



**Senate: QMUL Model Unit**

<b>Paper Title</b>	QMUL Model Unit
<b>Outcome requested</b>	Senate is asked to consider and <b>approve</b> the proposed QMUL Model unit, as recommended by QMSE.
<b>Points for Senate members to note and further information</b>	<p>One of the major challenges of the QMUL Model is the scale up of Model modules available to students outside of their home disciplines, and specifically so-called non-school modules, which will give students the opportunities to undertake activities outside of QMUL. At a rough estimate, and while not immediately the case, these modules will provide approximately 3000 student places per year provided we can secure and manage sufficient numbers of relationships with external organizations, academically rigorous assessment and marking, and everything that goes along with the standard school-based modules.</p> <p>While drawing on expertise within existing directorates and schools, we need a structure that will provide academic validity to development and delivery of modules, carrying the responsibilities for academic and quality controls.</p> <p>It is proposed that the appropriate structure is a cross-institutional unit that would act in a similar way to a school only in so far as responsibilities for these non-school modules, would act as a commissioner of new Model modules, and would facilitate design of interdisciplinary Model modules, drawing largely on fractional contributions of existing staff distributed across the institution.</p> <p>QMSE considered a number of options including one that embedded the unit within a single school and within a single faculty. QMSE endorsed the proposed cross-faculty approach, noting the importance of the cross-institutional nature of the activity, which would draw on expertise from across QMUL ensuring that the activity did not become detached from activity elsewhere in the institution.</p> <p>Cross-faculty structures already exist, for example, the Doctoral College provides support for postgraduate research students and postdoctoral researchers across the three Faculties. All postgraduate research students and post-doctoral researchers are situated within schools and institutes, where formal responsibility for them lies. QMSE may establish new cross-faculty structures, provided that formal responsibility for individual students always lies within schools and institutes. This is the basis of the proposal made here, namely to establish a</p>

	cross-faculty structure with responsibility for non-school Model modules, which will be delivered to undergraduate students from any home school/institute, where formal responsibility for them remains.
<b>Questions for Senate to consider</b>	Senate is asked whether the proposed cross-faculty structure provides the necessary safeguarding of academic standards for non-school Model modules.
<b>Regulatory/statutory reference points</b>	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
<b>Strategy and risk</b>	<p><b><u>Strategy</u></b> QMUL Strategic Aims 1, 3, 6 SETLA Strategic Aims 1-3</p> <p><b><u>Risk</u></b> 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>
<b>Reporting/consideration route for the paper</b>	None
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## QMUL Model Unit

### 1. Background

One of the major challenges of the QMUL Model is the scale up of Model modules available to students outside of their home disciplines, and specifically so-called non-school modules, which will give students the opportunities to undertake activities outside of QMUL.

Examples of non-school Model modules with target numbers include:

- QConsult: Community, Commercial [c. 200 x 5 = 1000]
- QChallenge: London, Abroad [c.800]
- QEnterprise: InQUBEate, Formula Student [c.200]
- QTaster, QInsight: Civil Service Fast Stream, IBM, BAML etc. [c. 400]
- QPD: leadership, management and professional development skills [c.100]
- QLecture: Inaugurals, MEI etc. [c.500]

These are the priority non-school module developments for 2018/19 with pilots in 2017/18; there are other ideas for non-school module development in later years. At a rough estimate, and while not immediately the case, these modules will provide 3000 student places per year provided we can secure and manage sufficient numbers of relationships with external organizations, academically rigorous assessment and marking, and everything that goes along with the normal school-based modules.

While drawing on expertise within existing directorates and schools, we need a structure that will provide academic validity to development and delivery of modules, carrying the responsibilities for academic and quality controls.

It is envisaged that the appropriate structure would act in a similar way to a school only in so far as responsibilities for these non-school modules, would act as a commissioner of new Model modules, and would facilitate design of interdisciplinary Model modules, drawing largely on fractional contributions of existing staff distributed across the institution.

QMSE considered a number of options including one that embedded the unit within a single school and within a single faculty. QMSE endorsed the proposed cross-faculty approach, noting the importance of the cross-institutional nature of the activity, which would draw on expertise from across QMUL ensuring that the activity did not become detached from activity elsewhere in the institution.

### 2. Governance

The academic governance framework at QMUL<sup>1</sup> is based on a number of principles, including that Senate is the body responsible for the academic activity of QMUL with a particular emphasis on safeguarding academic standards and promoting academic freedom.

