



Queen Mary
University of London

Education Manual
2020-21

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1. Queen Mary's Education Manual

1.1 Introduction

This Manual sets out Queen Mary's policies and procedures for the management of academic standards and the delivery of a high-quality student experience. Queen Mary "will deliver an outstanding, inclusive, world-class education and student experience, co-created with our diverse student body, enhanced by our world-leading research and latest technological developments." (Queen Mary Strategy, 2030); in keeping with this mission, all academic and professional services staff have a collective responsibility for the continuous improvement of the student academic experience and maintaining the standards of Queen Mary's awards.

1.2 Quality assurance at Queen Mary

Queen Mary's quality framework for the management of academic quality and standards in teaching and learning is informed by the Strategy 2030, Queen Mary, and by the key external reference points encompassed in the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education and the European Association for Quality Assurance in Higher Education (ENQA) Standards and Guidelines. Queen Mary's approach to quality assurance is risk-based and proportionate with a clear focus on the issues that matter most to students: degree standards, student outcomes and the academic experience.

Queen Mary invests in the policies and processes that underpin the management of quality and standards, ensuring that these interconnect to provide a rigorous and effective framework. The framework comprises the following elements:

- Programme development, approval and withdrawal processes
- Programme specifications for all taught programmes
- Guidance on collaborative provision
- The Academic Regulations which specify programme and assessment regulations
- The Assessment Handbook
- The Queen Mary Academic Credit Framework
- The use of external examiners in all examinations and examination boards, with externality as a key feature of programme development, monitoring and review
- Student representation and feedback mechanisms including module evaluation
- Annual Programme Review and Taught Programme Action Plans, including the analysis of student data on admission, progression and completion
- Postgraduate Research Degree Programmes Review
- Periodic Review of all academic schools and institutes
- Compliance with HEFCE's Operating Model for Quality Assessment
- Compliance with the requirements of Professional, Statutory and Regulatory Bodies.

This Manual is intended to provide a helpful resource for staff, students and external visitors to Queen Mary, presenting all policies and procedures relating to teaching and learning in an accessible format. This Manual is regularly updated in light of internal discussions and in accordance with external guidance. Please see the 'What's New?' page for the latest updates, details of current consultations, and information on external developments in the higher education sector.

2. Appointment and role of external examiners and external members

Key Contacts – Alice de Havillan and Simon Hayter

Taught Programmes

2.1 Purpose

The purpose of this procedure is:

- to ensure that Queen Mary's taught 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 Queen Mary's degrees and the fairness of its assessment procedures.

This procedure takes in to account the precepts and guidance of the [QAA Quality Code](#)

2.2 Scope

This procedure covers the appointment and role of external examiners and external members for all undergraduate and postgraduate taught programmes of study. It does not cover research degrees or non-award-bearing continuing education.

2.3 Associated documents

Associated documents including the following can be found on the External Examiners for staff web page; <http://www.arcs.qmul.ac.uk/quality-assurance/external-examiners/external-examiners-info-for-staff/>

- External examiner nomination form
- External member nomination form
- External examiner extension of appointment form (for exceptional 5th year extensions)
- Fee payment forms

Associated documents for external examiners can be found on the dedicated External Examiners' Resources web page: <http://www.arcs.qmul.ac.uk/quality-assurance/external-examiners/external-examiners-resources/> and include the following:

- Assessment Handbook
- Academic Regulations
- Guidance for External Examiners
- Duties of External Members
- External examiner report pro-formas (UG, UG SMD, PG)

2.4 Accountability of external examiners and external members

The formal responsibility of External Examiners and External Members is to the Principal and their annual reports are addressed to the Principal (although sent to the Assistant Academic Registrar Assessment Governance). Externals have the right to make a confidential report to the Principal at any time.

External examiners and external members have a crucial role in quality assurance:

- External member/examiners' primary duty is to ensure that the standard of the programme(s) are consistent with those awarded across the UK university system.

- External examiners and external members have a key responsibility to ensure that all candidates are treated fairly, and that decisions in relation to individual students are taken after due deliberation;
- External examiners and external members are asked to review the examination process, and to comment on its operation. The reports of External Examiners are also a key source of information in the monitoring of modules and programmes of study;
- External examiners and external members, because of their experience of assessment procedures at other institutions, are in a position to offer valuable advice and counsel to examination boards and programme / module organisers.

2.5 Procedure for the appointment of external examiners

External examiners are appointed by the Deans for Education (Humanities and Social Sciences, and Science and Engineering), or the SMD Head of Quality Assurance (Medicine and Dentistry). This authority is delegated from the Senate.

Nominations for the appointment of new External Examiners must be submitted on the External Examiner nomination form and forwarded to the Academic Secretariat by the Chair/Secretary of the relevant Subject Examination Boards along with a short copy of the nominee's CV. Although submitted by the SEB Chair/Secretary, nominations should be considered after consultation with the programme / module organiser and the Head of School.

The nomination is reviewed for approval against the appointment criteria below by the Assistant Academic Registrar (Assessment Governance) and approved against the same criteria by the relevant Faculty Dean for Education. Where the nominee does not strictly meet the appointment criteria (and a sound case justifying the appointment has been made on the form) the nomination will also require approval of the Vice-Principal (Education).

An External examiner is appointed for a period of four years, from September 1st to December 31st four years later. This is to ensure ample opportunity for briefing by the school/institute before draft examination question papers have to be considered in Semester A for the January examination period.

2.5.1 Appointment criteria: External Examiners

External examiners do not operate in isolation, but (except in cases where there is only one External examiner) as a panel, with collective responsibility for ensuring the standard of the qualification. Therefore, any new appointment should be considered in the context of the whole panel of External examiners for the programme / award.

2.5.2 Appointment criteria (from Chapter B7 of the UK Quality Code for Higher Education)

Person Specification

Institutions appoint external examiners who can show appropriate evidence of the following:

- i. knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
- ii. competence and experience in the fields covered by the programme of study, or parts thereof
- iii. relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate

- iv. competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures
- v. sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers
- vi. familiarity with the standard to be expected of students to achieve the award that is to be assessed
- vii. fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements)
- viii. meeting applicable criteria set by professional, statutory or regulatory bodies
- ix. awareness of current developments in the design and delivery of relevant curricula
- x. competence and experience relating to the enhancement of the student learning experience.

Conflicts of interest

Institutions do not appoint as external examiners anyone in the following categories or circumstances:

- i. member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners
- ii. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
- iii. anyone required to assess colleagues who are recruited as students to the programme of study
- iv. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
- v. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question
- vi. former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s)
- vii. a reciprocal arrangement involving cognate programmes at another institution
- viii. the succession of an external examiner from an institution by a colleague from the same department in the same institution
- ix. the appointment of more than one external examiner from the same department of the same institution.

Terms of office

An external examiner's appointment will normally be for four years, with the possibility of an exceptional one-year extension to ensure continuity.

An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.

External examiners should normally hold no more than two external examiner appointments for taught programmes/modules at any point in time.

2.6 Procedure for the appointment of External Members

External members are appointed to Degree Examination Boards only. Normally one external member is appointed jointly to the Undergraduate Humanities and Social Sciences and Undergraduate Science and Engineering Degree Examination Boards. The External member is not appointed to the Undergraduate Dentistry or Medicine, Degree Examination Boards as external examiners are present at these meetings.

Nominations for the appointment of new external members should be presented on the external member nomination form and should be forwarded to the Academic Secretariat by the Academic Registrar & Council Secretary along with a copy of the nominees short CV.

The nomination is reviewed for approval against the appointment criteria listed below by the Chairs of the relevant Degree Examination Boards, and by the Vice-Principal (Education).

2.6.1 Appointment criteria

External members should satisfy the following criteria:

They should be people of seniority and experience, who can command authority. They should normally be employed either at the level of Senior Lecturer or Deputy Academic Registrar or above;

- They should not normally hold more than two simultaneous external examiner roles at first degree level;
- They should not normally be appointed to a Degree Examination Board from which a member of the Board is an examiner at the external's institution;
- Former members of staff should not be appointed as an external member for at least five years after they have left Queen Mary;
- External members should normally be serving senior academics or administrators to ensure that they are fully conversant with standard policies and practices across the sector. An external member who retires from his/her permanent post will continue as an external member until the expiry of the period of office, but a retired person should not normally be appointed as an external member. A person who is not currently the holder of a senior administrative appointment or a senior lecturer post or above will not be eligible for nomination as an external member;
- An external member should not normally be drawn from the same institution as his/her predecessor;
- An external member who has completed a term of office may not be re-appointed until five years have elapsed;
- An external member should not be employed in any other capacity by Queen Mary.

In the event that the nominee does not meet one of the criteria indicated above, a letter of justification must be included with the nomination. The term 'normally' should be removed from the appointment criteria to determine whether a letter of justification is required.

2.7 Period of appointment

The period of appointment will normally be from 1 September to 31 December four years later, with the possibility of extension by mutual agreement for a fifth year only in exceptional circumstances. This will enable the External examiner/member to be involved in assessments from the start of the academic year, and to continue in office to deal with reviews, further assessment, resits etc.

Requests to extend the appointment of an external must be made by the end of June in their fourth year on the extension request form. The extension will be considered using the same procedures

as those used for the appointment of a new external examiner/member. Extensions should only be made in exceptional circumstances, such as where a programme is coming to an end. The extension of appointment of an external examiner/member who has regularly failed to attend examination boards and submit annual reports will not be approved.

An external examiner/member who wishes to resign before the expiry of their normal period of office is required to write formally to the Principal (sent to the Assistant Academic Registrar Assessment Governance), giving sufficient notice for the appointment of a replacement, this is usually 3 months.

In the event that a programme ceases to be offered by Queen Mary or does not recruit students in a particular year and the services of an external examiner/member are no longer required, prior to the completion of the external examiner's/external member's period of appointment, it is the responsibility of the Chair of the Subject Examination Board to inform the external examiner/member of this matter. The Academic Secretariat must also be informed to enable accurate central record keeping.

The termination of an external examiner or external member's appointment by Queen Mary, before the expiry of their normal period of office, should be made by a formal recommendation to the Vice-Principal (Education) from the Chair of the Examination Board or the Academic Registrar & Council Secretary. This recommendation must be supported by the Dean for Education/ Head of Quality; the Vice-Principal (Education) will then make the final decision. Reasons for termination of an external's appointment by Queen Mary include failure to perform their duties (including regular non-attendance at examination boards and non-submission of annual reports) and/or a breakdown in the relationship with Queen Mary.

2.8 Briefing

Upon appointment, the Academic Secretariat will send an external examiner/member a letter of appointment together with the following documentation:

- two copies of the external examiner's/member's agreement form;
- a personal details form (required for payment purposes);
- the last report of the previous external examiner/member and the response written from Queen Mary, where applicable.

The letter will include the URL (<http://www.arcs.qmul.ac.uk/quality/external-examiners/external-examiners-resources/index.html>) of the web page where External Examiners/Members can download the following:

- Queen Mary's External Examiner/Member Guidelines;
- a report pro-forma for the External Examiner's first report;
- the Academic Regulations;
- the Assessment Handbook;
- an expenses claim form.

External examiners and members are encouraged to use the web page to access guidelines, regulations and pro-formas as this will ensure that they always use the most up-to-date version of each. The Academic Standards and Quality Officer will ensure that the web page always provides the most recent version of every document available for downloading and/or viewing.

Queen Mary's letter of appointment gives a general outline of the responsibilities of external examiners/members but the detailed role of each external will vary according to the discipline, the custom and practices of the relevant Examination Board, and the distribution of responsibilities

among the panel of external examiners. It is therefore essential that a new external examiner is carefully briefed by the Chair of the Subject Examination Board as soon as possible after their appointment has been confirmed. The responsibility for briefing a new external member rests with ARCS.

The Chair of the Examination Board must also brief external examiner and their briefing should cover the following:

- general information on the School/subject area, including information provided to students, such as the Student Handbook and the regulations for the programme(s) of study to be examined;
- the names of other external examiners on the Subject Examination Board, and the modules/programmes of study for which they will be responsible, together with the options for which each external will be solely responsible;
- the relevant programme specification(s), together with module syllabuses and the means by which they will be assessed;
- the relevant marking criteria, used by the Subject Examination Board in assessing individual pieces of work (whether scripts, projects, coursework, etc) – for example, process for marking and moderation and where seen exams/or module answers are provided.;
- the ‘calendar’ of events over the coming year, including the deadlines for submission of work to external examiners, and for its return, the dates of meetings of the Subject Exam Board, and dates on which external examiners are required to attend meetings (for example, to examine projects, to oversee presentations or OSCEs).

The briefing by ARCS to the external member should cover the following:

- general information on practices and procedures at Queen Mary;
- the conventions used by the Degree Examination Boards;
- the ‘calendar’ of events, including the dates on which external members are required at Queen Mary for Degree Examination Boards.

On an annual basis, the Academic Secretariat will post on the external examiners’ dedicated web page the details of any major changes to Queen Mary’s regulations and procedures.

2.9 Duties of External Examiners

External Examiners have the following ‘core’ duties:

2.9.1 General

- to comment on the assessments for each module for which they are responsible:
 - the extent to which the assessments cover the syllabus;
 - whether they enable candidates to demonstrate their achievement of the learning outcomes;
 - to consider, comment upon and approve all examination question papers and to comment on marking schemes for individual papers, assessment criteria and model answers;”

- comment on marking schemes, assessment criteria and model answers;
- to confirm whether or not the standard of marking is satisfactory by scrutinising a sample of assessed work for each module;
- to comment on the standards of achievement of candidates and the comparability of this achievement to standards elsewhere;
- to comment on the standards of proposed awards and their comparability to similar awards elsewhere;
- to make known any causes for concern in relation to academic standards achieved by candidates, the standards of modules and the standards of awards to be made, should such cause arise;
- to advise the Subject Examination Board on appropriate actions where the marks for a module are significantly outside the normal pattern, and to confirm recommendations by markers for action where the marks for a module are significantly outside the normal pattern;
- to attend oral examinations, where applicable;
- to attend meetings of the Subject Examination Board, and participate fully in decision making;
- to endorse results and progression decisions, and recommendations for award;
- to attend meetings of the Degree Examination Board, where they choose;
- to submit a full report, including an optional confidential report to the Principal;
- to perform any other duties requested by the Senate or the Degree Examination Board, following appropriate consultation over the nature of those duties.

