Review but concerns were also raised about the demands upon central spaces and services such as the library and IT.

- 2) Overseas recruitment – schools and institutes felt the EU and international student markets were becoming increasingly challenging and the decline in applications from EU students in light of Brexit was a concern. Resources were being channelled into recruitment with some schools trying to offer or increase conversion activities in the home country.
- 3) Introduction of the QMUL Model – the implementation and timing of the QMUL Model was raised in most meetings. Concerns were raised about tight deadlines and the introduction of the skills audit. As the focus of the APR meeting is the previous academic year, schools and institutes were encouraged to raise these concerns at the forums organised by the teams implementing the model.
- 4) Assessment and feedback – for QMUL, as for other universities in the sector, assessment and feedback scores are typically lower in module evaluation and student surveys such as NSS than scores in other categories. Improving satisfaction with this element is a priority for schools and institutes. Many had tried to offer a greater range and more personalised feedback to students but noted difficulties on programmes with large cohorts where it was time-consuming to provide the level of feedback desired. Schools and institutes were encouraged to share good practice in this area. Separately, there has also been an Assessment and Feedback Task and Finish Group which has made recommendations to schools, institutes and professional services to establish QMUL’s expectations of best practice in this area. This area is also covered in the matrix designed to capture and monitor actions arising from NSS results.
- 5) Use of the full range of marks – for undergraduate programmes in Science & Engineering (S&E) and Humanities and Social Sciences (HSS), meetings discussed how to support staff in using the full scale of marks, particularly for work in the 70 -100 range. In HSS this discussion was held in the context of the ‘Good Honours’ data that had been produced for the Faculty and looked at the number of students achieving first class or upper second honours.
- 6) Completion of the Taught Programmes Action Plan (TPAP) – the TPAP is a web-based tool designed to capture all actions relating to teaching and learning in one place to support ongoing monitoring. This website was introduced to try and avoid the production of multiple action plans and have a single repository which could be reviewed by schools/institutes, Deans and Vice-Principals. Use of the TPAP has declined over time with only one or two departments updating it throughout the year with most only doing so in advance of the APR meeting. It may be useful for QMUL to consider how it would prefer to monitor teaching and learning actions – whether by a re-design of the TPAP to improve its functionality or by other mechanisms.

#### Potential areas for improvement in the Annual Programme Review process

6.6 A specific dataset is produced for the APR meetings. This is time-consuming and the parameters used for the data are often different to other datasets that schools/institutes currently use (e.g. APR uses headcount for enrolment numbers whereas most schools prefer to use FTE). It may be more effective to adopt a central university dataset with set parameters for enrolment, progression, final awards etc. which could be more easily maintained and accessible throughout the year. This will be discussed with Strategic Planning Office.

6.7 It may be helpful to consider ways to increase student engagement with the APR process. Although the representation at meetings is useful, a student can only comment on their own course limiting their effectiveness if the school or institute has a large programme portfolio. Possible methods for widening engagement opportunities could include increasing the number of representatives at meetings (currently only one is sought although more are welcome to attend) or possibly introducing a requirement that the internal programme reviews are submitted to a meeting of the relevant Student Staff Liaison Committee for discussion.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

6.8QMUL's Annual Programme Review process aligns with the following elements of the standards and guidelines provided by the European Association for Quality Assurance in Higher Education (ENQA):

- 1.1 Policy for quality assurance
- 1.3 Student centred learning, teaching and assessment
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.9 On-going monitoring and periodic review of programmes

## 7. Module Evaluation

### Background

7.1 Module evaluation is an important feedback tool to capture the student experience of teaching, learning and assessment at module level. The collation of this feedback and consideration of the quantitative and qualitative data received is considered as part of each school and institute's programme monitoring processes, alongside other sources of information such as student data, other surveys and academic input. Module evaluation is undertaken as one part of the university's commitment to supporting a range of opportunities for students to engage in educational enhancement and quality assurance as outlined in the *QAA UK Quality Code for Higher Education chapter B5: Student Engagement*.

7.2 Module evaluation is carried out for all undergraduate and taught postgraduate programmes, including associate students, joint honours and distance learning programmes and academic development programmes.

7.3 There is a set of core statements that are included on all evaluations to allow comparability between modules. These are based on a five point Likert scale with responses ranging from strongly agree to strongly disagree. There are different sets for taught and dissertation modules with the teaching set focusing on areas such as teaching, assessment and learning resources whilst the dissertation set focuses more on the supervision support and resources for the dissertation. Schools and institutes can then add additional statements as required.

### Summary of process

7.4 Schools and institutes can opt whether to run evaluations online or on paper forms. Most schools opt to use paper forms as this produces a better response rate (63% overall for paper versus 41% for online). The evaluation period runs at the end of the semester once teaching on the module is concluding or at the point at which students are submitting their dissertations in the case of these modules.

7.5 Evaluation data is returned to ARCS which uses an external software provider – Evasys – to collate and analyse the results. Summary reports are then sent to senior academic staff in schools and institutes for them to review the module feedback and introduce changes as required. ARCS also produces a series of comparison reports for schools and institutes as well as preparing data to be used in other areas such as the Student Experience Teaching Learning and Assessment stocktake, to assist students with module selection and Annual Programme Review (APR). During their APR meetings, schools and institutes are expected to demonstrate they have reviewed low-scoring modules and taken actions to address concerns if appropriate. They are also expected to discuss module evaluation results at their Student Staff Liaison Committee meetings throughout the year and publicise results in an appropriate format to students.

### Matters arising from scheme operation in 2016/17

7.6 Schools and institutes will review and take action on individual modules throughout the year and report on this via the routes outlined above. However, there were some university level themes noted during the operation of the scheme in 2016/17 as follows:

- 1) Response rates – whilst some schools/institutes have very good overall response rates overall, others struggle to get a representative sample of the cohort to provide feedback. Even within schools with a good overall rate, the response rates between modules can vary greatly. This causes difficulties as a low response rate means that the views expressed may not be representative of the cohort as a whole, departments may be reluctant to introduce big changes on the basis of a small sample size and students then feel that feedback is not being acted on which in turn makes them less likely to respond to evaluations in future. Schools and institutes work hard to get good response rates but there are still areas which remain persistently low despite these efforts. This is a particular issue for the MBBS programme which may be affected by the fact that the taught module statements are not suitable for clinical work and also by the fact that students on clinical placements could be asked to complete several surveys. This issue is being addressed in 2017-18 via revisions to the evaluation statements to make them more appropriate to clinical contexts and adjusting the timing of evaluations. . These changes will be reviewed at the end of the year to see if the revisions have been successful. QMUL staff undertaking academic development courses as part of the Academic Development, Education and the Promotion of Teaching (ADEPT) scheme are also poor respondents to evaluations. Academic Development, which runs the programmes, will trial the use of paper forms and adjust the timing of evaluations in 2017/18 to improve response rates.
  
- 2) Paper vs. online evaluations – using paper forms creates a considerable administrative burden both centrally and for schools and institutes; it is costly and increases turnaround times for evaluations due to the need to scan forms. Online surveys are quicker and cheaper but get a lower response rate, typically around 41% compared to a response rate of 63% for paper surveys. There may be time and resource benefits to moving more evaluations online but QMUL would need to put resources into strategies to encourage students to complete the web-based surveys.

7.7 Publication of module evaluation results – schools and institutes are encouraged to inform students about the actions they have taken as a result of feedback. Schools and institutes determine communication plans for responding to feedback on modules so there is some variability in terms of the way students are informed and the visibility of this information. A further issue relates to the anonymity of module leads in the evaluation summaries. As mentioned above, ARCS publishes quantitative data from the core module statements to assist students with module selection. Although academics' names are removed from these reports, there have been concerns that students will still be able to identify teaching staff. For the 2017-2018 reports, ARCS will amend the website with text to remind students that the views expressed are from individuals and may not be representative of the whole cohort.. The 'ownership' of evaluation data is ambiguous as students create the data but it provides information about staff – the management of module evaluation data may also need to be considered in light of the incoming General Data Protection Regulation Act (GDPR). If necessary, Education Quality and Standards Board will be advised of any recommended changes.

#### Potential areas for development in the module evaluation process

- 1) The introduction of the QMUL Model will include students undertaking modules at external organisations. Given that these placements will attract academic credit, it is expected that QMUL will wish to evaluate these placements. To do this a new set of core questions will need to be agreed in order to capture views on teaching, learning and assessment in a placement context. In addition, agreements will need to be reached with the host

organisation about the implementation of surveys and data-sharing to ensure that results of any joint or aligned evaluations can be utilised by both parties as appropriate.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

7.8 QMUL's module evaluation process aligns with the following elements of the standards and guidelines provided by the European Association for Quality Assurance in Higher Education (ENQA):

1.1 Policy for quality assurance

1.2 Student-centred learning, teaching and assessment

1.9 Ongoing monitoring and periodic review of programmes

## 8 External examining

### Background

8.1 Each taught programme, or cognate group of modules in some disciplines, has an external examiner. The purpose of the external examiner system is as follows:

- to ensure that QMUL's degrees are comparable in standard to those awarded by other UK universities;
- to ensure fairness and consistency in assessment procedures and student classification;
- to scrutinise the effectiveness and appropriateness of the assessment system;
- to assure the wider community of the standard of QMUL's degrees and the fairness of its assessment procedures

8.2 QMUL's external examiners are appointed in accordance with nationally agreed appointment criteria, as is required by Chapter B7 of the Quality Assurance Agency's *UK Quality Code for Higher Education*. The formal responsibility of each external examiner is to the President and Principal; while the external examiners' reports are processed by the Academic Registry and Council Secretariat (ARCS), an external examiner may make a confidential report to the President and Principal at any time.

8.3 In addition to external examiners at subject and module level, QMUL also has external members of its undergraduate and postgraduate Degree Examination Boards (DEBs). External examiners attend QMUL's Subject Examination Boards (SEBs) and the use of external members for DEBs mirrors this approach, with the external members being drawn from among professional services staff with relevant experience (usually an academic registrar or equivalent) from another university. The external member comments on the conduct of the Degree Examination Boards, the academic regulations, assessment governance and any related issues for further consideration.

8.4 Schools and Institutes are required to respond to each report from each external examiner, and to lodge a copy of their response with ARCS. A summary of issues raised by external examiners is considered by the Education Quality and Standards Board which monitors emerging themes.

8.5 The summary of external examiners reports received by EQSB, is also published on the external QMUL *External Examiner Resources* webpages. Individual SEB external examiner reports are made available to student representatives via SSLCs along with SEB responses. All reports should be reviewed by the relevant School's Learning and Teaching committee to inform changes to policies and procedures. 8.6 The reports from external members of Degree Examination Boards are considered in full by the Education Quality and Standards Board. These reports may highlight issues for further discussion with regard to the academic regulations, or may assist QMUL in comparing its assessment governance practice to other HEIs in the sector.

### Issues raised by external examiners and external members during 2016-17

8.7 The majority of examiners (89% UG & 88% PG) confirmed that the curriculum design of QMUL programmes were *Good* the remainder being *Satisfactory*. No programmes were reported as having *Poor* curriculum design.

8.8 No institutional concerns were raised by external examiners or the external member in 2016-17. Items of 'best practice' have been commended and shared within Faculties. Areas of further guidance have also been noted to assist with further development.



#### 8.9 Particular issues raised by externals in 2016-17 included:

- Numerous externals commented positively on the broad curriculum and amount of choices offered to our students.
- The classification scheme for the undergraduate Law award (LLB) was questioned by a minority of externals, noting that it seemed somewhat generous. QMUL has undertaken benchmarking on this subject, which will be reviewed by the Education Quality and Standards Board (EQSB).
- Multiple external examiners, particularly in Humanities and Social Sciences, suggested that markers should make greater efforts to use the full range of marks available, particularly at the top end. This is a recurrent comment. Some schools have adopted 'laddered' marking (where only certain marks can be used, forcing markers to use a wider range), and QMUL is considering the adoption of an institution-wide marking review as part of efforts to introduce a Grade Point Average (GPA).
- A number of comments requested greater scrutiny of examination papers and assessments to avoid errors, and clearer marking trails to show where and why marks had been given. These issues were referred back to the Subject Examination Boards in question for action, and EQSB will monitor future reports.
- Late summer resits had been introduced across all schools for the first time in August 2016. Many externals commented positively on this change, which was noted as helpful for the student experience (particularly for finalists, who no longer had to spend a year resitting out of attendance before they could seek employment).
- The vast majority of comments were positive, and confirmed that external examiners had confidence in QMUL's academic standards.

