



Senate: QMUL Model Update

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

QMUL Model Update

Introduction:

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

Latest news:

- Personal Tutor training is under way. More than 30 sessions have been scheduled covering more than 600 staff.
- Development and review of amended and newly proposed level-5 and level-6 Model modules is in progress.
- A mix of detailed planning for, and implementation of, pilots for a range of non-School Model modules is progressing.
- Funding from the 'Student Futures' strand of the Annual Fund has been secured to support a pilot of QChallenge Abroad for 80 students in April 2018.
- Final stages of development for the online skills review and for QMplus Hub, including the online dashboard, are in hand.
- A further Model Networking event was held on 31 October, the next is scheduled for 30 November, and dates are fixed for further meetings through to July 2018.
- Work is progressing with Marketing and Communications on the undergraduate prospectus, as well as a wider internal and external communications plan.
- As noted previously, support for the delivery of non-School Module models will be provided centrally. QMSE has discussed and endorsed the development of a unit to ensure that non-School Model modules can be delivered at the required scale and in a way that is academically rigorous; see separate Senate paper.

Risk register:

The QMUL Model risk register is appended here. As requested at the last Senate meeting, the risk register has been updated to include:

- R32, a risk to good honours derived from a broadening of the UG programmes.

Further information:

Further information on the QMUL Model is available on the revised QMUL Model QMplus page: <https://qmplus.qmul.ac.uk/course/view.php?id=8490>. And on our student-facing webpage: <http://www.qmul.ac.uk/undergraduate/whyqm/teaching/>

Team contacts:

Dallas Alexandrou: Project Manager: d.alexandrou@qmul.ac.uk

Valerie Jesman: Administrative Assistant: v.jesman@qmul.ac.uk

Jane Smith: Graduate Management Trainee: jane.smith@qmul.ac.uk

Appendix:

- QMUL Model risk register

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

1-7
8-14
15-25

The risk register is a live document.

Raw risks

ID	Risk Description	Likelihood	Impact	Severity	Mitigation Plan	Owner	Status	Date Closed
R1	Senate does not approve Model	3	5	15	*Ensure Senate are updated on concept and consultation *Ensure model is clearly defined and implications fully explored	RJL	Closed	09/06/2016
R2	Lack of resources for development of Model	2	5	10	* Funding has been secured via PAR * Identify funding opportunities and apply for them * Ongoing review of resource requirements as project develops	RJL	Open	
R3	Lack of resources for delivery of Model	1	5	5	* Funding has been secured via PAR * Identify funding opportunities and apply for them * Ongoing review of resource requirements as project develops	RJL	Open	
R4	Timeframe for delivery not achievable	3	5	15	*Appoint project team *Clarify project plan and feasibility of delivery within timeframe *Ensure resource is available to Schools, Institutes and Directorates for preparation and implementation (via QMUL and external funding) in tight timeframe	RJL/Project team	Open	
R5	Lack of engagement by staff and students with the Model	4	2	8	*Ensure students are kept informed of concept and development via appropriate forums *Ensure staff are consulted on the concept and development via consultations, school visits and reference group *Ensure that students and staff understand the importance of these modules (as with all modules) given their importance in the degree award rules (which only allow for a narrow degree of failure)	Project team	Open	
R6	Lack of engagement with staff and students in development of Model	4	5	20	*Ensure staff are consulted on the concept and development via consultations, school visits and reference group *Ensure students are kept informed of concept and development via appropriate forums *Ensure concept and model is clearly communicated * Regular communications to all staff, showing where feedback has been used to amend proposals and inform developments.	RJL/Project team	Open	
R7	Lack of engagement with <i>prospective</i> students in development of Model	3	3	9	*Ensure concept and model is clearly communicated *Undertake market research to test Model	Project Team/TRT	Open	
R8	Implementation of Model leads to staff departures and/or unhappiness and uncertainty.	3	4	12	*Ensure staff feel engaged with and understand benefits of the Model *Utilisation of Model Network Events to further inform and communicate about the QMUL Model *Production of support materials for staff by the Model Awareness Raising Working Group	Project Team	Open	
R9	Model leads to under-recruitment of students	2	5	10	*Market testing to evaluate appeal of the Model *Appropriate marketing and comms planning to ensure Model is promoted and understood	Project Team/TRT	Open	
R10	Timetabling: there is no suitable space in the teaching week in which students (on different programmes) can take the QMUL Model modules.	4	5	20	* Discuss this issue with the timetabling team and develop scenarios, potentially including data modelling, and solutions, for example blocking out a certain part of the week for QMUL Model activities (including existing modules that fit into that category). * Working Group to focus on optimised timetabling, considering the QMUL Model as a specific work stream. * Explore opportunities for blended and distance learning, where appropriate to a module's learning outcomes.	Project Team	Open	
R11	Students do not get the QMUL Model choices that they want/some modules are oversubscribed.	5	4	20	* Management of student expectations. * Develop a prioritisation/selection process for popular modules, considering issues such as students' backgrounds, bursaries, WP status, etc, and also whether they had their first choices in a different developmental year (if not, they might receive priority the next year). It is acknowledged that schools/institutes will implement a variety of selection criteria. This proposal is not intended to be prescriptive, rather a guide as to how the issue of selection for popular modules might be addressed * Monitor the popularity of particular options and, where possible, scale up the provision for future years through multiple occurrences or the development of similar options	Project Team	Open	
R12	Students from the home department are displaced by visiting QMUL Model students on academically relevant modules (where numbers are capped and registration is first come-first served).	3	3	9	* Provide advice to schools/institutes on module selection. * Look into the possibility of two sets of capping rules (i.e. allotting x places for home school students and y places for the QMUL Model).	Project Team	Open	