By agreement with the Subject Examination Board and in consultation with the relevant schools and institutes, external examiners may also carry out other duties including:

- the approval of project topics and essay titles,
- interviewing students about their programme of study and experiences,
- comment on proposed changes to the curriculum,
- comment on proposed changes in assessment methods.

External examiners also have a less tangible role in encouraging good practice, and advising the examination board on dealing with difficult problems.

2.9.2 Moderating examination question papers

The Subject Examination Board is responsible for overseeing the production and agreement of examination papers; this is often delegated to a small sub-committee of examiners (scrutiny committees). Examination papers (including marking schemes, assessment criteria and model answers) are prepared by internal examiners in accordance with the approved minimum standards and template. These are then reviewed by a scrutiny committee before being sent to the appropriate external examiner for review and approval. Examination papers for all sittings of examinations must be set, scrutinised and approved according to the approved procedure. External examiners must review and approve all examination papers, including resit papers, even when individual questions may have been agreed separately in the past.

The external examiner must satisfy him/herself that the question paper:

- is appropriate to the level of the module;
- is an appropriate means of testing whether candidates' have achieved the stated outcomes of the module;
- covers the full range of the syllabus;
- is fair – i.e. that some candidates will not be at an advantage other than by virtue of their academic ability and commitment.

Any comments or amendments suggested by the external examiner must be responded to or acted upon. The external examiner must be informed of action taken in response to their comments.

In the event that an external examiner refuses to agree an examination paper, for whatever reason, this shall be reported to the Chair of the Degree Examination Board and the Assistant Academic Registrar, Assessment Governance or nominee. The Chair of the Degree Examination Board makes a decision on whether or not the paper should be approved or if amendments are needed. This decision shall be based on consideration of the objections detailed by the external examiner and the viewpoint brought forward by the school setting the paper.

2.9.3 Moderating coursework tasks

There is not the same requirement for coursework tasks to be approved by the external examiner as there is for examination papers. It is, however, good practice for schools to seek the external examiners' views on the nature of the proposed assessment. Details of coursework questions should be supplied with examination papers to avoid overlap. Subject Examination Boards are encouraged to engage the external examiner over the design of the assessment where modules are assessed solely by coursework., .

2.9.4 Moderating examination scripts and other assessed coursework

External examiners must be provided with sufficient evidence to determine whether the internal marking and classification for honours is consistent, and of an appropriate standard. Therefore, external examiners are permitted to view and comment upon all student submissions for all forms of assessment.

The role of the external examiner is to confirm the standard of marking, adherence to marking policies, ensure all students are treated equitably and comment on student achievement. Although the selection of assessment made available to the external examiner is a matter for determination between the external examiner and the Chair of the Subject Examination Board. The external examiner must be provided with sufficient evidence to determine whether the internal marking and classification for honours is consistent, and of an appropriate standard. Therefore, as a minimum the following sampling arrangements should apply:

- Module marking and moderation report, outlining the comments of the internal marker(s) and moderator.
- Module results report, detailing both the spread of marks for the module and individual elements of assessment
- Module outline/handbook
- work from the top, middle and bottom of the range, including failures;

Examination boards must ensure that there is a clear marking trail of comments and notes that can be followed by external examiners. The first and second marker/moderator must use either ink or paper of differing colours to ensure that this is the case. Where assessments are marked using an electronic application, differing font colours or an alternative means of making the markers' input

clearly identifiable must be employed. In some cases, particularly where electronic marking is used, comments from markers may be aggregated, and it should be made clear where this is the case.

External examiners do not have the power to change individual marks when reviewing a sample, as this would be unfair to the students not included in the sample. Where review by the external examiner indicates that significant alterations to one or more mark may be necessary, the external examiners should review the marks for the entire cohort; to confirm the marking or reject it as unsound. Examiners have discretion on whether to remark all submissions, or to scale marks according to an agreed benchmark. Re-scaling should be reported to, and endorsed by, the Subject Examination Board

External examiners moderate the marking of internal examiners; they should not be involved in double marking. External examiners are not markers.

2.9.5 Oral Examinations

Oral examinations shall only be used as approved elements of module assessment for taught programmes, with detailed marking schemes. Where an oral assessment is used in this way, it must be conducted by no fewer than two internal examiners. Where an oral assessment is recorded, the second examiner may mark the recording rather than (or in addition to) attending the examination. Oral examinations are not used to determine classifications in borderline cases and external examiners are not required to be present.

External Examiners are able to review any recorded oral assessments and have access to marking trails for oral assessments. They must not be asked to undertake any of the following:

- first or second marking;
- revise any marks awarded for an individual student

2.9.6 Examination Boards

Queen Mary has a two tier system of Examination Boards: Subject Examination Boards (SEBs) consider marks, progression and any circumstances that may have impacted on these, and make recommendations for award. Degree Examination Boards (DEBs) are award boards and approve awards and classifications as well as ratify other results achieved and progression decisions.

All external examiners are required to attend the Subject Examination Board for the programme to which they have been appointed and may attend the Degree Examination Board should they wish to do so. Exceptionally where an external examiner is unable to attend a Subject Examination Board, the meeting may proceed in their absence provided that absent externals are consulted before the Board, that their views are communicated to the Board and the outcomes are reported back to, and endorsed by, the absent external(s) after the Board. At least one external examiner must be present at a Subject Examination Board meeting, either in person or remotely.

It should not be necessary for external examiners to undertake more than three visits to Queen Mary each year.

Subject Examination Boards expect to receive marks that have already been reviewed and approved by external examiners, except in the rare occasion where the performance of a candidate, or of candidates, raises an issue of policy on which the whole board must decide. The Chair of the Subject Examination Board therefore has the responsibility of ensuring that the marks and other information put before the Board incorporates the comments of externals.

Some Boards ask external examiners to send their comments in writing a week before the board meeting; others organise a 'pre-meeting' at which all outstanding issues are resolved.

2.9.7 Classification for Honours

Degrees are classified based on a classification mark which is calculated by using the appropriate method as outlined in the Academic Regulations. A Subject Examination Board does have discretion to take into account other factors when determining the class of degree i.e through application of the Queen Mary's Borderline Policy (Regulation 2.112 – 2.114)

2.9.9 Views of external examiners

Chairs of Examination Boards must ensure that externals are invited to express their views, particularly on difficult and contentious cases, and these views will always carry a particular weight. In routine cases where there are disagreements within the Board, the final decision will be reached by the majority vote; Chairs having a second and casting vote in the event of a tie). Where, however, an external examiner expresses grave concern that a particular decision would be improper or inequitable, the Chair must seek the views of all external examiners on that issue. If the majority of external examiners are in agreement, the Examination Board must defer to their views, and the substance of the discussion must be recorded in the minutes or report of the meeting.

External examiners may occasionally recommend courses of action that contravene Queen Mary's regulations or guidance documents. The Academic Registrar or Assistant Academic Registrar (Assessment Governance) should be consulted without delay in such cases; discussion of the issue shall be closed until guidance is received.

2.10 Duties of external members

External members have the following 'core' duties:

2.10.1 General

- to comment upon standards of achievement, as represented by the College Mark and degree classifications, and the comparability of these achievements to standards elsewhere;
- to make known any causes for concern in relation to academic standards;
- to provide an external perspective upon the interpretation of regulations, and upon recommendations for the suspension of regulations;
- to provide advice upon the use of discretion - within the permitted scope of any Queen Mary policy - in order to agree results, progression, and awards;
- to attend meetings of the Degree Examination Board, and to participate fully in decision making;
- to endorse (or otherwise) the awards, degree classifications, and progression decisions made by the Degree Examination Board;
- to submit a full report, including an optional confidential report to the Principal;
- to perform any other duties requested by Senate or the Degree Examination Board, following appropriate consultation on the nature of those duties.

External members also have a less tangible role in encouraging good practice, and advising the examination board on dealing with difficult problems.

2.10.2 Examination Boards

External members are required to attend all of the Degree Examination Boards for which they have been appointed. Exceptionally where an external member is unable to attend the Degree Examination Board, the meeting may go ahead in their absence.

It should not be necessary for an external member to undertake more than three to four visits each year to Queen Mary.

2.10.3 Views of external members

Chairs of Degree Examination Boards must ensure that external members are invited to express their opinions, particularly on difficult and contentious cases, and these opinions will always carry a particular weight.

2.11 External examiners / members reports

2.11.1 Oral Report

After the examination board has completed its deliberation on candidates, the external examiners/members will each be invited to give a brief oral report.

External examiners' oral reports should cover:

- their opinion of the assessment process, including its fairness, accuracy and efficiency;
- their opinion of the academic quality of the cohort(s) that they have just examined;
- their opinion of the quality of the teaching, as judged by their examination of the students;
- any recommendations to the examination board for improvements in the teaching or examination process;
- their opinion as to whether recommendations made in previous years have been properly followed up.

External members' oral reports should cover:

- their comments on the examination board proceedings;
- any recommendations for improvements in regulatory and procedural arrangements;
- their opinion as to whether recommendations made in previous years have been properly followed up.

Examination Boards should respond to external examiners' / members' comments. If, however, Board fails to respond to critical comments in a positive manner, the external should contact the Assistant Academic Registrar, Assessment Governance as a matter of urgency.

External examiners will be informed that they can make representations to the Chairs of the Degree Examination Board if they are dissatisfied with a decision.

The SEB Minutes and report to the Degree Examination Board must detail any case where the majority of external examiners disagreed with a decision concerning the classification of a particular candidate.

2.11.2 Written Report

External examiners / members are required to complete a formal report for each academic year of service. A standard template is available via the external examiner website. This is an essential part of Queen Mary's quality assurance framework and external examiners reports form a major source of information in the various programmes reviews. Report templates are reviewed yearly by the Academic Secretariat.

External examiner reports are also made available to students via Student-Staff Liaison Committees as part of our QAA obligations. Reports may be summarised for SSLCs, but full reports can be requested by individual students. It is therefore, important that references to individual students in reports be avoided. A confidential report may be attached as an appendix to an external examiner's report in the event that an external examiner wishes to report a matter relating to an individual student.

Reports are submitted to ARCS, who will read all external examiner/member reports and highlight comments that require a formal response. Chairs of Examination Boards are required to respond to the points made by external examiners, both directly (within a month after the submission of the report) and through the documentation produced for the reviews mentioned above.

Where a formal SEB response is required, the Chair of the Examination Board will provide a written response to the external examiner, with a copy being sent to ARCS. Where the external examiner raises an issue of principle which has not already been addressed by the School/Institute, it should first be discussed at a staff meeting, or the examiners' next meeting, or at a meeting of the responsible curriculum/teaching committee, as appropriate to the circumstances.

The Assistant Academic Registrar, Assessment Governance is responsible for responding to the reports of External Members. The report is also received by the Education Quality and Standards Board.

Externals' comments and the responses from Chairs of Examination Boards are considered by the Assistant Academic Registrar Assessment Governance. An annual summary and statistical report is then written for consideration by the Education Quality and Standards Board.

In cases where an external examiner's report contains particularly sensitive comments, the Vice Principal (Education) will contact the appropriate Chair of Examiners or Head of School/Institute immediately when the report is received. The Vice-Principal (Education) will normally require a written response to serious criticism.

Queen Mary aims to establish and maintain constructive and effective relationships with its external examiners and external members. However any problems experienced either by an external examiner, an external member or an Examination Board should be reported immediately to the Assistant Academic Registrar, Assessment Governance or to the Vice-Principal (Education).

2.12 Payment

2.12.1 Fees

External members are paid their fees directly by the Academic Secretariat. External Examiner payments are processed by the Academic Secretariat upon submission of a fee payment form by the Chair/Secretary of the Subject Examination Board. Fee payment forms are requested by ARCS when passing on examiner reports.

The fee payable is at the discretion of the School, but should take into account the fee payment formula, which is reviewed periodically by the ARCS. ARCS will only process fees on receipt of an annual report; Queen Mary reserves the right to refuse to pay for reports that are received more than six months after the Examination Board.

2.12.2 Expenses

Expenses are reimbursed by the relevant School/Institute immediately on receipt of a signed expenses claim form with all receipts attached, provided that the expenses claim form is submitted within three months of incurring the expenses. All expenses claims should be sent direct to the Exam Board Secretary, and the form is available from the External Examiners resources webpage.

3. Programme and Module Development

Key Contacts:

Ali Dawn (HSS & QMA)

Ashley Palmer (S&E, UG SMD)

Alice de Havillan (PGT SMD)

PLEASE NOTE - Programme Approvals Process is currently in transition. The following outlines the interim Programme Approvals Process whilst we work towards the new process.

3.1 Undergraduate and postgraduate taught programmes

This information is aimed at Programme Proposers / Organisers in preparation for the design and revision of undergraduate and postgraduate taught programmes and modules. It is intended only as a summary of the key procedures for programme and module approval, amendment and withdrawal, more detailed guidance can be found in the Programme and Module Developer's Guide on the Academic Secretariat website: <http://www.arcs.qmul.ac.uk/quality-assurance/academic-development/>

3.2 Student Information System

The Student Information System (SIS) will continue to be used as the central repository of definitive programme and module information, which will be compiled from the forms/data requests submitted as part of the programme and module development procedures. The SIS will be used to automatically populate information pages on the Queen Mary website such as course finder and the module directory. It is therefore imperative that schools and institutes ensure that the information provided is accurate and developments submitted by the published deadlines.

3.3 Scope

Queen Mary's programme and module development procedures cover proposals for:

- all new undergraduate and postgraduate taught programmes of study ;
- the amendment or withdrawal of existing undergraduate and postgraduate taught programmes of study;
- changes to the regulations of an undergraduate or postgraduate taught programme;
- approval of all new modules;
- amendment to previously approved modules;
- withdrawal of modules;
- the proposal/amendment of micro credentials

These procedures do not cover research degrees (with the exception of Professional Doctorates which have a substantial taught component) or non-award-bearing continuing education.