#### Action for 2017-18

8.10 A total of 14 external examiners (6% of the total) have failed to submit a report, this is a reduction on 2014/15 figures where 24 external examiners (11% of the total) failed to submit a report. The Education Quality and Standards Board discussed this issue of external examiners who fail to submit reports during 2016-17; ARCS monitors submission and emails external examiners where reports have not been received. In addition to this details of missing reports and responses are provided for each APR, these lists are also sent to DTPAG for continued monitoring. .

8.11 Following the recommendation of the external member for the PG DEB in October 2016, QMUL will no longer have an external member to review the PGT DEBs. The external member noted that there was less need for an external member to provide an additional level of assurance to that provided by the individual SEB external examiners and internal assurance processes. The implementation of SITS and the borderline classification policy has reduced the discretion available to SEBs and the DEB, which enables them to focus on high quality marking and moderation to ensure an appropriate academic outcome and equal treatment of all students. Moreover, there is also greater transparency across the sector in part due to external requirements (e.g. CMA, KIS) that allows regular checking of sector norms and identification of innovation and development through appropriate QMUL committees, reducing the need for input from an external member on sector developments.

The external member for UG programmes will be retained and will be used, should the need arise, to review the PGT DEBs. PGT DEBs will continue to be attended by the Deputy Academic Registrars to provide expert knowledge.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

8.10 QMUL's external examiner procedures align with the following elements of the standards and guidelines provided by the European Association for Quality Assurance in Higher Education (ENQA):

1.1 Policy for quality assurance

1.9 On-going monitoring and periodic review of programmes

## 9 Summary of data for Annual Provider Review

9.1 The following spreadsheets on student entry, progression and outcomes have been produced by the Strategic Planning Office. The workbook covers the period up to 2016-17 and each spreadsheet displays the most current data available- in some cases this is dependent on the reporting timescales of the external organisation responsible for producing the statistical analysis.

Data type	Summary	Inclusions/exclusions	Points to note
Entry tariff	QMUL tariff points by JACS subject level 3 for 2013-14 to 2016-17  Source data: HESA student return	Includes first year, first degree students. Excludes foundation degree students	Tariff is calculated for all new first degree entrants entering with tariffable level 3 (A level and equivalents) qualifications.  Shows full person equivalent (FPE) rather than FTE. FPE is used to apportion student headcount where activity takes place over several subject areas.
Non-continuation	Non-continuation following year of entry by student category  Source data: HESA non-continuation performance indicators, 2013/14 to 2015/16	QMUL has a non-continuation benchmark set by HESA. This is adjusted based on QMUL's subject mix and demographics so it is not advisable to make comparisons with other institutions	Engagement, retention and success work shows that the non-continuation rate is above our HEFCE benchmark – reasons for this are being investigated.  Non-continuation is one of the TEF core metrics. In the most recent TEF exercise our performance for non-continuation, while above benchmark, did not raise any flags for concern. However, the difference between indicator and benchmark using the TEF criteria is 1.6% above and if this were to rise to 2%, a negative flag would be generated.
Non-continuation	Non-continuation by JACS subject level 3  Source data: HESA student subject level file and HEFCE TEF dataset	n/a	There are no benchmarks for subject level non-continuation rates at present.  It is intended that subject level benchmarks will be available as part of subject level TEF.
Progression	Undergraduate progression and withdrawal statistics by school  Source data: SITS	Excludes SMD students intercalating at an external organisation and associate students	Students who transfer from one programme to another within an academic year will have their progression outcome for that year reported against the home school of the programme that they transferred to.
Degree classification	Number of 'good honours' degrees by JACS subject level 3  Source data: HEIDI	n/a	Heidi data can be used as a means to compare QMUL performance to Russell Group institutions.

Authors: Katherine Bevan, Alice de Havillan, Simon Hayter, Jane Pallant, Emma Rabin, Strategic Planning Office  
September 2017

## QMUL tariff points by JACS subject level 3 for 2013/14 to 2016/17

Method : (as used in the Times and Sunday Times Good University Guide)

First year, first degree students under 21 years of age

Highest qualification on entry HESA P codes (QVALENT3) - level 3 qualifications

Excludes foundation year students

1-4% below sector average/median

5-9% below sector average/median

10%+ below sector average/median

1-4% above sector average/median

5-9% above sector average/median

10%+ above sector average/median

							2015/16		
JACS subject level 3		2013/14	2014/15	2015/16	2016/17	Full Person Equivalent of 16/17 pop	Trend	Sector average	Sector median
Humanities & Social Sciences	Accounting	-	330	385	395	57	■ ■ ■ ■	300	283
	Business studies	383	411	418	403	223	■ ■ ■ ■	284	274
	Comparative Literary studies	346	351	306	313	56	■ ■ ■ ■	341	314
	Drama	421	434	416	396	63	■ ■ ■ ■	324	323
	Economics	422	435	456	422	153	■ ■ ■ ■	322	316
	English studies	414	409	388	355	202	■ ■ ■ ■	322	305
	Finance	403	422	448	410	37	■ ■ ■ ■	301	289
	French studies	338	377	341	333	31	■ ■ ■ ■	371	386
	German and Scandanavian studies	354	373	387	326	18	■ ■ ■ ■	371	375
	History	390	379	371	383	215	■ ■ ■ ■	331	310
	Human and Social Geography	379	376	358	326	110	■ ■ ■ ■	352	355
	Physical Geography and Environmental Science	350	362	322	339	41	■ ■ ■ ■	339	322
	Iberian studies	346	365	334	348	23	■ ■ ■ ■	361	370
	Law	483	494	532	482	180	■ ■ ■ ■	334	319
	Linguistics	385	374	345	315	31	■ ■ ■ ■	336	333
	Management studies	-	408	396	397	79	■ ■ ■ ■	298	288
	Marketing	-	-	419	403	22	■ ■ ■ ■	282	281
Media studies	414	419	378	376	55	■ ■ ■ ■	288	284	
Others in European Languages and Area studies	406	363	396	321	5	■ ■ ■ ■	360	397	
Politics	400	410	379	374	242	■ ■ ■ ■	306	293	
Science & Engineering	Aerospace Engineering	365	373	383	370	41	■ ■ ■ ■	343	354
	Biology	426	437	397	393	180	■ ■ ■ ■	332	325
	Chemistry	361	377	350	351	78	■ ■ ■ ■	355	347
	Computer Science	374	359	370	381	228	■ ■ ■ ■	314	306
	Electronic and Electrical Engineering	409	335	381	346	49	■ ■ ■ ■	309	307
	General Engineering	-	373	405	355	5	■ ■ ■ ■	348	345
	Genetics	393	407	369	371	39	■ ■ ■ ■	338	332
	Materials and Minerals Technology	365	374	375	384	27	■ ■ ■ ■	361	368
	Mathematics and Statistics	374	387	377	354	259	■ ■ ■ ■	363	348
	Mechanical, Production and Manufacturing Engineering	374	381	369	350	146	■ ■ ■ ■	327	320
	Molecular Biology, Biophysics and Biochemistry	389	387	384	357	60	■ ■ ■ ■	356	352
	Physics and Astronomy	373	374	369	344	74	■ ■ ■ ■	393	396
	Psychology	390	389	402	390	90	■ ■ ■ ■	321	315
	Zoology	412	397	384	375	7	■ ■ ■ ■	357	356
Medicine & Dentistry	Anatomy, physiology & pathology	-	-	441	393	34	■ ■ ■ ■	359	364
	Dentistry	492	505	538	489	58	■ ■ ■ ■	480	482
	Medicine	560	570	566	543	201	■ ■ ■ ■	482	501
	Pharmacology, toxicology & pharmacy	-	-	416	417	19	■ ■ ■ ■	350	353
	Social Policy	-	450	347	376	12	■ ■ ■ ■	335	336
<b>Total</b>	<b>411</b>	<b>417</b>	<b>405</b>	<b>390</b>	<b>3,456</b>	<b>■ ■ ■ ■</b>	<b>314</b>	<b>303</b>	

Source: HESA Student Return 2013/14 to 2016/17

## Notes:

\* Tariff is calculated for all new first degree entrants entering with tariffable level 3 (A level and equivalents) qualifications.

\* With the various changes in government policy in the last few years including the introduction of £9,000 fees, the introduction and removal of the student number control, and to the latest uncapped recruitment policy, the overall entry tariff at QMUL has had small fluctuations. The uncapped policy from 2015/16 onwards has allowed QMUL to capitalise on undergraduate numbers but has led to a decrease in tariff compared to the 2014/15 population.

\* Full person equivalent (FPE) is different to full time equivalent (FTE). Those studying on the same programme but one on a full-time basis, and one on a part-time basis would have an FTE of 1 and 0.5 respectively, but an FPE of 1 each. FTE is used to apportion student headcount where activity takes place over several subject areas. FPE looks at how much of the (whole) person's time is engaged in a particular activity.

\* Comparison to the sector in 2015/16 identifies where QMUL is above and below at subject level. Subjects below sector performance are French Studies and Iberian Studies within HSS, and Physics &amp; Astronomy in S&amp;E.

\* Increasing tariff between 2013/14 and 2016/17 have been recorded in accounting and materials &amp; minerals technology.

HESA PERFORMANCE INDICATORS: 2012/13 entrants in to 2013/14, 2013/14 entrants in to 2014/15 and 2014/15 entrants in to 2015/16

Non-continuation following year of entry

HESA PI Table	Not in HE in following year		Cohort start year			Trend
			2012/13	2013/14	2014/15	
3a	Young full-time first degree entrants	QMUL	5.7	5.5	5.7	
		HEFCE benchmark	3.7	3.9	3.9	
		Difference - QMUL to benchmark	-2	-1.6	-1.8	
3a	Mature full-time first degree entrants	QMUL	11.6	13.2	11.2	
		HEFCE benchmark	9.9	9.8	9.2	
		Difference - QMUL to benchmark	-1.7	-3.4	-2	
3a	All full-time first degree entrants	QMUL	6.6	6.5	6.4	
		HEFCE benchmark	4.6	4.7	4.6	
		Difference - QMUL to benchmark	-2	-1.8	-1.8	
3b	Young full-time first degree entrants from low participation neighbourhoods (POLAR 3)	QMUL	8.2	12.1	6.6	
		HEFCE benchmark	4.2	4.6	4.3	
		Difference - QMUL to benchmark	-4	-7.5	-2.3	
3b	Young full-time first degree entrants from other participation neighbourhoods (POLAR 3)	QMUL	5.6	5.2	5.7	
		HEFCE benchmark	3.4	3.5	3.5	
		Difference - QMUL to benchmark	-2.2	-1.7	-2.2	
3c	Mature full-time first degree entrants with previous HE qualification	QMUL	5.9	7	5.2	
		HEFCE benchmark	6.2	6.2	6.1	
		Difference - QMUL to benchmark	0.3	-0.8	0.9	
3c	Mature full-time first degree entrants with no previous HE qualification	QMUL	18.0	19.5	18.7	
		HEFCE benchmark	14.0	13.5	13.0	
		Difference - QMUL to benchmark	-4	-6	-5.7	

Source: HESA non-continuation performance indicators, 2013/14 to 2015/16

Notes:

- \* Non-continuation is a HESA performance indicator which measures the proportion of undergraduate students who were registered as active at an institution on 1 December of their first year of study, and were no longer actively studying - whether at the institution, or elsewhere - by 1 December of the following year.
- \* Non-continuation is available at subject level for 2012/13 and 2013/14 having been made available as part of the Teaching Excellence Framework (TEF) datasets. Subject level rates do not have associated HEFCE benchmarks to consider relative performance at each subject.
- \* HESA advise that institutions should not compare themselves to other institutions as each institution is provided with a benchmark which reflects the subject mix and demographics of the student population.
- \* As identified in the annual engagement, retention and success (ERS) presentation to Council in .., the non-continuation rate for QMUL is above the HEFCE benchmark which suggests that more students than expected are not continuing at QMUL. Work continues through ERS to investigate areas of concern and attempts to reduce the level of non-continuation. This HESA performance indicator is linked to QMUL IOP 1.2a (percentage of students commencing their studies who do not complete the degree programme) as higher levels of non-continuation between the first and second year will lead to higher levels not completing the degree programme.
- \* Non-continuation is one of the TEF core metrics. In the most recent TEF exercise our performance for non-continuation, while above benchmark, did not raise any flags for concern. However, the difference between indicator and benchmark using the TEF criteria is 1.6% above and if this were to rise to 2%, a negative flag would be generated. Focus will need to be placed on reducing non-continuation rates for students from disadvantaged backgrounds and those who declare a disability.