R13	Model displaces content modules and dilutes the programme of study, or is viewed as having done so.	2	5	10	<ul style="list-style-type: none"> * Programme diets remain in the control of school/institutes, to determine which elements must be retained. * Consult on the possibility of moving to an academic credit framework based on multiples of 10 credits in order to free up space in the curriculum for additional, smaller modules (both QMUL Model and elective). * Communicate clearly the fact that the QMUL Model thread is designed to strengthen the programme overall and is both an academically rigorous element and in many cases something that can draw together other elements. 	Project Team	Open	
R14	Module(s) is (are) not sufficiently flexible to recognise and address different students' different starting points in terms of understanding (within the same module, or across various modules).	3	3	9	<ul style="list-style-type: none"> * Develop a Social Capital Skills Review for all new students to identify strengths and weaknesses. * Personal advisers to use the results of the review in helping students to make suitable choices to address their particular skills needs. * Results of Social Capital Skills Review to be used in the continuing development and proposal of QMUL Model modules to directly address the particular deficits. * Supporting the further development of teaching skills to deal with students with a range of starting points. 	Project Team	Open	
R15	The Model is not sufficiently quality assured	1	5	5	<ul style="list-style-type: none"> * Standard processes to be applied, including module evaluation, double marking/moderation, exam boards. * Annual Programme review-type activity to regularly review the QMUL Model provision as a whole. 	Project Team	Open	
R16	External reviews/reviewers respond negatively to the Model	2	5	10	<ul style="list-style-type: none"> * Standard processes to be applied. The QMUL Model will be one more element in the diet. * Add an additional question to the QMUL External Examiner Report template to elicit views on the Model once it is up and running. * To be considered in relation to HER, TEF, external examiners, Periodic Review, etc. 	Project Team	Open	
R17	Insufficient appropriate QMUL Model options are available to cater to all students (including constraints on academic levels).	3	5	15	<ul style="list-style-type: none"> * Complete a review of all QMUL modules to identify suitable modules, and gaps. * Develop, replicate, and scale up provision. * Work with schools/institutes to identify relevant elements in first year curricula for 2017/18. 	Project Team Schools/institutes	Open	
R18	Insufficient time/resource to develop programmes and modules for 2017/18 (and beyond)	1	5	5	<ul style="list-style-type: none"> * For delivery in 2017/18, agree that a minimum requirement of implementing only one QMUL Model Learning Outcome per QMUL Model module. * Small scale changes for 2017/18 to be accommodated within standard QMUL QA approval processes * Resources to support QMUL Model development for 2017/18, as requested by Faculties, has been approved by QMSE * Communicate with ARCS colleagues to ensure sufficient support is in place for schools. 	Project Team/ ARCS	Open	
R19	Introduction of the Model leads to revocation of accreditation from Professional and Statutory Regulatory Bodies (PSRBs).	1	5	5	<ul style="list-style-type: none"> * Write to PSRBs throughout the project and inform them of the aims (complete) and detail. * Ensure that the Model does not displace core content required for accreditation. * Should a PSRB express concerns, modify the Model to accommodate their needs for that programme. 	Project Team	Open	
R20	Model leads to over-assessment of students	1	5	5	<ul style="list-style-type: none"> * Establish a sub-group of Education Quality & Standards Board to develop general guidance on appropriate assessment loads and innovative assessment modes (not specific to the QMUL Model). * The risk relates in part to the proposal to consult on a credit framework based on multiples of 10 credits, with the notion that this will mean more modules, each with more assessment. Clarify that the number of modules may not increase (as 20 and 30 credits modules can be included), and that this can be an opportunity to 'reduce' assessment (by retaining the existing contact hours and reducing the assessment to reduce the credit value from, e.g. 15 to 10). 	EQB	Second part closed	
R21	Disruption to school/institute budgets through net-importing/exporting of students to QMUL Model modules.	3	4	12	<ul style="list-style-type: none"> * Ensure that schools/institutes understand that funding will follow students to the school/institute delivering the module. * Given the above, encourage all schools to make attractive QMUL Model offerings to bring in students. * Introduce systems of capping on QMUL modules to manage registrations (see R11) 	Project Team	Open	
R22	The Model does not have (or is not viewed as having) sufficient academic rigour	2	5	10	<ul style="list-style-type: none"> * QMUL Model modules to undergo exactly the same processes in terms of development and delivery as any other module. * Monitoring and audit of provision to ensure that all included modules are suitable for the Model and are fit for purpose in QA terms, including appropriate level/credit/assessment/learning outcomes. 	Project Team	Open	
R23	Additional QMUL Model modules increase staff teaching loads	1	5	5	<ul style="list-style-type: none"> * QMUL Model fits within the existing 120 credits per developmental year, so the modules should be alternatives rather than additions in most cases. * Monitor net import/export of students through QMUL Model, and ask schools/institutes to monitor and report on any issues. * Manage student registrations through module caps and eligibility criteria to ensure that class sizes are manageable. * Consider centrally delivered modules with dedicated teaching resource for skills and placement modules 	Project Team	Open	
R24	Personal tutors not equipped to advise students on QMUL Model choices.	4	4	20	<ul style="list-style-type: none"> * Ensure that all relevant information is communicated to personal tutors. * Deliver face-to-face training for personal tutors (or equivalent). * Finalise the Social Capital Skills Review and its implementation process. * Ensure results from Social Capital Skills Review are made available to personal tutors and students through QMPlus Hub 	Project Team	Open	
R25	Insufficient oversight/administrative support for placements and internships	3	3	9	<ul style="list-style-type: none"> * Establish a central administrative unit to support the set-up and management of placements and internships. 	Project Team	Open	
R26	Insufficient accommodation for new staff	3	4	12	<ul style="list-style-type: none"> * Add the QMUL Model as a specific work thread for the (existing) active space planning exercise. 	Project Team	Open	
R27	Negative impact on student survey results and satisfaction	2	4	8	<ul style="list-style-type: none"> * Monitor survey results for comments on the Model and, where appropriate seek remedial action. * Ensure that students understand and engage with the Model. 	Project Team	Open	