3.4 Associated documents

3.4.1 Programme documents

- Part 1 Programme Proposal Form
- Part 2 Programme Proposal Form
- Programme Specification Template
- Programme and Module Developer's Guide
- External Adviser feedback form
- Academic Regulations
- Programme Amendment Form
- Programme Withdrawal Form

The documents and forms for programme development can be found on the on the Academic Secretariat website; - <http://www.arcs.qmul.ac.uk/quality-assurance/academic-development/programme-development/>.

3.4.2 Module documents

- Module Proposal Form
- Summer School Module Proposal Form
- Module Amendment Form
- Module Withdrawal Form

The documents and forms for module development can be found on the on the Academic Secretariat website; - <http://www.arcs.qmul.ac.uk/quality-assurance/academic-development/module-development/>

3.5 Programme Approval

Programme approval is a two stage process:

- Part 1 is a planning process consisting of approval in principle of the business case and market focus of the programme proposal, taking account of the school/institute and Queen Mary 2030 Strategy, likely demand and availability of resources.
- Part 2 involves the approval of the submission of the detailed academic content for the proposal, including the programme aims, outcomes, structure and the strategies for teaching, learning and assessment, and is begun once part 1 approval has been received. Part 2 is supported by a detailed programme specification and external adviser review.

Throughout the programme development process, consideration should also be given to other key Queen Mary internal reference points including the:

- 2030 Strategy;
- Queen Mary Assessment Strategy;
- Academic Regulations;
- Queen Mary Academic Credit Framework;
- Queen Mary Academy resources and good practice

The development process should start at least 12 months before the first delivery of a programme, to enable sufficient time to establish the market; develop the programme, consult with colleagues across the institution, and undertake the approval processes.

Part 1 programme proposals for undergraduate programmes due to start in September 2021 should be completed and have received Faculty approval in principle before the end of December 2020 in order to meet the UCAS deadline for students to make their applications. Postgraduate taught programmes should ensure they have been granted approval in principle to allow sufficient lead-in time for marketing the programme. Any proposal which involves collaboration with another institution or body must have Partnerships Board (PB) strategic approval of the partner organisation. For single, joint, double and dual collaborative programmes a Stage 1 Partnership and Programme Proposal form should be submitted to the Academic Secretariat for PB consideration of the partner (see Section 7).

Approval of Part 2 is the responsibility of the Taught Programmes Board. All Part 2 programme proposals (both UG and PGT) need to be submitted to the 24th February 2021 meeting to meet the UCAS deadline for making offers and internal deadlines for data collection and timetabling.

3.5.1 Summary of the Programme Approval Process



3.5.2 Timeline of the Programme Approval Process

Date	Process
September – November	<ul style="list-style-type: none"> Collaborative programmes - submit the collaborative proposal to Faculty for consideration and approval. If the proposal was not submitted in the last Faculty Planning and Accountability Review (FPAR), draft Part 1 programme proposal for programmes due to start in September of the following year. Lodge Part 1 proposal with the Faculty Executive for approval, (following school/institute Learning and Teaching Committee review). Programmes can be advertised after Part 1 approval is confirmed but no offers can be made until Part 2 approval is confirmed. For collaborative programmes – Programmes cannot be advertised until Faculty. PB have approved the partner and no offers can be made until the MoA is finalised.
December	<ul style="list-style-type: none"> Undergraduate programmes should have Part 1 approval before the end of December to meet UCAS timescales. Consider possible external advisers who might be willing to scrutinise the Part 2 programme proposal paperwork
January – February	<ul style="list-style-type: none"> Draft the Programme Specification and the Part 2 form (including Module Proposals for any new modules). Seek the written comments of at least one external adviser for written comments. Part 2 programme proposals need to be submitted by 14 Jan 2021 (for 4 February 2021 TPB) 3 Feb 2021 (for 24 Feb 2021 TPB).

June	• Complete nomination forms for any new External Examiners required
September	• Start of new programme

3.6 Programme Amendments

Amendments to existing programmes of study are initially considered and approved by school/institute Learning and Teaching Committees. A revised Programme Specification and a Programme Amendment Form should be completed by the school/ institute. Minor changes require consideration only at school/institute level, for example, changing the selection status (core, compulsory, elective) of modules linked to the programme, and changes to student diets. Modifications that result in a significant change to the aims, outcomes, structure, or content of the original programme may need to be processed as a new programme approval or approved reviewed for approval by Taught Programmes Board. Schools/institutes are encouraged to discuss these types of changes with the Academic Secretariat for advice on the appropriate procedure.

The deadline for the submission of a programme amendment is 18 February 2021. Those requiring Taught Programmes Board approval will need to be submitted by the 14 January 2021.

NB - Programme title changes and amendment to Entry Requirements require review and confirmation from Faculty and includes advice from Marketing and Communications and Admissions. These must be submitted before 31 January 2021, to meet UCAS and admissions timescales.

3.7 Programme Withdrawals/Suspensions

Programme Suspension is used where a programme cannot be taught the following year but may be taught in subsequent years. Where a programme can no longer be taught, a Programme withdrawal is required.

Programme withdrawals/suspensions must adhere to both school/institute and University strategies and therefore require review by Faculty and reported to TPB. Current students must be consulted and arrangements for the completion of their studies must be made and agreed. For collaborative programmes the partner should be consulted about all arrangements for termination, which must be consistent with the obligations on both parties specified in the Memorandum of Agreement.

3.8 Module Proposals

Proposals for new modules associated with a new programme of study will be considered as a package by Taught Programmes Board. The responsibility for approving new modules that are part of existing programmes of study is devolved to schools/institutes, subject to the published deadlines. Where new modules are introduced as core or compulsory, both a Programme Amendment and updated programme specifications(s) should be and submitted with the module proposal.

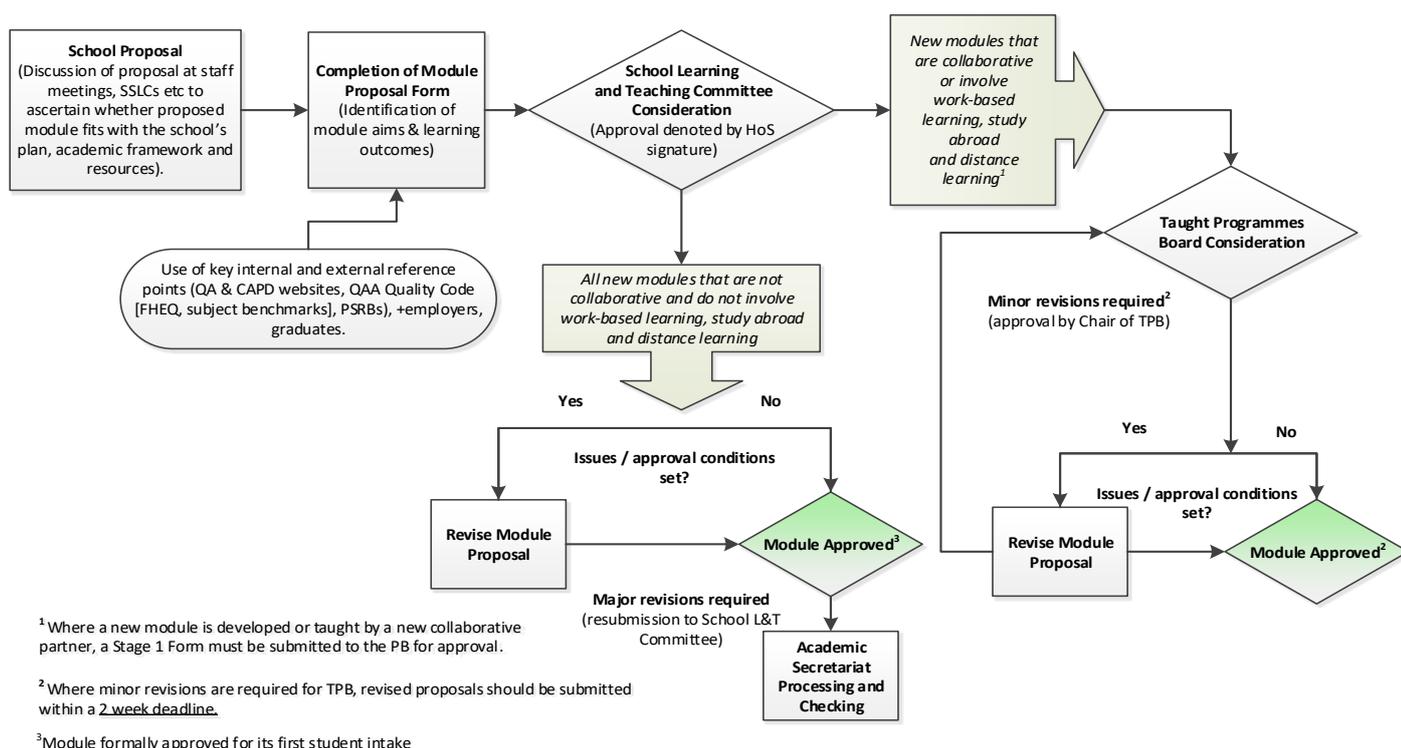
The following kinds of new modules require Taught Programmes Board approval:

- modules developed as part of a new programme of study;
- modules relating to a programme delivered through a collaborative arrangement;
- modules involving work-based learning or study abroad;

NB Where a module is delivered or developed in collaboration with another institution Partner approval should be sought from the PB via a Stage 1 Partnership proposal. Schools/institutes should enable sufficient time for consideration by both Institutions.

For modules not requiring consideration by Taught Programmes Board or Partnerships Board, the Academic Secretariat will log the approved module and scrutinise the module proposal for completeness of information and the appropriateness of the new module details. Any issues identified by the Academic Secretariat will be referred back to the school/institute for follow up before any module is formally created on the SIS.

3.8.1 Summary of the Module Approval Process



3.8.2 Timeline of the Module Approval Process (modules not associated with a new programme of study)

Date	Process
January - February	<ul style="list-style-type: none"> Draft all Module Proposals (Semester A and B) and lodge with the School/Institute Learning and Teaching Committee for consideration. All standard Module Proposals and Specifications submitted to the Academic Secretariat by 18 February 2021.
September	<ul style="list-style-type: none"> Start of new module

3.9 Module Amendments

School/institute Teaching and Learning Committees (or equivalent) consider and approve all module amendments, subject to the published deadline. The procedure for module amendments does not cover proposals to change the level or the credit value of a module; such proposals require the submission of module proposal form. For collaborative programmes, approval must also be sought from the partner institution. As with module proposals the school/institute should send the completed, signed module amendment form to the Academic Secretariat for scrutiny.

The deadline for the submission of module amendments for the following academic year is 18 February 2021 and 1 August for amendment to module assessment only. This enables schools/institutes to reflect on module results and act upon student / external examiner feedback.

3.10 Module Withdrawals

A proposal to withdraw a module should be approved by the responsible school/institute(s) Teaching and Learning Committees (or equivalent). The deadline for the withdrawal of modules is 18 February 2021. In the case of collaborative programmes, evidence that the partner institution has been appropriately consulted should be included.

3.11 Further Guidance

The Programme and Module Developer Guide provides detailed guidance on the procedures for programme and module approval, amendment and withdrawal. This guide and forms mentioned in this document can be found on the Academic Secretariat website, in addition to a detailed schedule of deadlines. <http://www.arcs.qmul.ac.uk/media/arcs/docs/quality-assurance/academic-development/programme-development/Programme-Module-Developers-Guide--2019-20-V1.pdf>

3.12 Research Degree Programmes

The Research Degree Programmes and Examinations Board (RDPEB) has the delegated authority for approving new research programmes or for permitting changes to the structures of existing programmes (for example the introduction of a compulsory taught module).

For new doctoral programmes that involve collaboration with another Higher Education Institution, the Partnership Board must approve the partner. For further guidance, see section 7 below.

3.13 Professional Doctorates

In June 2014, Senate approved a framework for Professional Doctorate programmes), which established a Professional Doctorates Committee (PDC) to oversee programme development. The PDC is constituted from members of TPB and RDPEB and will consider proposals for new Professional Doctorate programmes and make recommendations for their approval to both Taught Programmes Board and the Research Degree Programmes and Examinations Board.

- 4. Annual Programme Review**
- 5. Periodic Programme Review**

Key Contacts: Ali Dawn, Alice de Havillan, Ashley Palmer.

In May 2020 Education Quality and Standards Board agreed to review the annual and periodic review processes undertaken at Queen Mary.

These section will be updated when the review has concluded.

6. Collaborative provision

ARCS <i>Ashley Palmer (Taught)</i> <i>Mary Childs (Research)</i>	International Office <i>Clare Burke (Partnerships)</i> <i>Ceri Bevan (Global Opportunities)</i>
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6.1 Introduction

This chapter sets out Queen Mary’s quality assurance policy for the management of Queen Mary’s learning opportunities which are delivered in collaboration with external organisations and lead or contribute to a Queen Mary award or Queen Mary academic credit.

Queen Mary has committed to engage in collaborative provision in its 2030 Strategy, recognising the opportunities and benefits that collaborative arrangements can offer in order to enhance research, knowledge transfer and the student learning experience.

Queen Mary is responsible for the academic standards of the awards made in its name and for the quality of the programmes that lead to those awards. Queen Mary holds ultimate responsibility for the way in which it manages its higher education provision in collaboration with other institutions, and conforms to the QAA’s *UK Quality Code for Higher Education Chapter B10 Managing higher education provision with others*:¹

Queen Mary is mindful of the risks involved in developing and managing academic partnerships and has built in appropriate due diligence and risk management processes to support these partnerships from their inception through to review.

Definition

Queen Mary follows the QAA definition of collaborative provision set out in Chapter B10 as “all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.”

Collaborative provision refers to any educational provision leading to an award or to specific credit of Queen Mary which is delivered, supported or assessed through an arrangement with one or more partner organisations.

6.2 Purpose

The purpose of the document is to describe Queen Mary’s policy and mechanisms for developing and managing educational partnerships with external institutions with a view to ensuring that Queen Mary maintains an appropriate quality of student experience and effectively manages risk in relation to its collaborative provision.