TEF non-continuation indicators 2012/13 (Year 2) and 2013/14 (Year 3) by JACS subject level 3

Faculty	JACS level 3	2012-13 entrants		2013-14 entrants		2012-13 entrants (data)			2013-14 entrants (data)		
		Non-continuation	Transfer	Non-continuation	Transfer	Continue or qualify	Transfer	Inactive	Continue or qualify	Transfer	Inactive
SMD	Medicine	1.4%	0.3%	2.6%	0.0%	288.0	1.0	4.0	302.0		8.0
	Dentistry	1.4%	0.0%	1.3%	1.3%	73.0	0.0	1.0	73.0	1.0	1.0
	Anatomy, Physiology and Pathology	0.0%	0.0%	0.0%	0.0%	4.0	0.0	0.0	15.3		
	Medical Technology			0.0%	0.0%				2.0		
	Others in Subjects allied to Medicine	0.0%	0.0%	0.0%	0.0%	3.0	0.0	0.0	6.7		
S&E	Biology	2.5%	4.4%	5.5%	2.3%	146.7	7.0	4.0	118.0	3.0	7.0
	Zoology	12.5%	6.3%	28.6%	0.0%	13.0	1.0	2.0	15.0		6.0
	Genetics	3.0%	0.0%	7.4%	3.7%	32.0	0.0	1.0	24.0	1.0	2.0
	Molecular Biology, Biophysics and Biochemistry	2.1%	6.4%	4.5%	2.3%	42.7	3.0	1.0	41.0	1.0	2.0
	Psychology	6.9%	1.7%	6.5%	1.6%	53.3	1.0	4.0	57.0	1.0	4.0
	Chemistry	4.4%	14.6%	1.0%	10.3%	55.4	10.0	3.0	86.0	10.0	1.0
	Physics and Astronomy	6.2%	6.2%	10.1%	3.4%	113.0	8.0	8.0	103.0	4.0	12.0
	Mathematics and Statistics	4.5%	6.4%	8.9%	6.9%	165.9	12.0	8.4	162.8	13.4	17.2
	Operational Research	0.0%	0.0%			8					
	Computer Science	15.3%	12.6%	5.4%	10.4%	96.2	16.8	20.3	118.7	14.7	7.7
	Mechanical, Production and Manufacturing Engineering	5.0%	2.0%	4.8%	2.9%	93.0	2.0	5.0	96.0	3.0	5.0
	General Engineering	0.0%	0.0%			8					
	Aerospace Engineering	4.3%	0.0%	5.5%	5.5%	44.0	0.0	2.0	49.0	3.0	3.0
	Electronic and Electrical Engineering	15.0%	14.3%	9.3%	20.9%	47.0	9.5	10.0	30.0	9.0	4.0
Materials and Minerals Technology	8.1%	0.0%	7.5%	0.0%	34.0	0.0	3.0	37.0		3.0	
HSS	Economics	2.6%	3.2%	1.1%	2.6%	107.0	3.7	3.0	99.0	2.7	1.2
	Politics	10.9%	5.6%	3.5%	6.0%	66.5	4.5	8.7	91.2	6.0	3.5
	Others in Social studies	0.0%	33.3%	0.0%	0.0%	2.0	1.0	0.0	2.0		
	Physical Geography and Environmental Science	2.4%	0.0%	8.7%	0.0%	40.7	0.0	1.0	38.7		3.7
	Human and Social Geography	3.7%	0.9%	2.8%	3.1%	52.0	0.5	2.0	66.9	2.2	2.0
	Law	6.1%	0.7%	5.6%	1.6%	137.0	1.0	9.0	115.0	2.0	7.0
	Business studies	9.5%	7.6%	6.5%	4.4%	90.1	8.3	10.3	113.4	5.6	8.3
	Finance	0.0%	6.6%	2.1%	2.1%	18.8	1.3	0.0	15.3	0.3	0.3
	Media studies	8.1%	0.0%	11.5%	5.7%	28.5	0.0	2.5	36.0	2.5	5.0
	English studies	9.3%	1.3%	9.8%	2.2%	139.5	2.0	14.5	197.5	5.0	22.0
	French studies	11.3%	10.2%	9.9%	4.0%	12.8	1.7	1.8	21.7	1.0	2.5

Faculty	JACS level 3	2012-13 entrants		2013-14 entrants		2012-13 entrants (data)			2013-14 entrants (data)		
		Non-continuation	Transfer	Non-continuation	Transfer	Continue or qualify	Transfer	Inactive	Continue or qualify	Transfer	Inactive
	German and Scandanavian studies	5.8%	17.3%	<b>12.0%</b>	5.4%	6.7	1.5	0.5	10.4	0.7	1.5
	Iberian studies	<b>16.8%</b>	7.0%	<b>13.1%</b>	9.9%	18.2	1.7	4.0	27.4	3.5	4.7
	Others in European Languages and Area studies	0.0%	0.0%	<b>12.8%</b>	12.8%	2.7	0.0	0.0	8.7	1.5	1.5
	Linguistics	<b>11.9%</b>	0.0%	<b>13.8%</b>	1.7%	18.5	0.0	2.5	24.5	0.5	4.0
	Comparative Literary studies	<b>14.8%</b>	0.0%	<b>8.3%</b>	5.2%	11.5	0.0	2.0	41.5	2.5	4.0
	History	<b>11.8%</b>	3.5%	<b>6.5%</b>	3.5%	72.0	3.0	10.0	153.0	6.0	11.0
	Drama	<b>16.0%</b>	6.2%	<b>11.8%</b>	8.4%	31.5	2.5	6.5	47.5	5.0	7.0
<b>Total</b>		<b>6.4%</b>	<b>4.3%</b>	<b>6.3%</b>	<b>4.1%</b>	<b>2176.0</b>	<b>104.0</b>	<b>155.0</b>	<b>2446.0</b>	<b>111.0</b>	<b>172.0</b>

Source: HESA student subject level file (2012/13 & 2013/14) and the TEF individualised file from HEFCE

**Notes:**

\* Non-continuation is available at subject level for 2012/13 and 2013/14 having been made available as part of the Teaching Excellence Framework (TEF) datasets. Subject level rates do not have associated HEFCE benchmarks to consider relative performance at each subject.

\* Subject areas highlighted in bold red text are above the QMUL non-continuation rate for that year. As subject level rates are not benchmarked this is used as a proxy to identify areas for improvement. However, subjects performing above the QMUL rate may be performing well if a subject level benchmark was available. It is intended that subject level benchmarks will be available as part of subject level TEF

Queen Mary Undergraduate Progression Statistics by School: 2013/14 to 2015/16

Faculty	S&E Foundation Programme	School	2013/14					2014/15					2015/16				
			% Progressed	% Withdrawn - Student	% Withdrawn - College	% Other	Total number of students	% Progressed	% Withdrawn - Student	% Withdrawn - College	% Other	Total number of students	% Progressed	% Withdrawn - Student	% Withdrawn - College	% Other	Total number of students
HSS	N	BUSM	91%	1%	5%	3%	666	92%	1%	3%	4%	656	94%	2%	3%	1%	788
		ECON	92%	2%	2%	4%	583	95%	1%	2%	3%	644	95%	1%	2%	2%	673
		ENDR	85%	4%	2%	10%	865	84%	3%	4%	9%	857	90%	3%	2%	5%	945
		GEOG	90%	2%	2%	6%	407	89%	2%	1%	7%	392	90%	1%	3%	5%	412
		HIST	87%	3%	4%	6%	478	91%	2%	3%	5%	487	91%	2%	3%	4%	633
		LAWS	89%	2%	2%	7%	835	89%	1%	2%	8%	850	89%	2%	2%	8%	836
		SLLF	85%	3%	3%	9%	798	86%	2%	3%	9%	753	86%	3%	4%	6%	811
		SPIR	86%	3%	2%	9%	440	85%	2%	3%	9%	475	88%	2%	5%	5%	619
<b>Total HSS</b>			<b>88%</b>	<b>3%</b>	<b>3%</b>	<b>7%</b>	<b>5,073</b>	<b>89%</b>	<b>2%</b>	<b>3%</b>	<b>7%</b>	<b>5,114</b>	<b>90%</b>	<b>2%</b>	<b>3%</b>	<b>5%</b>	<b>5,717</b>
Other	N	LANGC	92%	3%	3%	2%	208	89%	2%	6%	3%	219	90%	2%	7%	1%	193
<b>Total Other</b>			<b>92%</b>	<b>3%</b>	<b>3%</b>	<b>2%</b>	<b>208</b>	<b>89%</b>	<b>2%</b>	<b>6%</b>	<b>3%</b>	<b>219</b>	<b>90%</b>	<b>2%</b>	<b>7%</b>	<b>1%</b>	<b>193</b>
S&E	N	COMP	85%	2%	7%	6%	424	89%	2%	6%	3%	489	86%	2%	7%	5%	583
		ELEC	83%	3%	8%	7%	332	87%	0%	7%	5%	273	84%	3%	5%	8%	238
		ISEFP	80%	2%	14%	4%	56	81%	0%	16%	3%	79	85%	2%	12%	2%	59
		MATH	81%	2%	9%	8%	805	80%	1%	6%	13%	760	84%	3%	6%	7%	794
		PHYS	85%	2%	2%	11%	315	88%	2%	3%	8%	332	84%	4%	5%	8%	352
		SBCS	92%	2%	2%	5%	1,321	91%	2%	3%	5%	1,433	93%	2%	2%	3%	1,533
		SEMS	89%	1%	2%	7%	987	91%	1%	2%	6%	952	90%	2%	4%	4%	963
	√	COMP	78%	3%	16%	3%	32	68%	10%	14%	8%	71	76%	2%	19%	3%	95
		ELEC	84%	3%	14%	0%	37	79%	5%	8%	8%	38	97%	0%	3%	0%	29
		MATH	84%	2%	11%	2%	44	85%	3%	8%	5%	40	84%	3%	11%	1%	70



Faculty	S&E Foundation Programme	School	2013/14					2014/15					2015/16				
			% Progressed	% Withdrawn - Student	% Withdrawn - College	% Other	Total number of students	% Progressed	% Withdrawn - Student	% Withdrawn - College	% Other	Total number of students	% Progressed	% Withdrawn - Student	% Withdrawn - College	% Other	Total number of students
		PHYS	71%	7%	18%	4%	84	88%	1%	5%	5%	91	77%	2%	10%	12%	121
		SBCS	86%	1%	8%	5%	138	92%	3%	3%	2%	139	80%	2%	6%	12%	173
		SEMS	84%	0%	9%	7%	44	64%	1%	24%	10%	67	76%	10%	12%	2%	110
<b>Total S&amp;E</b>			<b>87%</b>	<b>2%</b>	<b>5%</b>	<b>6%</b>	<b>4,619</b>	<b>87%</b>	<b>2%</b>	<b>4%</b>	<b>6%</b>	<b>4,764</b>	<b>87%</b>	<b>2%</b>	<b>5%</b>	<b>5%</b>	<b>5,120</b>
SMD	N	SMED	95%	0%	1%	3%	1,605	95%	0%	0%	5%	1,587	94%	0%	2%	4%	1,498
		DENT	95%	0%	1%	3%	435	90%	0%	1%	9%	423	92%	0%	0%	8%	401
		ICMS	98%	0%	2%	0%	52	100%	0%	0%	0%	61	96%	2%	0%	3%	112
		IHSE	100%	0%	0%	0%	15	100%	0%	0%	0%	21	100%	0%	0%	0%	26
		WHRI	98%	0%	2%	0%	47	100%	0%	0%	0%	41	97%	1%	0%	1%	70
<b>Total SMD</b>			<b>95%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>	<b>2,154</b>	<b>94%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>2,133</b>	<b>94%</b>	<b>0%</b>	<b>1%</b>	<b>4%</b>	<b>2,107</b>
Transnational	N	BUPT	96%	0%	0%	3%	2,296	97%	0%	0%	2%	2,470	97%	0%	0%	3%	2,552
		NANC	99%	1%	0%	0%	104	100%	0%	0%	0%	348	96%	1%	0%	3%	619
<b>Total Transnational</b>			<b>96%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>2,400</b>	<b>98%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>	<b>2,818</b>	<b>97%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>3,171</b>
<b>Total</b>			<b>90%</b>	<b>2%</b>	<b>3%</b>	<b>5%</b>	<b>14,454</b>	<b>91%</b>	<b>1%</b>	<b>2%</b>	<b>5%</b>	<b>15,048</b>	<b>91%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>16,308</b>