The Faculty Vice-Principals and Executive Deans have responsibility for the operation of academic governance structures at faculty level. The Heads of School/Institute are responsible to the relevant Vice-Principal and Executive Dean for the operation of appropriate structures for academic governance at school/institute level.

Cross-faculty structures already exist, for example, the Doctoral College provides support for postgraduate research students and postdoctoral researchers across the three Faculties. All postgraduate research students and post-doctoral researchers are situated within schools and institutes, where formal responsibility for them lies.

QMSE may establish new cross-faculty structures, provided that formal responsibility for individual students always lies within schools and institutes. This is the basis of the proposal made here,

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<sup>1</sup> <http://www.arcs.qmul.ac.uk/media/arcs/governance/senate/Academic-Governance---October-2016.pdf>

namely to establish a cross-faculty structure with responsibility for non-school Model modules, which will be delivered to undergraduate students from any home school/institute, where formal responsibility for them remains.

Senate is asked whether the proposed cross-faculty structure provides the necessary safeguarding of academic standards for non-school Model modules.

### 3. Proposal

Establishment of a cross-faculty-based academic unit, e.g. the QMUL Model unit (QMM unit).<sup>2</sup>

While in some respects like a school, the QMM unit would differ from a standard school as it would not have home degree programmes but would have a range of home Model modules, similarly it would not have home students but would take responsibility for delivery of non-school Model modules to a sizable number of students from home schools and institutes across QMUL.

The QMM unit structure is outlined in the following two diagrams:

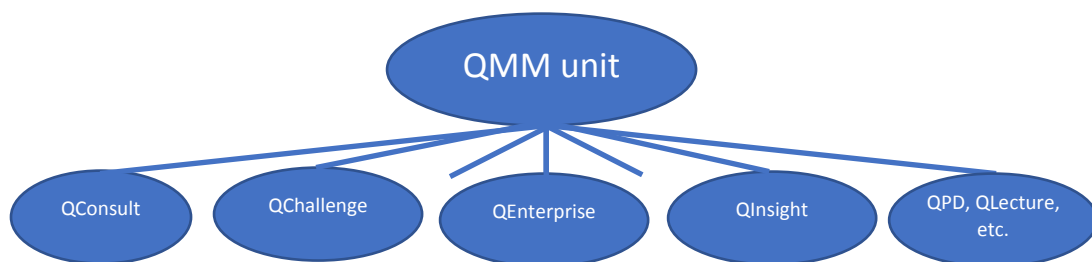


Fig 1: Indicative QMM unit structure showing the initial non-school Module modules with more to be developed in time.