This information is aimed at academic and administrative staff involved in the development of programme proposals with a UK or an overseas partner. It is intended as a summary of the key procedures leading to programme approval.

Separate Guidance Notes for collaborative proposals with details on the procedures and templates to be followed are available on the Collaborative Provision: <http://www.arcs.qmul.ac.uk/quality-assurance/collaborative-provision/>

¹ www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B10.pdf

Proposers should note that all new collaborative proposals need University approval before the detailed programme approval process can begin. No new collaborative arrangements will be permitted to progress unless it has been approved via the procedures described in this document and accompanying guidance.

A summary of the Academic Programme Approval Process, including that for the collaborative programmes, can be found in chapter four above.

6.3 Scope

The policy covers all partnerships that lead to an award of Queen Mary University of London, or an award made jointly with another institution, or to admission to one of Queen Mary's programmes with advanced standing or involving the exchange of staff or students. It also includes partnerships that facilitate admission to programmes and/or have a role in determining entry standards.

The following types of activity fall outside of scope:

- Franchise or validation arrangements which Queen Mary policy does not currently allow;
- Individual research collaborations which are managed by the Joint Research Management Office (JRMO) or by the Business Development Office;
- Visiting students (i.e. those not studying for credit or on a student exchange arrangement);
- Sponsorship only agreements;
- Voluntary placements or work experience organised by the student;
- Visiting academics.

6.3.1 Types of collaborative activities covered by this policy

The main types of collaborative arrangements covered by this policy and with which Queen Mary may be involved include:

- General co-operation agreements (Memoranda of Understanding - MOUs);
- Articulation agreements;
- Progression agreements;
- Collaborative programmes for undergraduate and taught postgraduate provision leading to a single, joint or double award;
- Study abroad and Exchange programmes, including Erasmus+ exchanges;
- Visiting associate students studying at Queen Mary;
- Collaborative research degree programme arrangements. These normally lead to a single degree jointly awarded by the partner organisations. Double awards (including co-tutelles) will only be considered in exceptional circumstances, for example where required as part of an external doctoral training grant application. Queen Mary will only consider joint degree programmes for a cohort of students. Joint degrees cannot be set up for individual students;
- General research agreements.

A full breakdown is available in **Annex A** to this chapter, 'Taxonomy of Partnerships'

6.4 Principles

The following key principles will underpin all partnership activity at Queen Mary:

- Academic standards and awards: Queen Mary retains responsibility for the academic standards of all awards granted in its name, and is responsible for ensuring that the academic standards of awards developed and delivered through partnership arrangements will be equivalent to those delivered by Queen Mary and will be compatible with any relevant UK benchmarking information.
- Academic reputation: Queen Mary will collaborate only with institutions of good academic standing. For international partners, advice on the academic standing of a prospective partner is available from the International Partnerships Office and from ARCS for partners within the UK. Any new partnership should contribute to and enhance the reputation of Queen Mary as well as of the school/institute sponsoring it.
- Quality assurance: Queen Mary's quality assurance procedures for collaborative activities follow the procedures set out in this Handbook. Specific quality assurance procedures required to support a collaborative arrangement should be set out in the agreement and should be approved at the relevant stage in the procedure. The overall quality of learning opportunities for students undertaking programmes in collaboration with others will be equivalent to that for students based solely at Queen Mary.
- Assessment of risk: Queen Mary ensures, through due diligence investigations, that a proposed partner is of an appropriate academic standing, with shared educational objectives, and is capable of fulfilling its role and responsibilities under the collaborative arrangement. Prior to submitting any new collaborative proposal, an assessment of possible risks should be undertaken in respect of both the partner and the proposed activity.
- Financial sustainability: All partnership activities should be financially sustainable, and should be fully costed to give an indication of likely direct or indirect costs to the school/institute. The financial arrangements and responsibilities will be detailed in a written agreement between Queen Mary and the partner.
- Consistency with Queen Mary Strategy and International Strategy: Any agreement with an overseas partner institution should be coherent with, and support the aims set out in the 2030 [Strategy](#). It should also be coherent with the strategic plans of the school/institute concerned.
- Legal framework: The responsibilities and obligations of Queen Mary and the partner institutions will be set out in Memoranda of Agreement (MoA) and, for more substantial arrangements, in legally binding contracts. The precise contractual requirements should be assessed on a case by case basis, but due to their greater complexity, double and joint arrangements will normally require a legally binding contract, whilst for other types of collaboration, Memoranda of Agreement will normally be sufficient.
- Programme management: For any partnership leading to an award, Queen Mary's management of the programme or module will operate in the same way as internal provision with formal approval and review through the programme and module approval and review processes.
- Admissions: The arrangements for admission to the collaborative programme are managed in accordance with Queen Mary's normal recruitment and admissions policy. Any specific admissions requirements are set out in the collaborative agreement and are articulated to students as part of the admissions process.
- Assessment: Assessment processes and procedures of partner institutions should be consistent with Queen Mary's Academic Regulations and with the Queen Mary

Academic Credit Framework. Queen Mary's normal external examiner procedures apply to collaborative arrangements.

6.5. Associated key documents

The following documents and templates can be found on the ARCS Collaborative Provision webpage - <http://www.arcs.qmul.ac.uk/quality-assurance/collaborative-provision>

- Approval Flowchart
- Due Diligence Checklist and Risk Assessment Form
- Personal Declaration Form
- Faculty approval collaborative proposal form
- Partnership Proposal Form
- Template for Review of Activity prior to renewing or extending agreement

6.6 Governance of Collaborative provision

As collaborative arrangements are formal relationships between Queen Mary and partner organisations, the governance of academic partnerships is the responsibility of Senate. Senate delegates its responsibility for the strategic approval of partnership activity to the Partnerships Board (PB) and the consideration of the educational programme to the Taught Programmes Board (undergraduate and postgraduate taught provision) and to the Research Degrees Programmes and Examinations Board (research degrees arrangements).

PB reviews the effectiveness of collaborative provision in terms of strategic objectives other than educational quality and the Education Quality and Standards Board has responsibility for the approval of policy relating to collaborative provision and the consideration of monitoring reports as appropriate.

Schools and institutes have responsibility for the day-to-day operation and management of their collaborative activity and incorporate these programmes within their structures for academic governance and the strategic enhancement of the student experience.

Each collaborative arrangement should have a main academic lead responsible for the preparation and submission of the collaborative proposal and for managing the arrangement once this has been approved. ARCS staff are committed to support named academic leads in their discharge of this responsibility drawing on precedent and good practice across Queen Mary.

6.7 Approval of Collaborative Provision arrangements

There are four phases for any collaborative proposal and no programme may start, nor can offers be made to applicants, until the MOA or contract has been signed by both Parties.

1. Initial Development Phase: internal development of outline proposal within schools and institutes
2. Strategic Approval: strategic approval of new partner(s) and outline proposal by the Faculty or Partnerships Board (see below)
3. Academic Approval: following strategic approval, collaborative taught programmes proposals follow the standard approval process noted in Section four above
4. Final Phase – completion of the final memorandum of agreement/understanding or contract with the partner

The consideration and approval for collaborative activity is delegated according to the risk posed by the collaboration. These are detailed below, if necessary the Faculty may refer any proposal to Partnerships Board for consideration:

Faculty Approval	Partnerships Board Approval
Faculty to Faculty Memoranda of Understanding	University level Memoranda of Understanding
Articulation Agreements	Double and Joint taught awards
Progression Agreements	Joint research awards (PhD)
Student Exchanges	Joint research institutes
Erasmus + Exchanges	Study Abroad (fee-payers) Agreements (after Faculty review)
Staff Mobility / Exchanges	Study Abroad (fee-payers) Agreements with third party organisations (after Faculty Review)
	Summer School Agreements (after Faculty review)

6.8 Initial Development Phase

Initiation may come from the school/institute, Queen Mary or from the proposed partner. At the initial stage, a series of discussions will typically take place internally between school/institute staff, and between the school/institute and the potential partner in order to explore the possibility of any proposal. These discussions are an opportunity to ensure that the proposed partner is of an appropriate academic standing and to identify any potential risks as well as benefits.

Before any significant work is undertaken, staff should secure strategic approval from their head of school/institute. Plans to develop new partnerships should usually be identified in the context of the Planning and Accountability Review (PAR).

Schools and institutes are encouraged to discuss collaborative proposals with the International Partnerships Team and ARCS before the submission of any formal proposal.

If the proposed activity involves an international party or is likely to involve overseas students studying in the UK, in addition to ARCS proposers must contact the International Partnerships Team (IPT).

The development process may take up to 18 months before the launch of a programme. Proposers should take into consideration the Table with 'Timeline of the Programme Approval Process' which can be found in Chapter 4 on Programme and Module development.

Estimated timescale for approval

Type of collaborative provision partnership	Estimated timescale for approval	Faculty/PB required at Phase 2	TPB/RDPEB Phase 3
Joint and Double Awards	12-18 months	PB	TPB
Study Abroad	6-12 months	PB	n/a
Articulation	6-12 months	PB	TPB
Collaborative modules	6-12 months	PB	TPB
Collaborative PhDs	12-18 months	PB	RDPEB

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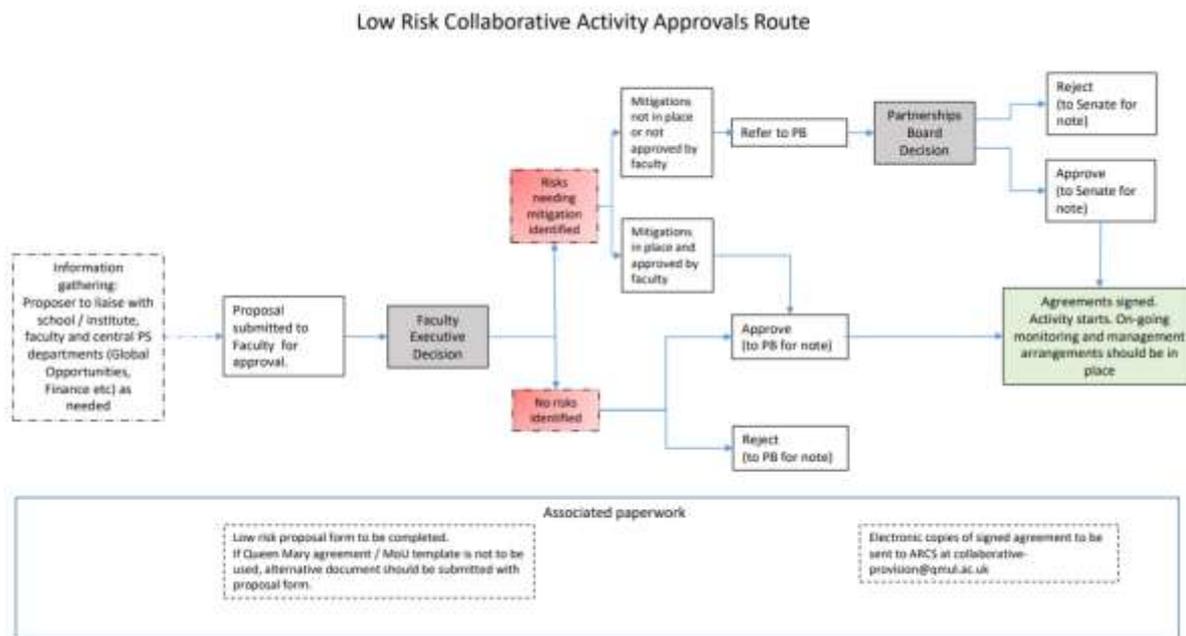
The following reference points should be used when developing the proposal:

- Queen Mary Academic Credit Framework
- 2030 Strategy
- School / institute strategies
- Partnerships Ethical Policy

6.9 Strategic Approval Phase

6.9.1 Faculty Approval

The following provides an overview of the Faculty approval process:



Before completing any paperwork, it is advisable to check whether Queen Mary has any existing agreements with the proposed partner. For international partners, there is a database on the International Partnerships Team webpages which can be found here: <http://qm-web.mc.qmul.ac.uk/internationalpartnerships/overall-agreements-and-admissions-database/>.

The Faculty Approval Collaborative Proposal Form should be used for the following types of collaborative activities:

- Faculty to faculty memoranda of understanding;
- Articulation agreement;
- Progression agreement;
- Medical Elective Agreements;
- Student Exchanges;
- Erasmus+ Agreements;
- Staff mobility / exchanges;
- Faculty specific study abroad agreements.

6.9.2 Submitting a Proposal for Faculty Approval

Faculty approval collaborative proposal form is required to be completed in full. Proposers should ensure they sign the form to confirm they have no conflicts of interest when making the proposal.

It is essential that all the required sections are completed with comprehensive information to ensure the Faculty has the information it needs to reach a decision.

In completing the proposal form, proposers must also review the risk framework (http://www.arcs.qmul.ac.uk/media/arcs/docs/collaborative-provision/Collaborative_activities_Faculty_approval_Risk-framework_1.0.pdf). This shows some of the key risks identified for the type of activity that may need to be considered as well as possible mitigations or where escalation to Partnerships Board is required. It is important that the risk framework is reviewed each time a proposal is made as the risk may change according to the partner or activity.

Once the form has been completed it should be submitted to the relevant Faculty contact for consideration:

Faculty	Contact
HSS	Professor Ioannis Kokkoris - i.kokkoris@qmul.ac.uk
S&E	Professor Teresa Alonso-Rasgado - t.alonso@qmul.ac.uk
SMD	Professor Irene Leigh and Philip Gill - i.leigh@qmul.ac.uk and p.gill@qmul.ac.uk

Once Faculty approval has been received, an agreement can be signed with the partner. Please note that, Articulation Agreements and memoranda of agreement will need to be considered by Taught Programmes Board alongside consideration of the Part 2 programme proposal before any documents are signed.

At the end of each year, the Faculty will provide a list of the proposals that it has considered and the outcomes to Partnerships Board for review.