Source: Internal data extracted from the student records system (SITS)

**Notes:**

\* Other - includes students who are out of attendance, students who are resitting out of attendance, or students retaking the year, or those whose record is indeterminate for reasons such as records on hold

Good honours 2013/14 to 2016/17: QMUL performance by JACS subject level

Faculty	School/ Institute	JACS subject area	% good honours				Total students awarded in 2015/16	Trend	2015/16				
			2013/14	2014/15	2015/16	2016/17			QMUL rank in RG	No. of RG insts	RG median	RG top quartile	QMUL diff. to median
Humanities and Social Sciences	Geography	(F7) Science of aquatic & terrestrial environments	100%	100%	75%	82%	9		4=	10	75%	77%	0%
		(F8) Physical geographical sciences	60%	67%	67%	94%	16		20	20	90%	96%	-23%
		(L7) Human & social geography	75%	75%	77%	90%	70		20	20	90%	94%	-13%
	History	(V1) History by period	90%	87%	91%	92%	168		17=	22	96%	98%	-5%
	Law	(M1) Law by area	83%	90%	79%	89%	229		13	16	85%	92%	-6%
	SBM	(N1) Business studies	63%	58%	63%	76%	251		16	18	85%	92%	-22%
	SED	(Q3) English studies	91%	96%	92%	92%	183		14=	22	93%	97%	-1%
		(W4) Drama	90%	100%	91%	92%	72		7=	13	91%	100%	0%
	SEF	(L1) Economics	68%	70%	84%	77%	151		8=	23	81%	89%	3%
		(N3) Finance	33%	56%	71%	75%	30		13	18	76%	84%	-5%
	SLLF	(P3) Media studies	91%	88%	80%	88%	48		8	10	86%	88%	-6%
		(Q1) Linguistics	75%	83%	80%	84%	22		10	13	88%	100%	-8%
		(Q2) Comparative literary studies	89%	80%	88%	90%	39		5	6	100%	100%	-13%
		(R1) French studies	83%	86%	67%	68%	52		20	20	91%	96%	-24%
(R2) German studies		100%	50%	50%	75%	11		17	18	100%	100%	-50%	
SPIR	(R4) Spanish studies	80%	80%	75%	81%	21		19	20	90%	100%	-15%	
	(R7) Russian & East European studies	100%	-	100%	91%	8		1=	10	100%	100%	0%	
	(L2) Politics	85%	78%	73%	82%	173		23	23	90%	93%	-17%	
Science and Engineering	EECS	(H6) Electronic & electrical engineering	52%	65%	77%	56%	55		9=	19	77%	80%	0%
		(I1) Computer science	53%	64%	65%	70%	143		23	23	78%	87%	-13%
	SBCS	(C1) Biology	84%	73%	77%	84%	203		19	21	88%	92%	-11%
		(C3) Zoology	67%	100%	100%	70%	10		1=	16	92%	100%	8%
		(C4) Genetics	70%	80%	67%	61%	33		11	12	75%	84%	-8%
		(C7) Molecular biology, biophysics & biochemistry	91%	67%	75%	82%	67		19	20	83%	88%	-8%
		(C8) Psychology	92%	67%	90%	85%	68		15=	22	93%	96%	-3%
	SEMS	(F1) Chemistry	73%	78%	81%	88%	76		10	21	80%	84%	1%
		(H1) General engineering	100%	100%	100%	100%	33		1=	18	83%	100%	17%
		(H3) Mechanical engineering	57%	65%	68%	74%	156		17	18	80%	84%	-12%
	SMS	(H4) Aerospace engineering	73%	64%	77%	74%	50		8	12	79%	94%	-2%
		(J5) Materials technology not otherwise specified	75%	73%	83%	83%	40		1	4	81%	82%	2%
	SPA	(G1) Mathematics	53%	56%	59%	68%	171		23	24	74%	77%	-15%
		(G3) Statistics	50%	67%	50%	61%	12		15	15	80%	100%	-30%
Medicine and Dentistry	Blizard	(F3) Physics	64%	73%	69%	78%	86		19=	21	77%	82%	-8%
		(F5) Astronomy	67%	50%	100%	80%	10		1=	15	100%	100%	0%
	IHSE/William Harvey	(B9) Others in subjects allied to medicine	100%	100%	83%	89%	38		7	14	83%	88%	0%

QMUL in bottom quartile of RG  
 QMUL 10% or more below the RG median  
 QMUL 10% or more above the RG median

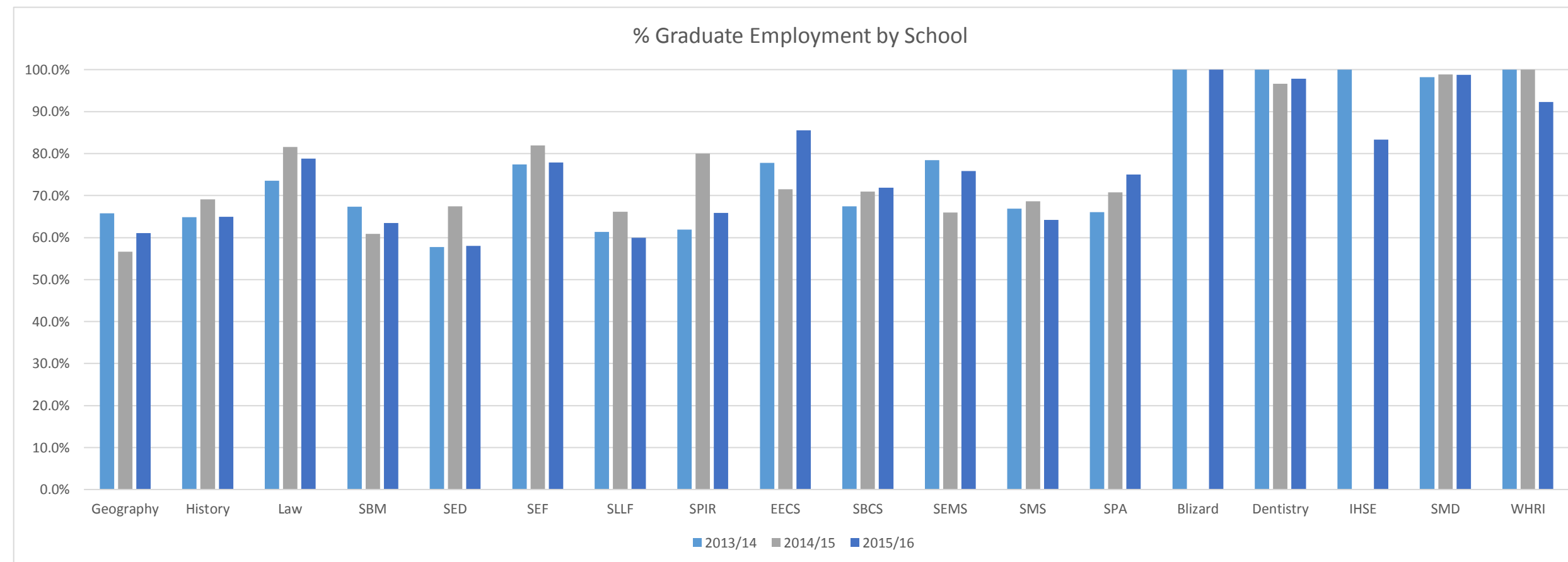
Source: Heidi - Student qualifiers population 2015/16

Notes:  
 Data extracted from Heidi is rounded to the nearest five so may not match to analyses using internal data  
 Heidi data used as a means to compare QMUL performance to Russell Group institutions

QMUL Graduate Prospects - 2013/14 to 2015/16

Faculty	School	2013/14			2014/15			2015/16		
		Graduate Level	Non-graduate Level	% Graduate Level	Graduate Level	Non-graduate Level	% Graduate Level	Graduate Level	Non-graduate Level	% Graduate Level
HSS	Geography	50	26	65.8%	47	36	56.6%	44	28	61.1%
	History	61	33	64.9%	38	17	69.1%	76	41	65.0%
	Law	75	27	73.5%	84	19	81.6%	78	21	78.8%
	SBM	33	16	67.3%	28	18	60.9%	40	23	63.5%
	SED	97	71	57.7%	83	40	67.5%	94	68	58.0%
	SEF	48	14	77.4%	77	17	81.9%	60	17	77.9%
	SLLF	73	46	61.3%	80	41	66.1%	57	38	60.0%
	SPIR	26	16	61.9%	28	7	80.0%	29	15	65.9%
	<b>Total</b>	<b>463</b>	<b>249</b>	<b>65.0%</b>	<b>465</b>	<b>195</b>	<b>70.5%</b>	<b>478</b>	<b>251</b>	<b>65.6%</b>
S&E	EECS	84	24	77.8%	83	33	71.6%	89	15	85.6%
	SBCS	178	86	67.4%	217	89	70.9%	174	68	71.9%
	SEMS	124	34	78.5%	89	46	65.9%	94	30	75.8%
	SMS	87	43	66.9%	81	37	68.6%	70	39	64.2%
	SPA	39	20	66.1%	46	19	70.8%	48	16	75.0%
	<b>Total</b>	<b>512</b>	<b>207</b>	<b>71.2%</b>	<b>516</b>	<b>224</b>	<b>69.7%</b>	<b>475</b>	<b>168</b>	<b>73.9%</b>
SMD	Blizard	5		100.0%				5		100.0%
	Dentistry	71		100.0%	57	2	96.6%	45	1	97.8%
	IHSE	5		100.0%				5	1	83.3%
	SMD	274	5	98.2%	268	3	98.9%	165	2	98.8%
	WHRI	10		100.0%	2		100.0%	12	1	92.3%
	<b>Total</b>	<b>365</b>	<b>5</b>	<b>98.6%</b>	<b>327</b>	<b>5</b>	<b>98.5%</b>	<b>232</b>	<b>5</b>	<b>97.9%</b>
<b>QMUL Total</b>		<b>1340</b>	<b>461</b>	<b>74.4%</b>	<b>1308</b>	<b>424</b>	<b>75.5%</b>	<b>1185</b>	<b>424</b>	<b>73.6%</b>

Source: HESA data supply files and IFF



Source: HESA data supply files and IFF

**Notes:**

**Graduate Level (G)**

The graduate is in high level employment (determined by having a Standard Occupation Code beginning with 1-3) or in further study above the qualification just completed.

**Non-graduate Level (N)**

The graduate is in lower level employment (determined by having a Standard Occupation Code beginning with 4-9) or in further study equal to or below the qualification just completed.

**Graduate**

**Prospects  $P = G/(G+N)$**

This calculation includes those students in employment, in further study, unemployed and other, and only includes UK, full-time first degree graduates.