R28	Lack of a robust mechanism for evaluation of the Model's success	3	4	12	* Robust and timely setting of an adequate baseline. * Ensuring an external perspective on the evaluation.	Project Team	Open	
R29	Model does not improve, or worsens, students' post-HE outcomes	1	4	4	* Monitor via DLHE returns. * Make amendments to the Model to address (or build upon) patterns identified in the returns.	Project Team	Open	
R30	Lack of sustainable continuity in central staff resourcing for the Model.	3	3	9	* Succession planning. * Avoidance of a single point of failure. * Embedding the Model as a standard part of the culture of the institution. * Clear and complete record keeping.	Project Team	Open	
R31	Students not completing Skills Review	4	4	16	* Series of measures to support staff to introduce Model and Skills Review positively to students including: * Face- to-face training for Personal Tutors and support materials * Development of slides to introduce Model at beginning of Sem A 2017-18 * Positive benefits of Model and Skills Review emphasised in materials.	Project Team	Open	

QMUL Model

2017-18 Information you need to know

What should I know about the QMUL Model Personal Tutor Training Sessions?

A team of ten trainers will be delivering training to more than 600 colleagues across all Schools/Institutes between now and February 2018. The purpose of this training is to support relevant Personal Tutors¹ to have effective meetings with students, based on the results of their Skills Review.

First-year students will be able to complete the Skills Review from the start of Semester B. All relevant Personal Tutors are expected to meet with their tutees once they have completed the Skills Review to discuss the results. Based on these results, Personal Tutors can discuss appropriate Model module choices for the next academic year and support students to identify opportunities for further development. This is an ideal opportunity to encourage students to review their skills development in line with the four Model themes and to start thinking about and planning how to support their ambitions following graduation.

The training is a 90-minute session for all Personal Tutors who will meet first-year students². It is tailored to ensure that it is specific to the context of your School/Institute. This is being achieved through close liaison between the training team and each School/Institute Model contact. Most training session dates have been finalised and you will receive an invitation to attend your own School/Institute session in due course, if this has not yet already been received.

What do I need to do?

If you are a Personal Tutor for first-year students, once you receive an invitation from your Model contact, you should confirm which session for your School/Institute you will attend. For further information please contact your Model Contact or the QMUL Model team at model@qmul.ac.uk

Further information about the QMUL Model can be found in the [QMUL Model QMplus pages](#). It is recommended that you review [QMUL Model Information Sheet 3](#) prior to your training session as this relates to the Model Competency Framework and Skills Review.

¹ It is acknowledged that different terminology is used across Schools/Institutes, including Academic Adviser, Personal Tutor and Mentor. For the purposes of consistency, Personal Tutor has been used.

² For SBM, this also applies to second- and third-year students as Model modules are being delivered at levels 5 and 6 across the School.