6.9.3 Partnership Board Approval

Partnership Board must consider the following types of collaborative activities:

- University level memoranda of understanding
- Double and joint taught awards*
- Joint Research awards
- Study Abroad (fee payers) agreements (considered after Faculty review)
- Study Abroad (third Party) Agreements for incoming students (considered after Faculty review)

Summer School Agreements (after Faculty review) **Queen Mary will only permit joint taught awards if the partner is a UK Institution or within the Erasmus+ framework and subject to Senate approval*

When considering a collaboration which requires a new academic programme of study, proposers should take into account the [Queen Mary Academic Framework Policy](#), [Academic Regulations](#) and section 4 of this manual.

6.9.4 Submitting a Proposal for Partnership Approval

All new partnership proposals need to be signed off by the Head of School/Institute and endorsed by Faculty Executive prior to submission to ARCS who will arrange for consideration by the Partnerships Board (PB).

Proposers will need to submit three forms for Partnership Board to consider proposals:

1. Partnership Proposal Form
2. [Due Diligence Form](#)
3. [Declaration of Interest Form](#)

The information requested on these forms is essential to enable PB to determine whether the proposed partnership opportunity has sufficient merit and is in line with relevant QMUL strategies and policies.

Particular issues for proposers to take into account when completing the form:

- Summary of the Proposed Collaboration: information about the nature of the collaborative activity and, where known, the role and contribution of the partner.
- Partnership rationale: an explanation of the relevance of the proposal to the school/institute and the wider QMUL context. The key benefits of the partnership should be highlighted here, including its 'fit' with the QMUL Strategic Plan and school/institute plans, including international marketing plans.
- Associated deadlines: information on any important timescales associated with the development of the activity, for example, committee dates set by the partner institution to approve the collaboration, or timescales for marketing the partnership activity.
- Resources: an indication of any major resourcing implications of the proposed collaboration, such as requirements for significant or additional space, facilities, equipment and staffing.
- Delivery: if a non-UK partner is involved in the delivery of an academic programme (or module), the proposal should indicate if the programme is going to be delivered on QMUL premises or if the partner location will also be used. This information is necessary to meet Tier 4 requirements.
- Signatures and approvals: The proposal should be normally signed by the Head of school/institute and endorsed by the Faculty Executive. This confirms that the School or Institute can cover the resources required in relation to the proposed activity.

6.9.4i Due Diligence Checklist and Risk Assessment Form

The purpose of 'due diligence' is to manage any risk that might arise in relation to working in collaboration with another institution. A starting point will be an examination of the legal status of the prospective partner, which is relevant to the party's capacity to enter into a contract.

The due diligence checklist (including the risk assessment) will be scrutinised by the Partnerships Board to assess if the prospective partner is of good standing and has the capacity to fulfil its designated role in the arrangement. In the case of a high risk result, school /institutes should seek further advice from ARCS and provide any relevant supplementary documentation to strengthen the case. A "high risk" assessment for a proposed collaboration does not necessarily mean it cannot go ahead. However, it would indicate that a more extensive examination may be required of the collaborative proposal and the potential partner.

The due diligence form consists of a checklist and risk analysis divided into the following sections. Not all of which are relevant to every proposal. Where the arrangement involves more than one partner, a separate due diligence form will be required for each partner.

Section A: to be completed for all partners/proposals;

Section B: to be completed for UK partners only;

Section C: Financial matters: level of scrutiny to be determined;

Section D: For overseas partners only;

Section E: For industrial partners;

Section F: Academic matters: for joint/double taught or research degrees.

6.9.4ii Declaration of Interest Form

It is important that each proposal is accompanied by a signed declaration of interest form.

Proposers must check the [Standard of Business Conduct Policy](#) to ensure that no such conflict exists

6.10. Academic Approval Phase

6.10.1 Taught programmes

Faculty and Partnership Board can only approve the partner/type of collaboration. Review and approval of the programme remains the remit of Taught Programmes Board and proposal forms should be submitted in line with Section 4 of this handbook.

6.10.2 Research Programmes

The form should be completed by the supervisor(s) proposing the collaboration and signed by the Head of School and Director of Graduate Studies. It should then be forwarded to the Faculty Deputy Dean for Research (PGR) for consideration, together with the draft doctoral agreement. Proposals recommended by the Faculty Deputy Dean for Research (PGR) will be submitted to RDPEB for final consideration and approval on behalf of Senate.

Faculty and Partnership Board can only approve the partner/type of collaboration. Review and approval of the programme remains the remit of Research Degree Programmes and Examination Board.

6.11. Agreement documents

Before drafting Memoranda of Understanding and Agreement documents, proposers should consult the ARCS and IPO who can advise on the agreement model to be used.

All collaborative agreements must be checked by ARCS prior to submission to the relevant parties for signature. ARCS is responsible for the Register of Collaborative Provision and will check all documentation for accuracy and compliance with internal and external regulations;

The following Protocol for signing collaborative documents should be observed:

- all Memoranda of Understanding which are at College level must be signed by the Principal or by a delegated Vice-Principal (VP International);
- any other subsequent Memoranda of Agreement at School/Faculty level with an external institution should be signed by the Principal, though he may delegate authority to the relevant Faculty VP to sign on his behalf;
- where Memoranda of Agreement involve a possible commitment of resources outside of the remit of the relevant VP, then the Principal should always sign.

International Partnerships Office should be contacted for Progression Agreement templates. Global Opportunity Office should be contacted for Erasmus+ arrangements and Exchange and Study Abroad Agreements templates.

6.11.1 Memorandum of Understanding

Typically, a Memorandum of Understanding (MOU) will be signed with the partner institution after the partnership proposal has been granted. Queen Mary has a standard MOU template used to confirm the relationship between Queen Mary and the partner. It provides an umbrella agreement under which more specific agreements may be developed. It is strongly recommended that an MOU is signed where there is a likelihood of a mutually beneficial form of cooperation. The MOU is not legally binding; it is a statement of intent which sets forth the general basis upon which the Parties wish to proceed. However, not all collaborative arrangements are required to develop MOUs.

6.11.2 Memorandum of Agreement

A Memorandum of Agreement (MOA) or Contract will be signed following approval of a more developed provision. This agreement will detail the respective responsibilities, roles and obligations of the parties. The (MOA) should be fully signed before the collaborative programme commences and before offers have been made to students.

The Contract is a legally binding document setting out the rights and obligations of the parties and detailing the collaborative arrangements which will normally vary depending on the type of arrangement. Typically an MoA is valid for 5 years.

The final drafts of both the agreement and/or the contract must be cleared by the Deputy Academic Registrar following approval by Partnerships Board and Taught Programme Board/Research degree Programmes and Examination Board approval where academic programmes form the basis for a collaboration. Legal advice may be sought in relation to particular contracts.

6.12 Overview of Collaborative Arrangements at Queen Mary

Annexes B and C set out short descriptions of the current models of collaborative provision permitted by Queen Mary, highlighting key points and procedures.

Annex B covers the following types of provision:

- Articulation agreements;
- Progression agreements;
- Programmes delivered by distance learning;
- Collaborative module;
- Placement learning;
- Work based learning;
- Academic study placements: Study abroad and Exchange programmes
- Visiting Associate students
- Research agreements.

Annex C covers joint double degrees which are generally more complex arrangements.

6.13 Management of collaborative programmes

All credit bearing collaborative programmes are subject to Queen Mary's Quality Framework: programme development and approval; external examining; programme review; student module evaluation; student representation and feedback through Student Staff Liaison Committees.

Quality assurance arrangements specific to an agreement will be stipulated in the Memorandum of Agreement.

6.13.1 External Examiners

To ensure continuity, the same external examiner will be appointed to programmes that are delivered both internally and externally where this applies. External examiners will be appointed by Queen Mary where Queen Mary is the awarding institution. Where a programme leads to a joint award, partners must also appoint an external examiner, so the appointment must satisfy the criteria of both institutions. Where a programme leads to a dual award Queen Mary will appoint an external examiner(s) for the Queen Mary award. The partner may, or may not appoint an external examiner depending on the regulations for their award. However, it is strongly recommended that where this is the case, partners are encouraged to adopt a similar external approach to ensuring standards and that this is reflected in the Agreement.

6.13.2 Programme publicity

All publicity for the proposed programme should be agreed with Queen Mary prior to publication. In particular the use of the Queen Mary logo must be agreed as specified in the agreement document.

6.13.3 Student handbook

The Student Handbook will ensure that the requirements of the programme are clear to students including transparent information concerning the respective responsibilities of Queen Mary and the partner. Students will also have clear information about the nature of Queen Mary's relationship with the partner institution, and which institution is responsible for the delivery of particular learning outcomes. The complaints and appeals procedure and the responsibilities of each partner in them will be clearly delineated.

6.13.4 Student Staff Liaison Committees

ARCS compiles an annual summary of issues raised at SSLCs for Senate. The annual summary report will include a separate section drawn the minutes of collaborative programmes. The format may vary to suit the culture and model of the partnership.

6.13.5 Review and renewal of existing Agreements

One year before the expiry of an existing agreement, there will be a review of the collaborative arrangement that will lead to a decision on whether to re-approve it for a further term, or to withdraw from the provision. ARCS will coordinate a meeting of key stakeholders to decide on the most appropriate process for renewal, which will include an updated due diligence report, a review of the programme(s) and a visit to the partner institution (where appropriate).

The academic co-ordinator of the collaborative arrangement will complete a Review of Activity/Renewal Form twelve months before the Memorandum of Understanding and related agreements are due to expire. For articulation agreements, a new mapping of the partner's programme to the corresponding Queen Mary programme must be submitted to Taught Programmes Board.

The renewal request will be submitted to PB for approval and will have to be agreed by the Faculty VP. The report following the review process will form part of the documentation for the periodic review of the relevant school or institute.

Partnership visits will take place regularly both for renewal of Agreements and for programme review purposes.

6.13.6 Annual Monitoring

Regular and effective monitoring of Queen Mary's collaborative provision is required in order to safeguard academic standards and ensure the quality of the student experience. The home school/institute/faculty has responsibility for continuous monitoring of educational partnerships in accordance with the procedures for all Queen Mary awards as set out in the This Manual and an annual report on the outcomes of this continuous monitoring is required for wider consideration. Queen Mary's Senate has responsibility for annual monitoring processes and has delegated responsibility for the design of these to the Education Quality Board with input from the PB in the case of collaborative provision.

All taught programmes leading to an award of Queen Mary should complete a Programme Review. Responsible schools and institutes may determine the nature of the report following the review, provided that the report/action plan covers all areas provided in the programme review template. Schools and institutes will wish to discuss collaborative programmes as part of their Programme Review meeting and a separate annual review meeting of all collaborative provision will be undertaken by the Vice-Principal (Education), Vice-Principal (International), Deputy Academic Registrar (Academic Secretariat) and the Assistant Academic Registrar (Assessment Governance). This separate meeting will review the Programme Review reports for collaborative programmes leading to a Queen Mary award and will compile a list of actions for owning schools and institutes together with an overview report of Queen Mary-wide actions and themes for consideration by the Education Quality and Standards Board.

For collaborative research degrees, the school/institute considers reports on the programme at the appropriate Graduate Studies or other committee. Collaborative research degrees will also be discussed at the annual meeting of the Faculty Deputy Dean for Research with each school/institute.

All other types of collaborative provision (not leading to a Queen Mary award), including small-scale programmes, exchanges, articulations, visiting associate students, and placement learning are subject to continuous monitoring through the schools'/institutes' Action Plan and should be covered in the school/institute Programme Review meeting.

Full guidance on Programme Review is in section 5 of the This Manual with the addition that Partnership Board receives annual reports from all major partnerships.

6.13.7 Withdrawal from collaborative arrangements

ARCS must be notified immediately of any intention to withdraw from a collaborative arrangement, or of the receipt of a termination notice from a partner institution. Partnerships Board and Senate (or delegated authorities) will also be notified at this stage.

A decision to withdraw from, or not renew, a collaborative arrangement must be communicated promptly between Queen Mary and the partner institution, to allow sufficient time for termination arrangements to be discussed and agreed in an exit agreement. Queen Mary reserves the right to terminate a collaborative arrangement if it considers that there are risks to its academic standards and quality.

All new agreements stipulate a twelve month period of notice for termination in order to enable the management of the transition where students are already enrolled on programmes.

Any proposal for termination should be approved by the Head of School and referred to ARCS for Partnership Board for consideration.

The exit agreement will set out the respective responsibilities of Queen Mary and the partner institution(s) for the period of time that will allow all eligible students to complete the collaborative programme.

Careful management of the termination process is necessary to protect the academic standards and quality of the collaborative provision during the termination period and also mitigate reputational risks to Queen Mary.

6.13.8 Register of Collaborative Provision

The Queen Mary [Register of Collaborative Provision](#) is updated following the approval and signature of the written agreement. The Register of Collaborative Provision is an up-to-date and authoritative record of Queen Mary's collaborative partnerships, and a listing of the collaborative programmes operating through those partnerships that lead to a Queen Mary award.

The Register of Collaborative Provision is also reviewed on an annual basis by the Partnerships Board, so that it maintains an oversight of the scale and scope of Queen Mary's collaborations.