Periodic Review

SCHOOL OF MATHEMATICAL SCIENCES (Review Date: DECEMBER 2015)				
Recommendation	Action Plan and 3 Month Update (EQB MAY 2016)		12 Month Update (EQB MARCH 2017)	
1	To reflect on feedback mechanisms and processes to ensure that in addition to students receiving timely feedback this is also high-quality, and that the students are also made aware of when they are receiving it, why they are receiving it and actively engaging with it.	<ul style="list-style-type: none"> <li>To maintain or improve standards on feedback throughout.</li> <li>To ensure active engagement of students with feedback and to embed feedback within the overall student experience</li> </ul>	<ul style="list-style-type: none"> <li>The School set up new Teaching, Advising, Administration requirements including specifications on feedback</li> <li>The newly created Student Experience Working Group has submitted a report to the School Executive Group</li> </ul>	<ul style="list-style-type: none"> <li>New Teaching, Advising, Administration requirements set up including specifications on feedback. These clearly spell out requirements for academic staff and provide an evaluation mechanism.</li> <li>The Student Experience Working Group (SEWG) devised an internal teaching and learning seminar called the Bag Lunch Education Seminar (BagLES).</li> <li>The SEWG is suggesting changes to the method of communicating feedback on QMPlus, starting with the 3rd year modules.</li> <li>The SEWG worked to devise a Week 3 questionnaire, consisting of two parts. The questionnaire was piloted in Autumn 2016 and rolled out on a voluntary basis in Spring 2017.</li> </ul>
2	To further encourage greater engagement from third year students with the project option available.	<ul style="list-style-type: none"> <li>To create recommended pathways in study programmes that include project work.</li> <li>To review and revise the undergraduate curriculum with a view towards enhancing project work.</li> <li>To equip students with the skills necessary to successfully engage with projects</li> </ul>	<ul style="list-style-type: none"> <li>Pathways in study programmes have been set up to include projects, and the School has created a prize for the best project</li> <li>The undergraduate curriculum will be reviewed in the next academic year</li> <li>The newly created Employability Working Group has submitted a report containing actions that can impact positively on project work take-up</li> </ul>	<ul style="list-style-type: none"> <li>Pathways have been set up to include projects, and the School has created a prize for the best project.</li> <li>The UG curriculum is being reviewed. As part of the QMUL Model, a professional development module is being proposed for the second year.</li> <li>The School's Employability Working Group has developed an action plan. A structured process of communicating key messages about careers to students will be implemented. The role of the skills gained through project work will be highlighted and should lead to increased project work take-up.</li> </ul>
3	To ensure students are aware of the outcomes and implications of student surveys such as the QMSS, PTES, PRES and NSS. The Panel advised utilising QMUL resources such as the Student Survey Coordinator to aid in this.	<ul style="list-style-type: none"> <li>To inform students of the outcomes of surveys</li> <li>To create and circulate "You said-we did" documents</li> </ul>	<ul style="list-style-type: none"> <li>The School will continue to send school-specific feedback on survey outcomes to students and consider how to enhance its communications</li> <li>The School will continue to create "You said-we did" information and display it in prominent places</li> </ul>	<ul style="list-style-type: none"> <li>The School will continue to send school-specific feedback on survey outcomes to students and consider how to enhance its communications.</li> <li>The School will continue to create "You said-we did" information and display it in prominent places.</li> </ul>
4	To end the practice of undertaking module evaluations early, and instead introduce a short mid-module feedback form to capture early impressions and align the timing of module evaluations with the rest of QMUL, ensuring results are representative of the module as a whole.	<ul style="list-style-type: none"> <li>To align the timing of module evaluations with the rest of QMUL</li> <li>To consider mid-module feedback form</li> </ul>	<ul style="list-style-type: none"> <li>The School has aligned the timing of module evaluations with the rest of QMUL</li> <li>Instead of a mid-module feedback form, the School will enhance existing feedback mechanisms, for example by utilizing appropriately timed open student fora and by moving the first SSLC meeting in each term forward to week 4, together with direct query of student representatives</li> </ul>	<ul style="list-style-type: none"> <li>The School has aligned the timing of module evaluations with the rest of QMUL.</li> <li>A school-internal mid-module feedback form is being used by lecturers on a voluntary basis. Instead of a mid-module feedback form, the School will enhance existing feedback mechanisms, for example by utilizing appropriately timed open student fora and by moving the first SSLC meeting in each term forward to week 4, together with direct query of student representatives.</li> </ul>
5	To ensure student representatives are present within the committee structure, including the Learning and Teaching Committee	<ul style="list-style-type: none"> <li>To consider UG, PGT, and PGR representation at TLC</li> </ul>	<ul style="list-style-type: none"> <li>TLC has considered UG, PGT, and PGR representation and will move to a two-part agenda from next AY with student representation during the first part and items restricted to staff only during the second part</li> </ul>	<ul style="list-style-type: none"> <li>TLC has considered UG, PGT, and PGR representation and will move to a two-part agenda with student representation during the first part and items restricted to staff only during the second part.</li> </ul>
6	To develop a strategy to ensure HEA accreditation of all teaching staff, in line with the QMUL Strategy. The Panel advised embedding teaching recognition and the associated professional development within the appraisal process, and encouraging PhD students to take HEA teaching qualifications.	<ul style="list-style-type: none"> <li>To ensure HEA accreditation of all teaching staff</li> <li>To develop a strategy to support HEA accreditation</li> </ul>	<ul style="list-style-type: none"> <li>All members of the Head of School Advisory group are tasked with submitting HEA accreditation paperwork by April/May; all other members of the School are tasked with submitting HEA accreditation paperwork (D2 accreditation) by September</li> <li>Several members of the School have been identified for D3 accreditation and receive support from an external consultant</li> </ul>	<ul style="list-style-type: none"> <li>To date, the School has had six successful D2 applications, with two further submissions, and fifteen applications at draft stage.</li> <li>Several members of the School were identified for D3 accreditation and received support from an external consultant. There has been one successful D3 application to date.</li> </ul>
7	To review its thinking regarding the offering of teaching to post-doctoral researchers.	<ul style="list-style-type: none"> <li>To ask postdoctoral staff to express their interest in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Postdoctoral staff have been asked to express their interest in teaching, in line with regular practice of the School.</li> </ul>	<ul style="list-style-type: none"> <li>Postdoctoral staff have been asked to express interest in teaching.</li> </ul>
8	The Panel recommended that the School develop a formal strategy for recruitment, including UG and PG overseas recruitment and entry requirements and quality of students.	<ul style="list-style-type: none"> <li>To develop a recruitment strategy</li> </ul>	<ul style="list-style-type: none"> <li>The newly created Recruitment Working Group has met with several stakeholders in College and submitted a report. The next step is selecting and prioritising actions for a viable strategy</li> </ul>	<ul style="list-style-type: none"> <li>The Recruitment Working group has created a recruitment strategy. The working group is meeting regularly to ensure appropriate actions are taken and progress is monitored.</li> </ul>
9	To review and develop its procedures in regards to course materials being posted in a timely fashion to QMPlus, and encourage greater usage of Q-Review, particularly audio recordings which students like to hear. And that the School ensure that consistent care and attention to detail is taken in course materials provided to students, to ensure that ambiguities in English Language do not detract from the content.	<ul style="list-style-type: none"> <li>To improve the uptake of q-review in the School</li> <li>To review and develop procedures to enhance course material availability on qm+</li> </ul>	<ul style="list-style-type: none"> <li>The School set up new Teaching, Advising, Administration requirements including specifications on qm+ material</li> <li>TLC has approved a q-review policy to help lecturers to engage with it. There has also been a Teaching and Learning event on q-review</li> </ul>	<ul style="list-style-type: none"> <li>New Teaching, Advising, Administration requirements set up including specifications on QM+ material.</li> <li>TLC has approved a q-review policy to help lecturers to engage with it. There has also been a Teaching and Learning event on q-review. Q-review recordings from one staff member are being used as best practice.</li> </ul>
10	To develop a strategy to deal with progression and retention to increase retention rates.	<ul style="list-style-type: none"> <li>To develop a strategy to deal with progression and retention</li> </ul>	<ul style="list-style-type: none"> <li>The School has put in a bid to enhance LSR by providing recordings of answers to standard questions online, after having recorded these by PGR students during revision sessions. The Business Intelligence tool will be used proactively to identify students at risk from disengagement. An overall enhancement of the student experience will further contribute to retention and progression</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing LSR by providing recordings of answers online. The Business Intelligence tool will be used to identify students at risk from disengagement. An overall enhancement of the student experience will further contribute to retention and progression. The School is actively collaborating with the ERS team.</li> <li>Piloted end-of-semester examinations for one Semester 1 module., overall positively received by students. Students who performed poorly in the exam have been asked to see their academic adviser to receive help.</li> </ul>
11	To review the use of office hours, to ensure that staff are sufficiently available for students to drop in to discuss both academic related queries and pastoral issues. The Panel advised that the School consider reviving the scheduled meetings with academic advisors to approve student module selections.	<ul style="list-style-type: none"> <li>To review the use of office hours</li> </ul>	<ul style="list-style-type: none"> <li>Given the building constraint, the School will move to a different office hour policy for next AY, with the aim of reviewing the office hour policy after the next building decant, and again after the final relocation is completed</li> </ul>	<ul style="list-style-type: none"> <li>Given the building constraint, the School has moved to a different office hour policy for next AY, with the aim of reviewing the office hour policy after the building decant is completed, and again after the final relocation is completed.</li> </ul>
12	To encourage the Maths Society to engage more with postgraduate taught and research students.	<ul style="list-style-type: none"> <li>To contact the Maths Society</li> </ul>	<ul style="list-style-type: none"> <li>The Maths Society has been contacted and has met with representatives of PGT and PGR. These meetings will continue at regular intervals to create joint activities</li> </ul>	<ul style="list-style-type: none"> <li>The Maths Society has been contacted and has met with representatives of PGT and PGR. These meetings will continue at regular intervals to create joint activities.</li> </ul>



SCHOOL OF BIOLOGICAL AND CHEMICAL SCIENCES (Review Date: MARCH 2016)			
Recommendation	Action Plan and 3 Month Update (EQB JUNE 2016)	12 Month Update (EQB MAY 2017)	
1	To provide strategies to review the curriculum, to include: (A) To regular review both accredited and non-accredited programmes; (B) To regular update and relay Learning Outcomes at APRs and via QM+; (C) To utilise good practice across QMUL to innovate teaching; (D) To ensure that unnecessary duplication of materials between modules and years in eliminated via the programme reviews	<ul style="list-style-type: none"> <li>Review and/or appoint Programme Directors</li> <li>Proposal to schedule curriculum review for each programme on a rolling 3 year cycle</li> <li>Each reviews to address (a) programme and module content, (b) programme delivery (use of</li> <li>Programme level learning outcomes to be made explicit for each programme on QMPlus pages and checked as part of APR</li> </ul>	<ul style="list-style-type: none"> <li>Curricula reviews provisionally scheduled for: - 2016-17 Biological programmes; - 2017-18 Biomedical Sciences ; - 2018-19 Chemistry programmes. Schedule may require amendment to work around the introduction of the QMUL Teaching &amp; Learning Initiative ('QM Model')</li> <li>Programme-specific QMPlus pages updated for 2016/17</li> </ul>
2	To review the teaching methods used to ensure that students receive adequate contact hours while not putting additional strain on teaching staff, for example utilising the innovative methods discussed by TIGER.	<ul style="list-style-type: none"> <li>To be incorporated as part of the scheduled curricula reviews</li> <li>Additional opportunities for small group teaching to be developed staffed by postdoctoral researchers</li> </ul>	<ul style="list-style-type: none"> <li>Review of teaching methods/contact hours to incorporated into the agenda for the programme curricula reviews</li> <li>New tutorials being planned for Year 2 of the Chemistry degree curricula</li> </ul>
3	To introduce initiatives similar to TIGER in other areas of the School, with a view to engaging early-career staff and fostering a stronger sense of community.	<ul style="list-style-type: none"> <li>SBCS Senior Executive Team to identify opportunities to develop initiatives that parallel TIGER and engage early career staff, fostering a stronger sense of community within the School</li> </ul>	<ul style="list-style-type: none"> <li>At SBCS Senior Executive Team meeting May 2016, agreed that the Director of Research would propose an informal forum for early-career staff to discuss research. Proposal to establish such a forum accepted at May meeting of the SBCS Research Strategy Group</li> <li>Launch "Research Help for Incoming New Outstanding Scientists" (RHINOS)</li> <li>Progress of RHINOS forum to be monitored over 2016-17</li> </ul>
4	To recognise teaching excellence to a greater extent to ensure that staff continue to develop and enhance their teaching.	<ul style="list-style-type: none"> <li>Recognise good performance of modules and/or individuals as reflected in NSS, QMSS and module evaluations</li> <li>Introduce SBCS awards for achievement in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Based on the 2015/16 module evaluations, 46 members of staff written to individually by the DTP to recognise teaching excellence reflected by high module scores (above the College threshold of 4.0) and/or</li> <li>Staff identified for public recognition ("most consistent performance", "most improved performance", "teaching innovation") at the October School Committee meeting</li> </ul>
5	To utilise industrial links to a greater extent, and ensures these are embedded within the curriculum, by considering the establishment of an Industrial Advisory Board for each department, and developing stronger relations with alumni.	<ul style="list-style-type: none"> <li>All deputy programme directors and module organisers to be encouraged to embed industrial links, as appropriate, in their curricula</li> <li>To review success of direct encouragement and establish five departmental industrial advisory boards if this initiative does not increase industrial contributions to programmes</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff encouraged to increase industrial contributions to modules and/or programmes (up to a target figure of 25%) at SBCS Away Day on 18 April 2016</li> <li>Increased industrial contributions to be encouraged via TLC and Deputy Directors of Taught Programmes / Programme Directors throughout 2016/17</li> </ul>
6	To consider carefully its graduate level employment statistics at programme level and identifies strategies for improvement towards Russell group averages where necessary.	<ul style="list-style-type: none"> <li>The 3 departmental leads for employment to be reconfigured as a cross School "Employment Working Group (EWG)"</li> <li>EWG to review graduate level employment statistics and propose strategies for closing the gap to the Russell Group means for the relevant disciplines</li> <li>Employment training and development of graduate attributes to be developed in longitudinal Personal &amp; Professional Development (PPD) module to be incorporated in to QM Model modules</li> </ul>	<ul style="list-style-type: none"> <li>Scheduling of employment activities under the auspices of the PPD module</li> </ul>
7	That methods are introduced to ensure consistency of teaching quality in the collaborative delivery with the School of Medicine and Dentistry.	<ul style="list-style-type: none"> <li>DTP and Deputy Dean for Education SMD to continue to monitor consistency of teaching quality across the two schools for collaboratively delivered modules and programmes</li> <li>DTP and Deputy Dean to report to quarterly meetings of the SBCS-SMD Joint Executive</li> </ul>	<ul style="list-style-type: none"> <li>Module evaluations for 2016/17 checked to confirm no difference in student satisfaction with quality of teaching between those modules delivered by SMD compared to SBCS or co-delivered by both schools.</li> <li>Isolated examples of low scoring modules which are co-delivered reflecting relatively limited experience of some SMD colleagues new to teaching BSc (rather than MBBS).</li> </ul>
8	To inform students of actions taken in response to surveys and arising from staff student liaison committees, in year if possible, utilising the 'you said, we did' mechanism.	N/A	N/A
9	To develop a strategy to increase student engagement with particular emphasis on students who are not undertaking their first choice of programme.	<ul style="list-style-type: none"> <li>Comprehensive revision of the induction programme to move more activities out into the</li> </ul>	<ul style="list-style-type: none"> <li>Induction lectures revised</li> <li>Materials and activities aimed at increasing student engagement increased in PPD (e.g. new videocasts and online quizzes developed for 2016/17)</li> </ul>