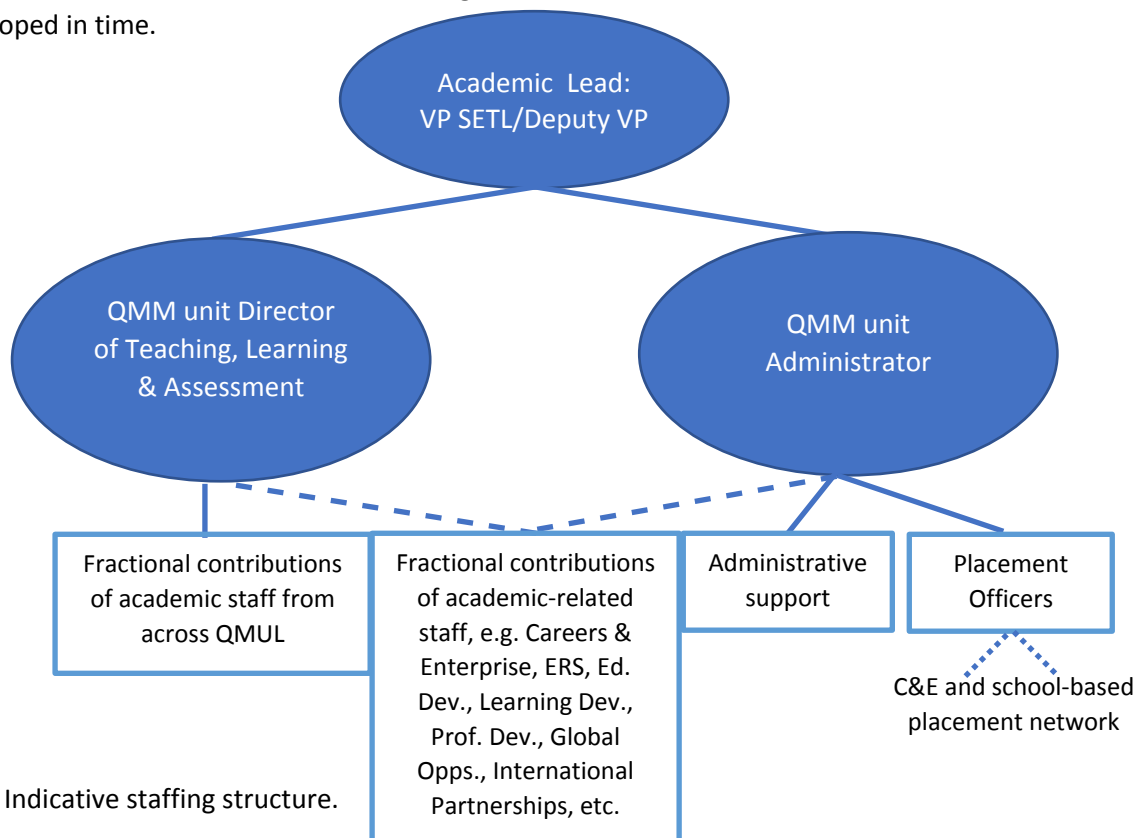


Fig 2: Indicative staffing structure.

<sup>2</sup> A worked-up business case will be included within the current Planning Round. Note, however, that in terms of scale, we estimate that within a couple of years every undergraduate will take 10 to 15 credits of non-school Model modules during their undergraduate degree (i.e. from a total of 360 credits).

The QMM unit Director of Teaching, Learning & Assessment (TLA) would specifically include assessment within the remit and the role holder would act as Subject Exam Board (SEB) Chair. The role holder would also coordinate the academic staff contributing to the QMM unit. It is envisaged that this role would be an internal fractional (e.g. 0.5FTE minimum), fixed-term (e.g. three-year) appointment. To avoid creation of further additional structures, the SEB would report to the HSS undergraduate Degree Exam Board, as would the annual programme review (with sharing of reports with S&E and SMD). Periodic reviews of the QMM unit would be developed on a bespoke basis, as is the case. for example, of Educational Development.

The QMM unit Administrator would specifically include placement lead for the QMUL Model within the remit and would have placement officers as reports (adding to those already within Careers & Enterprise) as well as coordinating the existing network of school-based placement officers. It is envisaged that the QMM unit Administrator would be full-time appointment.

While remaining in their home schools/institutes, some academic staff would make fractional contributions to the QMM unit and would support the QMM unit Director of TLA, including the continuing development of Model modules, curriculum development, facilitating interdisciplinarity, providing academic oversight of the delivery of non-school Model modules, marking of assessments, and conducting module evaluations and improvements. These contributions will need to be appropriately recognized to ensure take up by a range of academic staff from across QMUL.

Academic-related staff, predominantly from Professional Services directorates, e.g. from Careers & Enterprise, Educational Development, Professional Development, Learning Development, ERS, Global Opportunities, International Partnerships, etc., would also make contributions to the QMM unit. It is envisaged that the delivery of specific Model modules would be led by particular directorates, e.g. QConsult by Careers & Enterprise, and in some cases we have externally funded Model posts to support modules, e.g. JP Morgan, but the over-arching coordination and the academic aspects of these would lie with the QMM unit. The QMM unit would also work with QMSU to build co-creation with students into the curriculum development work.

Various administrative functions are anticipated, for example: technical administration of the eportfolio and web-based material; student-facing issues, e.g. advice on module registration, and would liaise closely with the Records Team in ARCS; and arrangements relating to marking, servicing the SEB, timetabling, handbooks, etc.

The Placement Officers are essential for establishing new placement opportunities, maintaining relationships, safeguarding the interests of the students and dealing with contractual matters at the scale required. It is envisaged that there would be some dedicated to the QMM unit in the first instance and that there would be a deliberate coordination of the existing network of Careers & Enterprise and school-based placement officers (typically working on year-in-industry arrangements and similar) to ensure that all benefit from strengthened relationships.

#### **4. Timing**

It is anticipated that not all roles would be required in the first instance. However, for launch, we would need, at a minimum, the Director of Teaching, Learning & Assessment, the Administrator, some administrative support, a small number of fractional contributions/posts by May 2018.