Annex A - Taxonomy of Collaborative Provision

Type of arrangement	Definition	Process for approval/renewal	Student Entitlement	Monitoring and Review	Type of Agreement	Risk Factors
Articulation	<p>Admission to an intermediate stage of a UG Queen Mary programme is on the basis of the recognition of completion of study at the partner institution to an agreed standard, which counts as <i>advanced standing credit</i> on the student's academic record. Queen Mary does not currently enter into articulation agreements whereby students articulate into the final year of a degree programme at Queen Mary.</p> <p>An articulation agreement offers students from the partner university meeting the prescribed criteria advanced entry to the relevant programme at Queen Mary, but Queen Mary will reserve the right to final admissions decisions in all cases.</p>	<p>Institutional strategic approval of the proposed partnership and partner through due diligence and risk assessment processes by Partnerships Board (PB); academic approval by the Taught Programmes Board (TPB).</p> <p>The procedure for academic approval will focus on curriculum mapping, and the evaluation of quality assurance processes at the partner institution.</p>	<p>Students are registered & enrolled with Queen Mary. They will have full access to Queen Mary learning resources and student support services.</p> <p>Articulation students are given preferential places for accommodation on Mile End campus, provided they apply within the deadline. Students are also given a minimum 10% discount on tuition fees provided there is no other financial arrangement in place with the partner, eg commission.</p>	<p>Included in the School Annual Review Process. Included in the Periodic Review (every six years) Checks to ensure curricula have not changed substantially and remain sufficiently aligned to the original mapping exercise. An evaluation of student number and of students' academic quality will be made on an annual basis and reported to PB. This information will be used to adjust entry requirements for students of that partner if necessary.</p>	<p>Memorandum of Agreement (articulation)</p>	<p>Queen Mary programmes and partners' programmes do not fully map and gaps are identified. Students' English level not fully satisfactory to meet the demands of the programme. Reputational risk if students' are not appropriately supported during their studies.</p> <p>Student experience is important for the continued recruitment of students from that partner.</p>

Progression	<p>Progression arrangements set out the requirements for admission to the start of a Queen Mary degree programme following completion of studies at a partner institution.</p> <p>Students are expected to meet Queen Mary entrance requirement or any other requirements stipulated in the progression agreement. The School/Department retains the right to refuse admission.</p>	Institutional strategic approval of the proposed partnership and partner approval by PB.	Students are registered & enrolled with Queen Mary. They will have full access to Queen Mary learning resources and student support services. Progression students on Masters programmes are given preferential places for accommodation on Mile End campus, provided they apply within the deadline.	<p>Part of the School Annual Review Process. If more than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP.</p> <p>An evaluation of student number and of students' academic quality will be made on an annual basis and reported to PB.</p>	Memorandum of Agreement (progression)	<p>Check if the proposed institution is a suitable partner for Queen Mary in terms of reputation and academic standing and if students from the proposed partner institution are likely to be adequately prepared for admission to relevant programmes in terms of both academic and English language ability.</p> <p>Important to provide suitable information, do not over promise on our offering, ensure that students are supported.</p>
Collaborative taught programmes leading to a Queen Mary award only	Queen Mary and one or more partner institutions collaborate to provide elements of a joint programme that leads to a single award of Queen Mary. Queen Mary is responsible for evaluating the provision	Institutional strategic approval of the proposed partnership and partner approval by PB and programme approval by the Taught Programmes Board (TPB).	Students are registered & enrolled with both Queen Mary and the partner institution. They will have full access to Queen	Part of the School Annual Review Process. If more than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP.	Memorandum of Agreement	IP issues need to be clarified at the PB stage and in advance of the agreement.

	and quality assurance arrangements at the partner institution (including, <i>inter alia</i> , curriculum monitoring, external examining, double marking)	Part 2 programme approval by the Taught Programmes Board (TPB).	Mary and partner institution learning resources and student support services.	Also periodic reviews if this is over 20 students		
Collaborative taught programmes leading to a joint award	<p>Queen Mary and one or more partner institutions together provide elements of a joint programme that leads to a single award made jointly by both, or all, participants.</p> <p>Queen Mary will normally only consider entering into joint award arrangements with institutions of comparable standing to Queen Mary which have their own degree-awarding powers</p>	<p>Institutional strategic approval of the proposed partnership and partner by PB and programme approval by the Taught Programmes Board (TPB).</p> <p>Part 2 programme approval by the Taught Programmes Board (TPB).</p>	Students are registered & enrolled with both Queen Mary and the partner institution. They will have full access to Queen Mary and partner institution learning resources and student support services.	Part of the School Annual Review Process. If more than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP. Periodic Review (every six years) External Examiner reports Student feedback	Memorandum of Agreement or Contract	Harmonisation of quality arrangements Reputational risk Safeguarding of student experience.
Collaborative taught programmes leading to a double award	<p>Queen Mary and a partner institution collaborate to provide elements of a joint programme leading to separate awards from each institution.</p> <p>Arrangements involving more than two partners would lead to multiple awards in the same way.</p> <p>Queen Mary will normally only consider entering into</p>	<p>Institutional strategic approval of the proposed partnership and partner by PB and programme approval by the Taught Programmes Board (TPB).</p> <p>Part 2 programme approval by the Taught Programmes Board (TPB).</p>	Students are registered & enrolled with both QM and the partner institution. They will have full access to QM and partner institution learning resources and student support services.	Part of the School Annual Review Process. If more than 20 students, a separate Taught Programmes Action Plan (TPAP) is prepared linked to the relevant School's TPAP. Periodic review – also separate if there are more than 20 students External Examiner reports	Memorandum of Agreement	Usual risks – management of academic standards, relationship with the partner, reputational risk, student experience etc.

	double or multiple award arrangements with institutions of comparable standing to Queen Mary which have their own degree-awarding powers			Student feedback		
Joint PhD agreement	Queen Mary and the partner degree awarding institution(s), provide a doctoral programme leading to a single PhD award and degree certificate) issued jointly by the partner institutions.	Institutional strategic approval and partner approval by PB Stage 2 including detailed review of MoA and programme specification by the Research Degrees Programmes and Examinations Board (RDPEB)	Students are registered & enrolled with both Queen Mary and the partner institution. They will have full access to Queen Mary and partner institution learning resources and student support services.	Part of the School Annual Research Degrees Review Process. Examiner reports for joint degree candidates are scrutinised by the school/institute and RDPEB. The consortium / partners put in place arrangements to monitor the programme, to review feedback from students, and to review student progression and examiner reports. The school/institute considers reports on the programme at the appropriate Graduate Studies or other committee.	Memorandum of Agreement and Individual Doctoral Agreement (IDA) Funding agreement if appropriate	Harmonisation of supervision arrangements and examination regulations. Assuring the independence of decision making on academic progression and examination outcome. Assurance of satisfactory training, supervision and research facilities and resources provided by the partner(s).
Double PhD agreement	Queen Mary, together with another awarding institution, provides a doctoral programme leading to two separate PhD awards for the same work, with					

	certificates from each institution. Queen Mary does not normally enter into double PhD arrangements.					
Joint supervision / research project agreement	A student or cohort of students will spend a significant proportion of their programme receiving supervision at both Queen Mary and another institution or organisation (including industrial partners). Under such arrangements students may be registered only for an award from Queen Mary or for an award from the partner institution	Students registered for a research degree at another university may apply to register at Queen Mary as associate research students.				
Placement learning: Outbound student exchanges	Outgoing students taking credit at another institution for the purposes of counting it towards their Queen Mary degree.	Institutional strategic approval of the proposed partnership and partner approval by PB. MRAG to check balance of incoming and outgoing students. Renewal of Erasmus+ agreements to be approved by PB.	Students are registered with QM for the whole period of study; in addition they will be registered with the partner institution for the agreed placement period. They will have full access to Queen Mary and partner institution learning resources and student support services.	Part of the School Annual Review Process Visits to placement provider Feedback from placement provider Exchange partner feedback	Study abroad or exchange agreements	Learning outcomes not meeting the requirements of the programme. Communication difficulties; Difficulty of confirming student study plans before they go – and participants diverging from plans whilst abroad; Issues with credit conversion. Maintaining student balances.

						Health and safety issues for students whilst abroad.
Placement learning: Work-based learning	Placements, including those in industry, experience necessary for qualifications in the health professions and continuing professional development Approved structured learning provision that typically takes place outside Queen Mary as an integral part of the Queen Mary programme.	Schools to evaluate and approve work-based/placement learning. Due diligence Meet criteria from <i>Placement learning policy matrix</i> .	They will have full access to Queen Mary resources and student support services and to placement provider resources specified in the placement.	Part of the School Annual Review Process Visits to placement provider Feedback from placement provider	Formal agreement with the placement provider. Contract for Industrial Placement & Student workplace learning agreement.	Health and safety issues; Lack of agreement specifying the responsibilities of the placement provider, student and Queen Mary.
Collaborative research arrangements	Research agreements with external partners which might arise from strategic alliances with other universities and research organisations, both home and overseas	Review and sign-off by the relevant Head of School and by the Faculty Vice Principal. Institutional strategic approval of the proposed partnership by PB. Joint Research Centres: In order for a joint centre to be set up, the proposal would need to follow a more formal benchmarking process with evidence of joint work over a period of time. Approval by QMSE/PB.	N/A	Reports to Vice-Principal's Research Advisory Group (VPRAG)	Memo of Understanding in the first place. Memorandum of Agreement	IP issues

Annex B - Agreements

[a] Articulation agreements

Definition:

Articulation agreements are formal arrangements between Queen Mary and another HEI (normally overseas) whereby credit taken at the approved partner leads to advanced standing on a particular Queen Mary programme. Admission to an intermediate stage of a Queen Mary programme is on the basis of the recognition of completion of study at the partner institution to an agreed standard, which counts as advanced standing credit on the student's academic record.

Key points:

- Queen Mary is responsible for setting out the requirements for admission with advanced standing credit through an articulation agreement;
- Queen Mary is responsible for ensuring that the attainment level required for articulation is at the minimum level of that to be achieved by full-programme students who are progressing at the point of entry;
- Marks and individual partner credits achieved at the partner institution are not transferred to Queen Mary, and do not contribute to the Queen Mary award. The learning achieved at the partner institution is credited as advanced standing credit at Queen Mary;
- Queen Mary does not currently enter into articulation agreements whereby students articulate into the final year of a degree programme at Queen Mary.

Overview procedure:

Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval through due diligence and risk assessment processes by Partnerships Board (PB) and academic approval by the Taught Programmes Board (TPB). The procedure for academic approval will focus on curriculum mapping, and the evaluation of quality assurance processes at the partner institution.

[b] Progression agreements

Definition:

Progression arrangements set out the requirements for admission to the start of a Queen Mary degree programme following completion of studies at a partner institution. Admission to the Queen Mary programme is dependent upon meeting all necessary academic requirements. Students will receive a Queen Mary award based only on credits attained at Queen Mary. The programme at the overseas institution may also lead to a qualification awarded by the partner. (Examples: 1+1, 4+1)

Key points:

- Admission to the Queen Mary programme is dependent upon meeting all necessary academic requirements.
- Students will receive a Queen Mary award based only on credits attained at Queen Mary.
- The programme at the overseas institution may also lead to a qualification awarded by the partner. (Examples: 1+1, 4+1)

Overview procedure:

Approval is in one stage: Institutional strategic approval and partner approval by PB followed by Memorandum of Agreement.

[c] Collaborative programmes for undergraduate and taught postgraduate provision (single award) including Distance Learning

Definition:

Queen Mary and one or more partner institutions collaborate to provide elements of a joint programme that leads to a single award of Queen Mary.

Key points:

- Queen Mary is responsible for evaluating the provision and quality assurance arrangements at the partner institution (including, inter alia, curriculum monitoring, external examining, double marking);
- Marks and academic credit achieved at the partner institution will normally contribute to the algorithm for the Queen Mary award. Queen Mary is therefore responsible for ensuring the equivalence of marks and credit that will be taken into account;
- The quality assurance processes to be followed will be articulated in the Memorandum of Agreement

Overview procedure

Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval through due diligence and risk assessment processes by Partnerships Board (PB) and academic approval by the Taught Programmes Board (TPB).

[d] Programmes delivered by distance learning

Definition:

Distance Learning programmes are delivered and/or supported and/or assessed through means which generally do not require the student to attend Queen Mary. These programmes may operate via a collaborative arrangement where the partner institution is a host for assessment activities and may provide some aspects of learner support.

Key points:

1. Queen Mary is responsible for ensuring that the requirements of the programme are clear to students (including transparent information concerning the respective responsibilities of Queen Mary and the partner);
2. Queen Mary is responsible for ensuring that the method of delivery is fit-for-purpose and reliable;
3. Queen Mary is responsible for monitoring the suitability of the examination centres and invigilation arrangements, so that students and Queen Mary can be assured that all work assessed by examination is done in an appropriate controlled environment, compliant with the Queen Mary Academic Regulations;
4. Schools and Institutes follow the Queen Mary procedure in the This Manual where students have the dissertation element of their distance learning programme supported by a non-academic provider;
5. All quality assurance processes follow the Queen Mary This Manual.

Overview procedure:

1. Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval by the Partnerships Board (PB).
2. Part 2 programme approval by the Taught Programmes Board (TPB). Arrangements for assessment and the measures for monitoring the quality of the student experience will be of particular interest to the TPB.

[e] Collaborative module:

Definition

An individual module which contributes to a Queen Mary award which is partially or jointly delivered, taught and/or assessed by another institution/organisation.

Key Points:

- The module can be delivered on or off Queen Mary campuses and can be delivered by a partner entirely or collaboratively.
- In all cases, Queen Mary quality processes, including assessment regulations will apply.

Overview procedure:

- PB will approve any new partner on the basis of a Stage 1 Partnership Proposal and Due Diligence process. In addition, proposers need to complete a new Module Proposal Form.
- TPB will give academic approval of the module;
- An Agreement with the partner will need to be signed.

This procedure does not apply to modules which feature guest lecturers who though possibly involved with student assessment to some degree do not take responsibility for the overall assessment of students

Placement learning

Definition:

Placement learning arrangements incorporate approved structured learning provision that typically takes place outside Queen Mary as an integral part of the Queen Mary programme. Placement activity will have clearly defined learning outcomes, appropriate for the academic level, that are essential to the programme of study.

Queen Mary has agreed four main types of placement learning for internal purposes:

[a] Work-based placements:

The student is a contracted employee and the emphasis of the placement is on gaining professional or technical employment experience. The student has the status, remuneration, and access to support structures commensurate with an employee of the organisation.

[b] Internship placements:

It is unusual for the student to be contracted as an employee. They complete work under supervision but the emphasis of the placement is on learning opportunities and educational experience.

[c] Observer Placements:

The student is not an employee and does not undertake any work; the placement is focused on the provision of learning opportunities.