Recommendation	Action Plan and 3 Month Update (EQB JUNE 2016)	12 Month Update (EQB MAY 2017)
	<ul style="list-style-type: none"> <li>Increase use of QEngage and Cotutor to better monitor and act on student disengagement</li> </ul>	<ul style="list-style-type: none"> <li>All academic staff to be encouraged to use QEngage and Co-tutor from Sep 2016</li> <li>Dates agreed for monitoring student engagement and standard communications for students identified as disengaging in weeks 4, 6, 8, 10 of each semester</li> </ul>
10 To review its postgraduate taught portfolio, and actively markets in order to recruit both home and overseas students.	<ul style="list-style-type: none"> <li>Head of School, Director of Taught Programmes, and Deputy Director of Taught Programmes (Postgraduate) to review postgraduate taught portfolio and marketing</li> </ul>	<ul style="list-style-type: none"> <li>No progress to date – scheduled for first half of Semester 1</li> </ul>
11 To review the assessment and feedback processes to ensure that: (A) Students are not over assessed, leading to increased workload issues for students and greater pressure on staff; (B) Formative assessment is available to provide students with examination practice; (C) Constructive and timely feedback is provided.	<ul style="list-style-type: none"> <li>Convene a Task &amp; Finish Group specifically to review the assessment and feedback process</li> <li>T&amp;F Group to report back to School Teaching &amp; Learning Committee in time to agree actions for 2016/17</li> <li>System to be developed to monitor and act on return of timely feedback for assessed work (within 15 working days)</li> </ul>	<ul style="list-style-type: none"> <li>TLC Task &amp; Finish Group convened to review the assessment and feedback process; reported back to an extraordinary meeting of TLC in September 2016.</li> <li>System developed to monitor &amp; act on return of timely feedback for assessed work from Sep 2017 onwards.</li> <li>(FURTHER ACTION) Systematic review of coursework items for each module/programme to be undertaken with a view to reducing coursework load from September 2017 onwards.</li> <li>(FURTHER ACTION) Second T&amp;F Group established (June 2017) to explore more efficient ways to generate rapid, personalised feedback for practical classes using a combination of (a) automated marking/feedback and (b) algorithmic personal email feedback.</li> <li>(FURTHER ACTION) Staff missing submission deadlines followed up by Teaching Services Manager and referred up to Head of School where assessed work is not returned within School target of 15 working days.</li> </ul>
12 To review the practices and training across the School for PhD students to ensure that students receive consistent training, and feedback on both their marking and demonstrating.	<ul style="list-style-type: none"> <li>All PhD students involved in demonstrating to receive training from the lead academics prior to demonstrating</li> <li>Practice of PhD students marking practical reports to cease for 2016/17</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 practical classes reviewed / revised for 2016/17 and each now to be preceded by scheduled training for all PhD student demonstrators</li> <li>Practical protocols revised to remove need for demonstrator marking</li> </ul>
13 To review its research supervision allocations to ensure that they adhere to QMUL policies regarding second supervisors.	<ul style="list-style-type: none"> <li>Research supervision allocations to be reviewed and checked to ensure adherence with QMUL policies</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled for October 2016</li> </ul>
14 To review the role of Director of Taught Programmes to ensure that it does not become overly taxing, or allow for a single point of failure, considering the large student cohort.	<ul style="list-style-type: none"> <li>Roles for Deputy Directors of Taught Programmes to be clearly defined (in writing)</li> <li>Roles previously held by the DTP to be more effectively delegated to and shared with deputies (to include stronger understanding of ongoing projects and faculty/college level priorities by the deputies for specific aspects of the DTP role)</li> <li>Involvement of DTP in Subject Exam Boards to be decreased dramatically by splitting the “Biological &amp; Chemical Sciences Subject Exam Board” (BC-SEB) into three separate boards for Biochemistry &amp; Biological Sciences, Biomedical Sciences and Psychology.</li> </ul>	<ul style="list-style-type: none"> <li>Written role descriptions for Deputy DTP’s under development; target date of 19 September 2016</li> <li>Current DTP to continue as chair of the Biochemistry and Biological Sciences SEB, but to discontinue responsibility for chairing the Biomedical Sciences SEB and for Psychology</li> </ul>
15 To look at how students are involved in decision-making processes, including membership of School committees and inclusion in discussions on curriculum design.	<ul style="list-style-type: none"> <li>Via SSLC and student rep’s, students to be invited to serve on the curriculum review groups</li> <li>Revisions to the operation of SSLC to increase the extent to which student rep’s can contribute to proposed changes</li> </ul>	<ul style="list-style-type: none"> <li>Students to be invited to join the Biological Science and Biochemistry curricula review groups in October 2016 (following election of few Year 1 rep’s)</li> </ul>
16 To develop consistent practices across different departments to ensure that procedures are followed correctly.	<ul style="list-style-type: none"> <li>No concern within the School of any significant variation in practices across different departments</li> <li>TLC effective at ensuring consistent practices in teaching and assessment across different departments</li> </ul>	<ul style="list-style-type: none"> <li>No further action</li> </ul>

Recommendation	Action Plan and 3 Month Update (EQB JUNE 2016)		12 Month Update (EQB MAY 2017)
<p>17 To develop a strategy to ensure that high student-staff ratios are addressed to minimise any adverse effect on staff and students.</p>	<ul style="list-style-type: none"> <li>SBCS 5 year plan recommends recruitment of additional academic staff at a faster rate than the growth in student numbers as a mechanism to decrease the high student-staff ratios</li> </ul>	<ul style="list-style-type: none"> <li>New appointments made but offset by increased student recruitment for 2016 entry</li> <li>Support of Faculty and of Queen Mary Senior Executive required to enable SBCS to lower the student-staff ratios by recruitment of additional staff</li> </ul>	<ul style="list-style-type: none"> <li>In the past 12 months, teaching loads on SBCS academic staff have increased by an average of 11%. New academic appointments have been made, but the impact on the student:staff ratio and on teaching loads have been offset by: (A) increased student recruitment for 2016-17 entry; (B) staff resignations / retirements</li> <li>Aim to start incoming staff on phased contribution to teaching. With the high staff turnover in SBCS over past 3 years, this approach has increased the teaching loads of all other members of academic staff until the new appointees reach their full load.</li> <li>There is evidence that current workloads in SBCS are impacting adversely both on the student experience and on staff stress levels and performance, as well as morale. The School's ability to address these issues is constrained by current staffing levels coupled with the expansions in student numbers which has only been ameliorated in part by co-delivery of modules with colleagues from SMD.</li> <li>Data on current workloads and the number of new appointments required to address student:staff ratios and the teaching component of staff workloads were presented to the VP for Science &amp; Engineering</li> <li>Several appointments are currently being made and will be in place for Semester A 2017.</li> <li>(FURTHER ACTION) The surplus targets set for SBCS restrict ability of the School to make the number of new appointments required to make significant impact on the student-staff ratios and to manage staff workloads.</li> <li>(FURTHER ACTION) The support of the Faculty Executive and of Queen Mary Senior Executive are both required to enable SBCS to lower the student-staff ratios by recruitment of additional staff.</li> <li>(FURTHER ACTION) To improve staff morale, and hence the student experience, the School would like to reinstate sabbaticals for all academic staff.</li> <li>(FURTHER ACTION) The teaching and administration component of the T&amp;S role will need to be combined in some instances to cope with the teaching demands effectively releasing 75% of T&amp;S time for teaching.</li> <li>(FURTHER ACTION) The HoS will make the case for more T&amp;S roles, especially for delivery of SEFP.</li> <li>(FURTHER ACTION) The HoS will support for the promotion of T&amp;S staff based on excellent teaching, especially for the transition from Lecturer to Senior Lecturer.</li> <li>(FURTHER ACTION) The HoS will push for the rebalancing of the financial model in the University.</li> </ul>
<p>18 To ensure that staff are provided with personalised and relevant targets to ensure that they are able to undertake development befitting to their roles.</p>	<ul style="list-style-type: none"> <li>Head of School to review all probation and appraisal targets to establish whether the staff comment from which this recommendation arose had a factual basis</li> <li>Head of School to report back to and discuss with the SBCS Senior Executive Team by June 2016</li> </ul>	<ul style="list-style-type: none"> <li>Head of School to report back to and discuss with the SBCS Senior Executive Team by June 2016. Results presented to the SBCS Senior Executive Team on 06 June 2016. On the basis of this analysis, members of the SBCS Senior Executive were satisfied that staff in the School are already being provided with personalised and relevant targets which ensure that colleagues are able to undertake development befitting to their roles.</li> <li>It was agreed that the Head of School should present this analysis of appraisal targets to all staff at the first staff meeting of 2016-17. No further action required,</li> </ul>	<ul style="list-style-type: none"> <li>Head of School to report back to and discuss with the SBCS Senior Executive Team by June 2016. Results presented to the SBCS Senior Executive Team on 06 June 2016. On the basis of this analysis, members of the SBCS Senior Executive were satisfied that staff in the School are already being provided with personalised and relevant targets which ensure that colleagues are able to undertake development befitting to their roles.</li> <li>It was agreed that the Head of School should present this analysis of appraisal targets to all staff at the first staff meeting of 2016-17. No further action required.</li> </ul>



SCHOOL OF ENGINEERING AND MATERIAL SCIENCE (Review Date: MARCH 2016)			
Recommendation	Action Plan and 3 Month Update (EQB SEPTEMBER 2016)		12 Month Update (EQB MAY 2017)
1 To review the assessment of group work on its undergraduate programmes to ensure that individual student's contributions are fairly reflected in the final mark.	<ul style="list-style-type: none"> <li>To be considered by Academic Standards Committee and guidelines formulated and implemented</li> </ul>	<ul style="list-style-type: none"> <li>The methods for the assessment of group work used in different modules across the school are being reviewed. The discussion on the quality of the various methods will carry on into the next semester and a recommendation for a more unified approach will be formulated..</li> </ul>	<ul style="list-style-type: none"> <li>New guidelines have been formulated and will be discussed and agreed by Education Board in April 2017, for implementation from September 2017.</li> </ul>
2 To provide an exam-results surgery after the main examination period and rolls out recordings of exam solutions on QMPlus.	<ul style="list-style-type: none"> <li>The School has provided recordings of exam solutions for year 1 modules since 2012 and has been a trailblazer in the S&amp;E Faculty. We have also provided Late Summer Resit exam support for year 1 students after the main examination for the last few years already. With the introduction of LSRs for all students, this has now been extended to all students.</li> </ul>	<ul style="list-style-type: none"> <li>Implemented for the 2015/16 LSR period.</li> </ul>	<ul style="list-style-type: none"> <li>Implemented for the 2015/16 LSR period.</li> </ul>
3 To consider the practicality of an anonymised Exam Board.	<ul style="list-style-type: none"> <li>To be considered and discussed by Academic Standards Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Discussed by ASC on 13th April 2016 and concluded not to implement anonymised Exam Boards.</li> </ul>	<ul style="list-style-type: none"> <li>Discussed by ASC on 13th April 2016 and concluded not to implement anonymised Exam Boards.</li> </ul>
4 To apply for the Athena Swan silver award in line with QMUL's institutional award submission.	<ul style="list-style-type: none"> <li>This will be submitted 6 months after QMUL's institutional award submission.</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting QMUL submission.</li> </ul>	<ul style="list-style-type: none"> <li>In preparation. Will be submitted by late April 2017.</li> </ul>
5 To review the BEng/MEng Design, Innovation and Creative Engineering programme to ensure that it is fit for purpose, considering how use of relevant and industry-standard software programs is covered within the curriculum, providing support for electronic and paper portfolio development (including prototype manufacture) and further embedding the programme within the School.	<ul style="list-style-type: none"> <li>Programme to be made Joint Programme with EECS.</li> <li>Two new Programme Directors to be appointed.</li> <li>Discussion with current students.</li> </ul>	<ul style="list-style-type: none"> <li>First 2 points actioned. Third point to be actioned after the start of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with current students undertaken. No major changes to the programme required.</li> </ul>
6 To accelerate its plans to work with QMPlus, reviewing and developing its procedures in regards to posting material to QMPlus, including lecture notes.	<ul style="list-style-type: none"> <li>Minimum expectations to be formulated and communicated to staff, in line with centrally developed E-learning Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>In preparation for the start of 2016/17.</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines communicated to staff. Will be evaluated at the end of academic year.</li> </ul>
7 To look into the PhD student workload (related to supervising undergraduate and postgraduate-taught project work) and ensure that PhD students are receiving the appropriate development and financial recognition from the School.	<ul style="list-style-type: none"> <li>The School feels that supervising project work within the area of their PhD topic is part of the PhD students' training and reciprocal arrangements if student receive a scholarship. Moreover, full remuneration of time spent on supervision is probably not affordable. However, we will monitor the situation and formulate guidelines for staff and PhD students.</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of guidelines in progress</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of guidelines in progress for implementation in September 2017.</li> </ul>
8 To work with CAPD to resolve any issues with further engagement with the recording of transferable skills on the Doctoral College database.	<ul style="list-style-type: none"> <li>Meeting with the Doctoral College Manager and RDO Manager (took place a couple of week before the Periodic Review.)</li> </ul>	<ul style="list-style-type: none"> <li>Event Points added to PhD Skills Points Database. SEMS had previously (some time ago) listed Activities but those seem to have disappeared or expired. Situation being monitored by the Research Support Manager.</li> </ul>	<ul style="list-style-type: none"> <li>Event Points added to PhD Skills Points Database. SEMS had previously (some time ago) listed Activities but those seem to have disappeared or expired. Situation being monitored by the Research Support Manager.</li> </ul>
9 To provide better access for students (particularly, but not exclusively, Design, Innovation and Creative Engineering students) to the appropriate software programs at the recognised industry-standard, and provides the relevant training needed to use the programs.	<ul style="list-style-type: none"> <li>DICE provision to be considered under Recommendation 5.</li> <li>Engineering provision needs to be considered in conjunction with QMUL Action 14</li> <li>Appropriate software and training is already provided. The main problem is availability of sufficient computers on which the software can run. This is out of the School's hands as this depends on IT decisions as to where Engineering software will be made available.</li> <li>We will also be auditing the usage of the centrally timetabled computer lab in the Engineering Building, as it appears this is being used in an inefficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>See Recommendation 5</li> <li>The S&amp;E FRM is "working with various sections within IT Services to extend the number of seats which have the software we discussed available."</li> <li>Audit to take place during Semester A, 2016/17.</li> </ul>	<ul style="list-style-type: none"> <li>See Recommendation 5</li> <li>Number of available computers increased from 121 to 532+.</li> <li>Audit underway in second semester. Current results suggest average occupancy of 20%.</li> </ul>
10 To look at how students are involved in decision making processes including School committees, curriculum design, and developments in student-utilised spaces (i.e. maker / manufacturing space).	<ul style="list-style-type: none"> <li>With the change in HoS, the School's management structures will be changed. The involvement of students in an advisory (not decision making) role in the new structure will also be considered.</li> </ul>	<ul style="list-style-type: none"> <li>In progress.</li> </ul>	<ul style="list-style-type: none"> <li>Students are now represented in All Staff Meeting, Student Experience Group, Education Board.</li> </ul>
11 To look into ways of creating a sense of community among its postgraduate-taught students including the creation of a forum where they could present their work.	<ul style="list-style-type: none"> <li>Appointment of a Director of Taught Postgraduate Studies</li> <li>Recruitment of a Student Experience Officer, who will be working on developing a sense of community among all students.</li> <li>Restructuring of MSc projects so that selected students can present their work at the Spring Industrial Liaison Forum.</li> </ul>	<ul style="list-style-type: none"> <li>Completed.</li> <li>Post requested and already approved in 2015 PAR growth business plan for September 2016 start, being held up at QMSE level.</li> <li>In progress, to be implemented for 2016/17.</li> </ul>	<ul style="list-style-type: none"> <li>All completed.</li> </ul>
12 To explore ways to integrate the student societies into its teaching.	<ul style="list-style-type: none"> <li>This will be part of the remit of the Student Experience Officer, once appointed.</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting appointment of Student Experience Officer, see Recommendation 11.</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Officer in place and working with student societies.</li> </ul>



Recommendation	Action Plan and 3 Month Update (EQB SEPTEMBER 2016)		12 Month Update (EQB MAY 2017)
<p>13 To use the peer-review process to evaluate effective ways to use QReview in teaching, eg to ensure adequate audio quality and to capture white-board information.</p>	<ul style="list-style-type: none"> <li>• Staff will be reminded of the requirement to ensure adequate audio quality.</li> <li>• Peer observers will be asked to also access and evaluate QReview recordings.</li> <li>• Adequate capture of whiteboard information is currently not possible with available technology. Staff will be encouraged to use the document camera, but should have the freedom to use the whiteboard if they feel this is beneficial to their delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• To be brought to the attention of academic staff at the start of the academic year, and reinforced through the peer observation process.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> </ul>
<p>14 The Panel recommended that QMUL looks into the provision of contemporary specialist engineering software through IT Services, considering particularly how availability to staff and students can be improved.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• There are no licencing issues which would prevent IT from making the Engineering image available through additional machines.</li> <li>• IT Services are currently testing the Engineering Image on the Windows 10 operating system. This testing is nearing completion and, once finalised, the image will be rolled out to existing labs.</li> <li>• Once this has been done, the Engineering image will be deployed to The Hive and the Library. The deployment will take place over a number of weeks because, although IT are not aware of any technical issues, the size of the Engineering Image may have detrimental impact on other applications running in those sites. IT intend to complete this work during October 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of available computers increased from 121 to 532+.</li> </ul>
<p>15 The Panel recommended that QMUL be supportive of the re-introduction of workshop training within the School.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Progress is pending as the Chair is waiting for input from the Dean for Taught Programmes in the Faculty of Science and Engineering.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p>16 The Panel recommended that QMUL be supportive of the School's remedial actions and future plans to address the dip in student satisfaction results.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

SCHOOL OF PHYSICS AND ASTRONOMY (Review Date: DECEMBER 2016)			
Recommendation	Action Plan and 3 Month Update (EQB FEBRUARY 2017)		12 Month Update (Expected at EQB: DECEMBER 2017)
1 That the existing peer review exercises be extended to include all those offering teaching, including PhD students, to provide valuable professional development and quality assurance mechanisms	• Peer review for PhD student demonstrators to be introduced beginning October 2017	• Teaching committee Chair actioned to set up phd peer review including creation of a phd specific peer review document (alongside a new initiative in PhD marker training)	Expected December 2017.
2 That the School leadership team review the workload allocation model to ensure it provided an effective system for ensuring staff were expected to undertake a fair workload without being overly prescriptive or detailed.	• The allocation will be more course grained and there will be a revision of all time allocations for different roles in the next academic year.	• Teaching allocation for next year is under review and an initial revision of the WAM is underway.	Expected December 2017.
3 To review formal mechanisms for progression and submission to ensure consistency in processes for second and third year PhD students, and provided strategies for increasing the submission within four years.	• To adopt the best practice across the school in terms of monitoring PhD progression and completion.	• Best practice has been adopted by all research groups in terms of monitoring PhD progression. There are now strict progression hurdles in place in all groups. There have been changes in personnel responsible for PhD progression and monitoring in at risk groups. The new personnel provide good data on all PhD students thus making assessment transparent both for individual students and research groups.	Expected December 2017.
4 To consider additional networking opportunities for PhD students including greater focus on networking with the University of London institutions, and looking to institutions outside those of the South East Physics Network.	• We will be proactive in seeking opportunities for our PhD students to mix in the University of London network.	• London Triangle meetings for PhD students (which are currently built around seminars) will be extended so as to allow great networking opportunities for PhD students. This is for CRST. The TYC and the PPRC also has cross London seminar activity that PhD students can use and which supports networking.	Expected December 2017.
5 That PhD students' workloads were reviewed and monitored by the School to ensure that students undertake appropriate quantities of teaching and marking.	• Achieve consistency and appropriate level for PhD student marking and teaching.	• A detailed review of marking and demonstrating and the role of PhD students in these activities was undertaken. There is now a school wide rule on the amount of PhD marking and there has been detailed instructions to module organisers to provide a proscribed amount of material for assessment per week. This has been monitored closely and module organisers have been explicitly informed where changes are needed.  • A new initiative to be introduced in 2017 is for 1st year core modules to have a single integrated course work so as to allow a close monitoring of consistency in amount and difficulty across all modules.	Expected December 2017.
			Expected December 2017.
6 To review and analyse the alignment with national rankings to develop a strategy to improve student satisfaction and thereby NSS results and sector ranking, especially in regards to ensuring full understanding of different metrics used for aspects of rankings including student-spend.	• Analyse and understand metrics for tables. Aim to increase NSS results.	• A key understanding of "spend per student" metric has allowed us to better allocate resources. • Creation of a "living document" on actions to improve student experience, this has had a focus on student feedback but encompasses the whole of teaching with a goal to rise in NSS ranking. There is a general drive within the School to make assessment more regular and structured for the year 2017-2018.	Expected December 2017.
7 To engage more with QMUL regulations including the Fitness to Study regulations and procedures.	• School to engage with QMUL regs on Fitness to study	• Student support officer to receive training in the area.	Expected December 2017.
8 To explore additional avenues within industry for sources of matched research funding for studentships.	• Seek new industrial contacts	• Use Sepnet contacts to initiate new relationships with industrial partners. • More focussed approach to industry led by group heads.	Expected December 2017.
9 To ensure that mathematical provision within the curriculum was reviewed so that where students without A Level Maths were recruited to the programme they were provided with the appropriate support to fully engage with the programme and that there is sufficient core mathematics at higher levels. Furthermore, consideration should be given to the current admissions criteria with respect to Maths qualifications.	• We believe the core content of the curriculum is appropriate but we do acknowledge that there are severe difficulties with provision. It is our goal to improve the execution of foundation year modules.	• We will contribute an extra module alongside the current three modules that SPA provide which will allow the reduction in class size. We will also look changing the faculty that deliver these modules as we are now prioritising foundation year teaching.	Expected December 2017.
10 To review elements of the curriculum to ensure that modules synchronised across the programmes and that homework, tutorials and lectures aligned appropriately within the curriculum.	• Review curriculum as a whole	• Substantial revision of 1st year so as to include QMUL model. Meet IoP accreditation. Astro modules reconfigured to avoid repetition and allow 4th year extension. Maths provision reviewed for years 3 and 4.	Expected December 2017.
11 To review the student expectations in regards to weekly turn-around times for feedback on homework tasks, and consider utilising fourth year undergraduate students for some marking.	• Improve consistency of homeworks tasks and turn around times. This is viewed as a key issue for the school.	• New 1st year integrated homeworks to be introduced 2017. Current homework marking and feedback have been monitored closely to improve quality of feedback and turn around time.	Expected December 2017.
12 That all notes provided by staff on QMPlus be legible, and preferably typed.	• We accept that notes should be legible.	• We remain alert to all QMplus pages and check that they are suitable.	Expected December 2017.
13 The Panel recommended that the Faculty continued to develop Key Performance Indicators to provide a basis for engaging Schools with relevant data and ensure monitoring of provision across the Faculty.	• N/A	• The Faculty has developed and is continuing to further develop KPIs related to the student experience and education. A Faculty-level appointment has been made to support this, who will start in May 2017.	Expected December 2017.
14 The Panel recommended to QMUL that procedures surrounding staff increments, bonuses and promotions be communicated clearly to ensure that metrics are clear and the process is transparent.	• N/A	• Guidance on the Staff Bonus Scheme and the Academic Promotion Scheme are provided on the HR Website and our HR Partners are happy to take any queries. Most increments happen automatically therefore there is no policy but if there is a query about the process a HR partner should be contacted. • This year we provided Academic Promotion workshops to prepare staff for the process. However, we will take into consideration the comments of the panel and we will think about other ways to make sure our processes are communicated including a review of their positioning on the HR website page when it is reviewed.	Expected December 2017.
15 The Panel recommended to QMUL that the announcement of studentship allocations be provided earlier to ensure that Schools are able to utilise external matched funding sources to supplement QMUL funding.	• N/A	• The Dean and Deputy Dean for Research are reviewing the S&E PGR studentship allocation process and will take the comments made in the SPA review into account as part of the review.	Expected December 2017.