Key points for types [a] – [c]:

- The learning completed during the placement normally contributes marks and credit to the academic record of participating students;
- In a credit-only assessment arrangement students are awarded credits but they do not directly contribute towards the calculation of the degree classification. In a placement enhanced assessment arrangement the placement is assessed by Queen Mary and the marks and credit contribute directly towards the degree classification. Both methods are used in the definitions above;

- Queen Mary is responsible for ensuring the quality of the educational provision, facilities and supervisory arrangements provided by the partner institution. This is managed through Queen Mary's Quality Assurance Framework;
- The School of Medicine and Dentistry employs established procedures to meet the requirements of the GMC and GDC for clinical education. Responsibilities may be defined in individual Service Level Agreements with clinical partners;
- Individual schools/institutes are responsible for ensuring that appropriate arrangements are in place to support industrial and other placements;
- General responsibilities and expectations of partners involved in placement activities are set out in the Placement Learning Policy Matrix;
- Written agreements are not always required for placement learning arrangements where a student carries out a project of interest to the external organisation; however, Queen Mary staff determine and agree the intended learning outcomes for the project and carry out the assessment. In these cases, Queen Mary will supply the partner organisation and the student with a document setting out how it expects the responsibilities associated with each placement to be undertaken and achieved.

Overview procedure for types [a] – [c]:

- Programme approval or programme amendment by the Taught Programmes Board (TPB).
- Following programme approval, the responsibility for assessing and approving the arrangements for the educational provision at the external organisation is normally devolved to schools/institutes, with reference to the guidance in the Queen Mary Placement Learning Policy Matrix and Placement Policy.;
- Schools and institutes are expected to undertake a due diligence and risk assessment of the proposed placement providers;
- A Letter of Agreement will set out the roles and responsibilities of Queen Mary and the external organisation;
- A Learning Agreement will be signed by the student, student supervisor and placement provider. This will include the expectations, obligations and intended learning outcomes for the duration of the placement.

[d] Academic study placements (Study abroad and Exchange programmes)

In Study Abroad and exchange programmes the student is registered as a student at both the host partner institution and Queen Mary. The placement provides a period of academic study delivered by an overseas university, which is an integral credit-bearing part of a Queen Mary programme. Erasmus+ Student Exchanges are also included.

Key points for type [d]:

Queen Mary students may study for one semester or a full academic year at the partner institution;

1. Queen Mary is responsible for evaluating the quality assurance processes and academic standards of the educational provision to be studied at the partner institution;
2. Placements are either compulsory to the award of the Queen Mary degree, or an optional part of the award open to UG students from certain subjects;
3. Placements normally use a credit and grade bearing assessment arrangement, where marks achieved at the partner institution are converted by Queen Mary and count towards the Queen Mary award;
4. General responsibilities and expectations of partners involved in placement activities are set out in the Placement Learning Policy Matrix.

Overview procedure for type [d]:

Institutional strategic approval of the proposed partnership through due diligence and risk assessment by the Partnerships Board (PB). The Memorandum of Agreement will include all the details of exchange arrangements.

Key areas for consideration in the approval process will be:

1. an evaluation of the provision, academic standards and quality assurance arrangements at the partner institution;
2. the mechanism for approving a programme of study at the partner institution (to ensure that all students complete the required number of credits at the correct level);
3. the identification of arrangements for the reassessment of failed assessment at the partner institution;
4. the conversion mechanisms for importing credit and marks to the Queen Mary academic record.
5. Queen Mary has clear procedures in place to ensure that the study abroad and exchange programmes meet programme and academic regulations. For compulsory placements these procedures are contained in the School Year Abroad Handbook. For optional placements the procedures are contained in the [Procedures for supporting academic study placements](#) and the [International Partnership Office web pages](#).
6. Schools are requested to nominate a single Study Abroad Co-ordinator for outgoing Queen Mary students to advise on and approve student study plans and maintain contact with students whilst they are on their study abroad placement.
7. Study Abroad and Exchanges are managed by the Global Opportunities Office.

[e] Visiting Associate students studying at Queen Mary

Definition:

Visiting Associate students study for one semester or a full year at Queen Mary.

Key points:

1. Credits and marks achieved at Queen Mary may be transferred to the home university, in accordance with their procedures, but no award is made from Queen Mary;
2. Whilst some partners sending visiting Associate students to Queen Mary require a Memorandum of Agreement, others do not;
3. Where the partner institution does not require a Memorandum of Agreement, Queen Mary will supply the partner institution with a document that outlines the responsibilities of Queen Mary as a Study Abroad partner (at institutional level) in the absence of an agreement;
4. Queen Mary will agree which partner institutions it will accept Associate students from, and into which subject areas. These arrangements may be part of student mobility arrangements such as the Erasmus+ Programme.

Overview procedure:

1. Institutional strategic approval of the proposed partnership along with consideration of the requirements of the partner institution and partner approval through due diligence by the Partnerships Board (PB). Where the partner does not require a written agreement, Queen Mary will supply the partner institution with a document that outlines Queen Mary's responsibilities as a Study Abroad partner.
2. Visiting Associate student arrangements are managed by the Global Opportunities Office.

Other Internships

Other internship opportunities are also available to students outside their programme of study, where the work does not contribute to marks and credits on the student's academic record. These are not included under the scope of this quality assurance policy.

Research agreements

Research agreements with external partners which might arise from strategic alliances with other universities and research organisations, both home and overseas, will follow the following approval process:

Overview procedure:

1. Institutional strategic approval of the proposed partnership (PB);
2. Review of the agreement documents by PB
3. Where necessary review by the Joint Research Management Office (JRMO) or by Queen Mary Innovation (QMI) for IP issues;
4. Review and sign-off by the relevant Head of School and by the Faculty Dean for Research.

Joint Research Centres: In order for a joint centre to be set up, the proposal would need to follow a more formal benchmarking process with evidence of joint work over a period of time. Approval to be granted by QMSE/PB.

Agency agreements:

Definition:

Agency agreements are formal arrangements between Queen Mary and an organisation or individual who is contracted by Queen Mary for marketing and recruitment of students, or related activity.

Key points:

- Agents and Educational Representatives operate on behalf of Queen Mary for marketing purposes and do not contribute to the delivery of programmes that lead to Queen Mary awards;
- Agents promote Queen Mary and provide logistical support to Queen Mary staff during visits abroad;
- Agents do not make offers of admission to students on Queen Mary's behalf. The normal Queen Mary admissions process is completed in full by the students. Agents may provide assistance to International students during visa applications;
- Queen Mary is responsible for ensuring that there is no ambiguity surrounding the authority of the Agent to act on Queen Mary's behalf. The Agent's role and responsibilities must be made clear in order to avoid misunderstandings on behalf of potential applicants.

Overview procedure:

Approval of the proposed agency contract by Marketing and Communications, following due diligence by the Country Manager. The Contract will set out the details of the relationship with the Agent, and the following aspects will be considered during the due diligence evaluation (following agent appointment and monitoring guidelines and usually involving a site visit) and drawing up of the contract:

- The parameters within which the Agent is permitted to act on behalf of Queen Mary;
- The requirements for marketing materials to outline the relationship between the Agent and Queen Mary;
- That the Agent holds the necessary licences to operate on Queen Mary's behalf;

- The arrangements for monitoring the performance of the Agent against agreed standards;
- The International Partnerships Office will use a standard agency agreement template; any changes to this template will be considered by PB;
- Queen Mary PB receives an annual report of any changes to the list of approved Agents, which will also highlight any issues of concern.

Annex C

Collaborative taught programmes leading to a joint award

Definition:

A Joint award is a partnership arrangement whereby Queen Mary and one or more partner institutions together provide a programme that leads to a single award made jointly by both, or all, participants. A single certificate signed by Queen Mary and the partner(s) confirms the successful completion of the jointly delivered programme.

Key points:

- Each partner must have the legal ability to award a joint degree.
- There is usually shared ownership of the curriculum and related IPR (Intellectual Property Rights).
- Students register with both/all institutions but one normally provides the lead for administrative purposes or students are free to select their designated home institution.
- Students have the right of access to learning resources at both/all institutions.
- The degree programme is subject to both/all institutions' quality assurance processes, although there may be a pooling/sharing of processes.
- Joint programme regulations are normally required.
- There is a joint committee, responsible for overseeing and reviewing arrangements and which reports into the relevant structure at both institutions.
- There is a joint examination board/process which reports into the relevant structure at both/all institutions.
- Arrangements (including the student lifecycle) should be fully specified in the MOA.

Criteria for establishing joint awards

The following criteria will be considered when considering the strategic and business case for establishing joint awards:

- i. Proposals for joint awards will be evaluated on a case-by-case basis. The proposal must demonstrate clear benefits for both Queen Mary and for the students on the programme of study. The strategic case should explain the ways in which the programme of study will be enhanced through the collaboration, and what synergies will be realised through this model of delivery. The benefits of the proposal should be proportionate to the overheads associated with establishing and supporting the programmes.
- ii. The partner(s) should be of international standing at least equivalent to that of Queen Mary and the partnership should support Queen Mary's Strategy. Evaluation of the partnership will be part of the due diligence process and will take into account: peer review, national and international measures. The proposal will need to make clear the rationale for the joint model of delivery.
- iii. Partnership arrangements should be based on shared academic interests and complementary expertise. In the case of international collaborations, the programme should exploit academically the opportunity for students to enrich their learning experience across different cultures.
- iv. Queen Mary retains full responsibility for any award issued in its name and will maintain an overview of the academic standards for each element of the programme.

- v. The strategic case will need to set out the contribution made by each partner to the delivery and assessment of the programme. The extent of the contribution will be determined on a case by case basis.

Overview of the procedure

Joint awards are subject to Queen Mary's approval process for collaborative provision, as follows:

- Initial stage (provisional agreement to explore the partnership): this is made on the basis of a brief outline of the proposal to be sent to ARCS who will advise on issues that may need to be considered. Key points to consider at this stage:
- Is the partner legally empowered to award a joint degree;
- Details of the partner and a statement to cover compatibility with Queen Mary, status and ranking;
- What are the benefits of the programme, both to Queen Mary and prospective students;
- Relationship to Queen Mary Strategy/Faculty plans;
- Who will be the lead institution;
- Proposed start time for the programme;
- Contribution of the partners to the programme: for a joint award, the normal expectation is that there will be an equal academic contribution from each partner.
- Further to ARCS feedback on the proposal, the academic lead should prepare a more detailed proposal and business case for approval by Faculty Executive/ Faculty Planning and Accountability Review (FPAR).
- Stage 1 strategic approval: Partnerships Board (PB)/Queen Mary Senior Executive (QMSE) (depending on the complexity of the proposal) will grant strategic approval of the partnership. This is done on the on the basis of a Stage 1 Partnership and Programme Proposal form and a Due Diligence Process and risk assessment.

Once a programme has passed Stage 1 partnership and programme approval PB will indicate when it can marketed.

- Stage two approval of provision: Detailed academic approval by the Taught Programmes Board (TPB) on the basis of a Part 2 Programme Proposal Form. It is expected that TPB papers would be accompanied by a draft MOA.

Following Stage 2 academic approval, the detailed Agreements or Contracts can be finalised and signed.

Further information on each of the approval stages can be found in the Guidance for Collaborative Provision, in the Joint Programme section.

[f] Collaborative taught programmes leading to a double award/multiple award

Definition

Queen Mary and a partner institution collaborate to develop and deliver a single programme leading to separate awards from each institution. Arrangements involving more than two partners would lead to multiple awards in the same way.

Each certificate and/or transcript or record of achievement or Diploma Supplement indicates that a jointly delivered single programme is leading to two or more qualifications of the participant partners.

Key points:

- Each partner delivers and assesses substantial elements of the programme;
- Students are registered at both institutions throughout their studies;
- Bespoke programme regulations are often required and are agreed by all partners;
- Each partner is responsible for the assessment of the components that it delivers;
- A decision is made about whether a single marking scheme is to be adopted by all partners or whether components will be marked in accordance with the local regulations and then rescaled to the scheme of each individual partner;
- Separate degree certificates are normally issued from each institution;
- The quality assurance processes to be followed are articulated in the Memorandum of Agreement;
- Queen Mary will consider any implications of the double counting of academic credit towards the dual award.

Criteria for establishing double awards

- The partner(s) must be of international standing at least equivalent to Queen Mary and the partnership should deliver clear benefits to both Queen Mary and the students on the programme. Evaluation of the partner's/partners' standing will be part of the due diligence process and will take into account: peer review, national and international measures.
- There must be a demonstrable need and rationale for the granting of multiple awards in order to facilitate the recognition of student achievement across different national jurisdictions.
- Proposals for double awards must demonstrate the added value and strategic benefits of the partnership. These benefits must be proportionate to the overheads associated with establishing and supporting the programmes.
- Students must be registered at both Queen Mary and the partner institution(s).
- All promotional materials, programme documents, and certificates and/or transcripts that are issued by Queen Mary and partner institution(s) must clarify in an agreed form of words that the programme leads to double or multiple awards.
- Queen Mary's oversight of academic quality and standards on the programme must be in accordance with its normal regulations and policies. These will be stated in the detailed Memorandum of Agreement.

Academic regulations

Queen Mary academic regulations apply to the programme unless Queen Mary and the partner agree to adopt a special set of regulations for the programme.

Overview of the procedure: Follows the same stages as for the taught joint programmes.

Collaborative research degree programmes (joint awards)

Joint PhDs: Definition

Queen Mary together with one or more other degree awarding institutions, provides a doctoral programme leading to a single PhD award made jointly by the partner institutions.

Criteria for establishing joint awards

The following criteria will be considered when considering the strategic and business case for establishing joint awards:

- Proposals for joint awards will be evaluated on a case-by-case basis. The proposal must demonstrate clear benefits for both Queen Mary and for the students on the programme of study. The strategic case should explain the ways in which the programme of study will be enhanced through the collaboration, and what synergies will be realised through this model of delivery. The benefits of the proposal should be proportionate to the overheads associated with establishing and supporting the programmes.
- The partner(s) should be of international standing at least equivalent to that of Queen Mary and the partnership should support Queen Mary's Strategy. Evaluation of the partnership will be part of the due diligence process and will take into account: peer review, national and international measures. The proposal will need to make clear the rationale for the joint model of delivery.
- Partnership arrangements should be based on shared academic interests and complementary expertise. In the case of international collaborations, the programme should exploit academically the opportunity for students to enrich their learning experience across different cultures.
- Queen Mary retains full responsibility for any award issued in its name and will maintain an overview of the academic standards for each element of the programme.
- The strategic case will need to set out the contribution made by each partner to the delivery and assessment of the programme. The extent of the contribution will be determined on a case by case basis.