SCHOOL OF ELECTRONIC ENGINEERING AND COMPUTER SCIENCE (Review Date: MARCH 2017)		
Recommendation	Action Plan and 3 Month Update (Expected at EQB: November 2017)	12 Month Update (Expected at EQB: March 2018)
1 To foster a stronger sense of community amongst staff and students whilst also exploring mechanisms for building collegiality amongst staff.	Expected November 2017.	Expected March 2018.
2 That the Senior Management Team should take a proactive approach to leadership in order to shape the future direction of the School, including: a) the development of a clear vision and focus for the School in an inclusive manner; b) formally capture how the School's research enriches teaching at both the module and programme level, including reference to research-informed teaching in promotional materials, module proposals, programme specifications and module and programme outlines; c) the development of a time-bound action plan to resolve any outstanding issues with the merger of the Electronic Engineering and Computer Science schools; d) in-line with the University's approach, the development of an international strategy as there is a heavy dependency on EU and international students and staff; e) the development of a proactive student recruitment strategy which includes visits to key markets and makes use of the undergraduate programmes as conversion springboards for postgraduate-taught programmes; f) the development of a clear and more gender diverse recruitment strategy, as part of the School's Athena SWAN action plan; g) the development of a clearer understanding of School Key Performance Indicators (KPIs); h) the development of a clearer understanding of competitors, key markets and benchmarking; i) the development of a strategy to address low NSS scores to improve the student experience.	Expected November 2017.	Expected March 2018.
3 That the usefulness of the staff appraisal should be examined with teaching and module evaluations reviewed and discussed as part of the appraisal process.	Expected November 2017.	Expected March 2018.
4 That the School should end the delivery of a large number of important functions by temporary associate lecturers. This should be resolved within the School's short and long-term planning processes	Expected November 2017.	Expected March 2018.
5 To encourages all staff with teaching responsibilities to engage fully with the Teaching Recognition Project and to apply for fellowships through the Higher Education Academy.	Expected November 2017.	Expected March 2018.
6 That peer observation of all elements of the learning experience (teaching in lectures, labs and on the VLE) is undertaken on a regular basis and that mechanisms for the wide dissemination of best practice in teaching and learning are explored and delivered.	Expected November 2017.	Expected March 2018.
7 That the School undertakes a formal review of the reasons for the relatively low number of students undertaking industrial experience and encourages further steps to increase the number.	Expected November 2017.	Expected March 2018.
8 That the School should evaluate response mechanisms to student feedback, including a) the development of a detailed action plan in response to NSS results with actions to address feedback directly at appropriate levels; b) the provision of examination results surgeries in line with QMUL's policy on this informal stage of the appeals process.	Expected November 2017.	Expected March 2018.
9 That the School, within its strategic planning discussions, should identify the optimal mix and number of modules that can support its ambitions in breadth and quality. The School should reflect on student workload for each module to ensure students are not being over-assessed and to enable the provision of timely feedback.	Expected November 2017.	Expected March 2018.
10 That the School, in conjunction with the University, examines the possibility of introducing a pathway approach within a smaller number of programmes. Through this examination, the School should identify which programmes to introduce, grow or discontinue.	Expected November 2017.	Expected March 2018.

Recommendation	Action Plan and 3 Month Update (Expected at EQB: November 2017)	12 Month Update (Expected at EQB: March 2018)
11 That the School should undertake a rigorous review of its programme specifications to address errors and inaccuracies. Student involvement in this review would ensure that these documents are clear and helpful to students. Following this review, programme specifications should be reviewed on an annual basis, in line with the requirements for QMUL's Annual Programme Review.	Expected November 2017.	Expected March 2018.
12 That the School, as a matter of urgency, reviews how and when information is provided to students, specifically: a) Module outlines; b) Breakdown of assessment weightings; c) Assessment criteria; d) Final year project information, including an outline, word count, assessment criteria and identifying a project supervisor; e) External Examiner reports, sharing and discussing the reports with students at Student-Staff Liaison Committee meetings; f) Establishing a minimum standard for QMPlus module pages.	Expected November 2017.	Expected March 2018.
13 That the School introduces an effective mechanism to address issues when they occur in postgraduate-research supervision.	Expected November 2017.	Expected March 2018.
14 That, as part of professional development, research ethics and integrity should be addressed as compulsory parts of the postgraduate-research curriculum. It was further recommended that the School should put formal training in place for Teaching Assistants/Demonstrators.	Expected November 2017.	Expected March 2018.

SCHOOL OF INSTITUTE OF HEALTH SCIENCES EDUCATION (Review Date: MAY 2017)		
Recommendation	Action Plan and 3 Month Update (Expected at EQB: November 2017)	12 Month Update (Expected at EQB: May 2018)
1 That the Institute continues to develop opportunities and support systems to: a) Allow students to shape and direct their learning based on their individual interests through Special Study Components; b) Enable all students to develop their independent learning skills and reach their potential; c) Enable students to explore the range of possible career paths (within and without medicine) available to them.	Expected November 2017.	Expected May 2018.
2 That the Institute reviews possible alternative academic and pastoral support systems with the aim of providing a greater level of consistency and continuity to students throughout the MBBS programme.	Expected November 2017.	Expected May 2018.
3 That the Institute further develops awareness of the mental health services available and address the perception that students will be negatively impacted if they seek help for mental health issues	Expected November 2017.	Expected May 2018.
4 That the Institute considers mechanisms for ensuring greater consistency across standards of mentoring, clinical placements, and the teaching and marking of PBL.	Expected November 2017.	Expected May 2018.
5 That the Institute strategically reviews mechanisms for obtaining sufficient student survey responses to enable the analysis of representative student feedback.	Expected November 2017.	Expected May 2018.
6 That the Institute: a) Establishes a standard, transparent policy regarding feedback to students covering appropriate expectations for different forms of formative and summative assessments, and ensures that the policy is clearly communicated to students; b) Encourages students to develop their feedback-seeking behaviours.	Expected November 2017.	Expected May 2018.
7 That the Institute continues to consider more effective use of QEngage to provide a mechanism for detecting those students who may not be engaging fully and require support.	Expected November 2017.	Expected May 2018.
8 That the Institute continues to seek suitable space for educational needs; specifically, an appropriate OSCE facility, whether that be in the new Life Sciences development or elsewhere.	Expected November 2017.	Expected May 2018.
9 That the Institute clarifies the information provided to students on the MSc Physician Associates regarding the use and availability of QReview, and liaise with the eLearning team about possible options for mobile capture.	Expected November 2017.	Expected May 2018.
10 That (beyond general practice) the Institute considers more fully developing the additional places that will be available in other hard pressed specialties e.g. psychiatry.	Expected November 2017.	Expected May 2018.
11 That the Institute clarifies the reporting pathways between all groups and committees within the governance structure.	Expected November 2017.	Expected May 2018.
12 That the Institute reaches a conclusion about OSCE assessment strategies, and ensures that any internal changes or pilots are communicated centrally so that QMUL can ensure that students have accurate information, and any changes are considered and, where necessary, approved through the appropriate channels.	Expected November 2017.	Expected May 2018.
13 That the Institute develops further mechanisms for disseminating good practice in teaching and learning.	Expected November 2017.	Expected May 2018.
14 That the Institute continues to analyse data in the following areas, and uses the results of the analysis to change practice if needed: a) Student attainment and differential attainment of different categories of students; b) Equality and diversity of applicants compared with accepted students.	Expected November 2017.	Expected May 2018.
15 That the Institute critically reviews the success and sustainability of the Certificate in Clinical Foundation Studies.	Expected November 2017.	Expected May 2018.
16 That the Institute ensures that the MSc Physicians Associate programme is covered by same professionalism monitoring systems as the MBBS.	Expected November 2017.	Expected May 2018.
17 That the External Examiners reports be submitted to the SSLC, as per QMUL policy.	Expected November 2017.	Expected May 2018.

Recommendation	Action Plan and 3 Month Update (Expected at EQB: November 2017)	12 Month Update (Expected at EQB: May 2018)
18 That the Institute makes more effective use of the appraisal system for academic staff.	Expected November 2017.	Expected May 2018.



<b>BLIZARD INSTITUTE (Review Date: June 2017)</b>		
<b>Recommendation (Report to EQB: November 2017)</b>	<b>Action Plan and 3 Month Update (Expected at EQB: February/March 2018)</b>	<b>12 Month Update (Expected at EQB: June 2018)</b>
1 That the Institute should define its unique selling points, in order to develop a clear strategic vision.	Expected February/March 2018.	Expected June 2018.
2 That via the Educational Activity Survey the Institute: a) Develops a transparent and sustainable workload allocation model for staff, ensuring that expectations are clear; b) Ensures that academic staff are on the appropriate contracts.	Expected February/March 2018.	Expected June 2018.
3 Further development of induction process for new staff.	Expected February/March 2018.	Expected June 2018.
4 That the promotion practice is reconsidered to: a) Ensure that the appropriate value is given to both research and educational achievement including the mandatory acquisition of a teaching qualification or HEA Fellowship; b) Recognise the wider contributory factors for promotion as per the revised QMUL guidelines.	Expected February/March 2018.	Expected June 2018.
5 That the Institute: a) Ensures that appropriate processes are in place to monitor and maintain the quality of teaching delivered by non-QMUL staff; b) Provides better training to staff about governance and quality assurance processes; specifically, in relation to the development of programmes and modules.	Expected February/March 2018.	Expected June 2018.
6 A comprehensive review of all programme specifications, and the development of a mechanism for ensuring that this information is kept accurate and up to date.	Expected February/March 2018.	Expected June 2018.
7 That the Institute formalises its academic and pastoral support structures to ensure that these are clear, objective, and sustainable for students at all levels.	Expected February/March 2018.	Expected June 2018.
8 That the Institute develops mechanisms for monitoring and ensuring student engagement, as well as establishing clear identities for all students. Consideration should be given to including guidance about the appropriate use of social media in programme handbooks.	Expected February/March 2018.	Expected June 2018.
9 A review of the Institute's assessment strategy, to ensure that all assessments are appropriate for the learning outcomes of the module. In particular, it is recommended that the Institute reconsiders the use of open book MCQs on the Trauma Sciences programmes.	Expected February/March 2018.	Expected June 2018.
10 That the Institute: a) Develops a consistent, transparent, and sustainable policy for providing feedback to students on all programmes; b) Considers mechanisms for clarifying and managing the expectations of both staff and students in relation to feedback.	Expected February/March 2018.	Expected June 2018.
11 That the Institute considers holding SSLC meetings more frequently, or develops more informal mechanisms for receiving and addressing student feedback more promptly.	Expected February/March 2018.	Expected June 2018.
12 That the Institute continues to investigate possibilities for providing dedicated space for postgraduate taught students.	Expected February/March 2018.	Expected June 2018.
13 A Faculty-level review of journal needs to ensure that appropriate resources are available for staff and students	Expected February/March 2018.	Expected June 2018.