Overview of the procedure:

Initial Stage

Initial stage (provisional agreement to explore the partnership): this is made on the basis of a brief outline of the proposal to be sent to Research Degrees Office who will advise on issues that may need to be considered. Key points to consider at this stage:

- Is the partner legally empowered to award a joint degree;
- Details of the partner and a statement to cover compatibility with Queen Mary, status and ranking;
- What are the benefits of the programme, both to Queen Mary and prospective students;
- Relationship to Queen Mary Strategy/Faculty plans;
- Who will be the lead institution;
- Proposed start time for the programme;
- Contribution of the partners to the programme: for a joint award, the normal expectation is that there will be an equal academic contribution from each partner.

Stage 1 strategic approval: Partnerships Board (PB)/Queen Mary Senior Executive (QMSE) (depending on the complexity of the proposal) will grant strategic approval of the partnership. This is done on the basis of a **Stage 1 Partnership and Programme Proposal form** and a Due Diligence process and risk assessment.

Stage two approval of provision: Detailed academic approval by RDPEB on the basis of a **Part 2 Programme Proposal Form**. It is expected that RDPEB papers would be accompanied by a draft MOA.

Following Stage 2 academic approval, the detailed MOA with the partner and the Individual Doctoral Agreement can be finalised.

Double PhD arrangement: Queen Mary does not normally enter into double PhD arrangements with another institution.

Joint supervision

Definition:

A student or cohort of students will spend a significant proportion of their programme receiving supervision at both Queen Mary and another institution or organisation (including industrial partners). Under such arrangements students may be registered only for an award from Queen Mary or for an award from the partner institution.

Such arrangements are considered on an ad hoc basis.

Arrangements for individual students are agreed with the Research Degrees Office and Joint Research Management Office (JRMO) as appropriate, and a signed agreement is required.

Arrangements for a cohort of students may require a new programme to be established and should follow the new programme approval process.

7. Student-Staff Liaison Committees

Email: arcs-quality@qmul.ac.uk

7.1 Purpose

The purpose of Student-Staff Liaison Committees (henceforth SSLCs) is to ensure that there is an effective channel for formal communication between students and staff in each School or Institute, through which students can reflect and give feedback on their programme of study and wider aspects of their student experience. SSLCs are an integral part of QMUL's systems and procedures for assuring academic standards and enhancing student experience. Issues and actions identified through the SSLC should be monitored and reported back to the SSLC for review. If necessary, actions from SSLCs should also be added to the school/institute's Student Experience Action Plan (SEAP), Taught Programmes Action Plan (TPAP) or equivalent document and raised at other committees as required.

SSLCs form one part of the mechanisms through which schools/institutes can capture student feedback. The SSLC function should be considered as part of this system and students may need advice on the most appropriate fora to raise queries and concerns, from either their School or the Students' Union. Schools are also required to facilitate SSLCs to satisfy quality assurance measures.

7.2 Scope

This procedure covers all students, part time and full time, undergraduate and postgraduate, taught and research including those on distance learning or collaborative programmes. It does not cover non-award-bearing continuing education.

7.3 Documents and guidance for staff and students

QMUL has an agreed agenda and minutes template for SSLCs which schools/institutes are expected to use unless there are clear academic reasons for using an alternative format agreed by the relevant Dean for Education. This should be made known to the Students' Union and ARCS. These documents can be accessed from the Academic Registry and Council Secretariat (ARCS) web page: <http://www.arcs.qmul.ac.uk/quality-assurance/student-feedback/>

- Agenda template
- Minutes and action plan template

Students can also access comprehensive information, guidance and advice about the course representative system on the Students' Union web page at <http://www.qmsu.org/coursereps>. The Students' Union will provide newly appointed representatives with a comprehensive handbook and provide continuous training throughout the academic year. As such, course representatives are under joint governance of Queen Mary Students' Union and Queen Mary University of London as stated in the Students' Union Bye-Law 10.

7.4 Terms of reference

The SSLC is constitutionally advisory to the Head of School/Institute or, in the case of the Medicine (MBBS) to the Dean (Education) and in the case of the Dentistry (BDS) to the Head of the Institute of Dentistry.

SSLCs should have a clear remit. Senate recommends the following should be included in all SSLC Terms of Reference:

To consider and discuss matters relating to:

- Feedback given to Course Representatives by their course/cohort.
- The content and organisation of programmes of study and any proposed changes, including planned new programmes.
- The provision of academic facilities and general school/institute/QMUL facilities.
- School/institute social activities that enhance skills development and community cohesion.
- Provision for student welfare including the operation of the personal tutor/ academic advisor system.
- Arrangements for course and other relevant inductions and study skills provision.
- Local monitoring of academic standards through consideration of the school/institute’s Student Experience Action Plan, Taught Programmes Action Plan (TPAP) or another document that the school/institute uses for tracking actions relating to teaching and learning enhancement.
- Consideration of external examiners’ reports, first destination statistics and results of module evaluation questionnaires and student surveys such as NSS, UKES, PTES and PRES where appropriate.
- Initial consideration of the commendations and recommendations of Periodic Review reports followed by regular reports on action taken in response.
- Any other matters on which the SSLC wishes to express a view, such as strategic developments being planned by the school/institute.

7.5 Membership

SSLC	Student membership	Staff membership	Chair	Secretary
Non-medical	UG (inclusive of Joint Honours) - <ul style="list-style-type: none"> • 1 per year of course ≤20 students • At least 2 per year if course >20 students. Exact number to be agreed between schools and the Students’ Union • School Representatives (non-compulsory to attend). 	<ul style="list-style-type: none"> • Head of School / Institute Director or nominee (<i>ex officio</i>) • Senior Tutor or equivalent (<i>ex officio</i>) • Other academic staff as agreed by SSLC • Other Professional Services staff (e.g. library) as agreed by SSLC. 	To be agreed by SSLC. Appointment of a student co-chair is compulsory for all Schools/ Institutes, unless adequate reason can be provided not to do so. Training would be provided by the Students’ Union.	Should be a member of staff from the school/institute.

	PGT– <ul style="list-style-type: none"> • 1 per programme PGR <ul style="list-style-type: none"> • 1 rep (minimum) School Representatives (non-compulsory to attend)			
SSLC	Student membership	Staff membership	Chair	Secretary
Medicine and Dentistry	<ul style="list-style-type: none"> • UG –5 per year of course 	As above	Junior and Senior MBBS and BDS SSLC are chaired by School Reps.	Junior and Senior MBBS and BDS SSLC should be minuted by a secretary appointed by the SSLC.

7.6 Election of student members

Student members of an SSLC should be elected by the respective student constituency. Elections are organised by the Students' Union as follows:

7.6.1 Humanities and Social Sciences and Science and Engineering

- Course Reps for first years and PGT shall be elected at the beginning of semester 1 for courses starting in September. For courses starting in January, elections shall take place at the start of semester 2.
- Course Reps shall be elected to serve for the duration of the academic year, unless:
 - the Rep decides to resign, in which case the post will be put up for election, either during a designated period in semester 2, or at the beginning of semester 1 of the next academic year.
 - any student on their course issues a challenge during a designated period in semester 2, in which case the post will be put up for election. This is a vote of no confidence which is explained in Bye-Law 10.
 - a serving Course Rep fails to attend at least one SSLC meeting each semester as a minimum, the Students' Union will do a welfare check to understand why. If there is still no proper cause or apologies for engagement, they shall be considered to have resigned and the post will be put up for election at the next Course Rep Elections.
 - Whenever a position falls vacant, due to resignation, the relevant SSLC may co-opt a Course Rep to serve until the next Course Rep Elections, with Student Union guidance.
- Elections for vacancies in continuing cohorts for the following academic year shall be held during semester 2 at a time decided by the Students' Union. The school or institute should inform the Students' Union if this is the case.

- Any un-filled positions at this point shall, in the first instance, be the subject of re-opened nominations at the beginning of semester 1 of the next academic year.
- Should a position remain unfilled at this point, the relevant SSLC may co-opt a Course Rep to serve until the next Course Rep elections, with Student Union guidance.
- A School Representative (a part-time Student Council position elected annually during the Students' Union elections in Spring) will chair their relevant School Forum.

Postgraduate Students (PGTs and PGRs)

- Most Postgraduate Taught courses at QMUL are one year full-time, therefore PGT Course Representatives shall be elected at the beginning of semester 1.
- Postgraduate Research students have varying terms of study; therefore, PGR Course Representatives shall be elected at the beginning of semester 1.
- All PGT and PGR Representatives should be invited to relevant SSLCs and other forums.

7.6.2 Medicine and Dentistry

Medicine

- There shall be 5 elected Course Representative positions for all MBBS and Graduate Entry Programme (GEP) years.
- There shall be 1 elected Course Representative position for intercalating students in Medicine.
- Year 1 Course Representative positions should be elected in semester 1.
- Year 2 Course Representatives shall be elected during semester 3 for the following year.
- Years 3, 4 and 5 Course Representatives shall be elected during semester 3 for the following year.
- All positions are elected for one year only.
- The annual Student Staff Conference replaces Faculty Forums within Medicine.

Dentistry

- Course Representatives for Dentistry are elected from within the Dental Society (DentSoc) in elections conducted under the rules for Societies.
- Elections take place in semester 3 for continuing students, for the following academic year, and at the beginning of semester 1 for new First Year (BDS1) and BSc Oral Hygiene students
- There shall be 1 elected Course Representative position for intercalating students in Dentistry.
- All positions are elected for one year only.

Further information on any of the above can be obtained from the Students' Union's Education Coordinator.

7.7 Organisation of meetings

7.7.1 Briefing of student members

For SSLCs to be effective their role must be made known to the student community and their members must feel able to participate fully in meetings. The Student's Union and QMUL will therefore endeavour to advertise the Course Representative system to students as well as provide them with avenues to collect feedback and be contacted (e.g. emails).

The Head of School or delegated person such as the SSLC Chair should ensure that Course Representatives are provided with written or oral briefings; these briefings could involve participation by experienced Course Representatives. Details of the SSLC(s) should be included in locally produced student handbooks and reference of these should be made to the committee during student induction.

Training is also organised by the Students' Union; more information can be provided by the Students' Union's Education Coordinator and the relevant Executive Officers for each Faculty.

7.7.2 Frequency and timing of meetings

SSLCs should meet at least once each semester with the expectation that two meetings per semester is best practice. Some SSLCs arrange their meetings to take place over a buffet lunch in order to encourage attendance and this practice, where possible, is commended. If the meeting is held virtually, alternative options should be explored by the School.

Dates of meetings should be agreed by the SSLC and publicised widely in advance at the start of the year – normally by the Head of School or delegated person such as the SSLC Chair and/or the Secretary to the SSLC. Dates may be changed if needed later in the year, but this should be communicated at least 1 week in advance of the original date or new date, whichever comes first.

7.7.3 Agendas

QMUL has an agenda template for use in SSLC meetings. This ensures that schools and institutes cover all the areas required by the university and external agencies such as the Quality Assurance Agency. All items should be included at every meeting, with the following exceptions:

- Approval of terms of reference and membership - first meeting of the year only
- New students' arrivals experience – first meeting of the year. However, if there is a subsequent entry period, this item should be re-considered as appropriate

The agenda should be distributed to all members at least 1 week in advance of the meeting and displayed to all staff and students, e.g. via noticeboards or on QMplus pages.

Student representatives should be given sufficient time to propose other items for the agenda, canvas views and opinions from the cohort for the meeting as well as report back on outcomes. Schools and institutes are expected to support representatives in engaging with the cohort by allowing time for representatives to address students at the beginning or end of teaching sessions or via email (such as a providing a distribution list or sending emails on the representatives' behalf) or by using QMplus pages and any other relevant methods.

7.8 Minutes, Annual Reports and Follow-up

7.8.1 Minutes and Action Points

The minutes should be completed promptly after the meeting and include an action points table – a template is provided by ARCS. Minutes must be sent to ARCS and the Students' Union within four weeks of the meeting taking place. ARCS publish the confirmed SSLC minutes at

<http://www.arcs.qmul.ac.uk/qmintranet/quality-assurance/ssl/ssl-2019-20/>. Minutes should also be published by Schools/Institutes on the relevant QMplus homepage.

It is expected that the minutes or an oral report from the SSLC are considered at the school or institute's Teaching and Learning Committee (or equivalent) to ensure that SSLC's recommendations can be reviewed and acted upon promptly.

The minutes of SSLC meetings are not deemed to be confidential. However, where sensitive or confidential information need to be recorded these specific items may be marked as confidential. In this case a non-confidential version of the minutes of the meeting should be published. Where detailed discussion of the teaching of a particular module takes place, some SSLCs may choose to exclude the identity of the teacher concerned from the minutes although the discussion should still be noted.

It is the School/institute's responsibility to ensure that the minutes and action points from SSLC meetings are available to all students to review. This can be done in a variety of ways either using noticeboards or electronic methods such as an SSLC or course page on QMplus but should be placed where the documents are easily accessible to the cohort.

Students should also be informed about the actions being taken to address the concerns raised. It is recommended that this is done via student communications for more general issues. Specific concerns relating to a particular programme or module may be addressed on the relevant QMplus page or forum.

7.8.2 Annual Report

At the end of the academic year each SSLC should produce a short annual report of its work. This report should consist of the following:

- Table showing all action points raised over the year and the current status of actions (e.g. closed, ongoing etc.) – this should be the collated actions points table from each set of minutes
- Short commentary on any actions that are incomplete or ongoing to explain why this is the case
- Any good practice or positive developments arising from the SSLC that the school/institute would wish to highlight
- Any actions or issues that will be carried over into the next academic year.

7.8.3 Internal reporting

Schools and Institutes should produce an annual report providing an overview of the issues raised by Course Representatives in the previous year, examples of good practice, and track trends. These reports should be co-completed by staff and student members of the SSLC, most suitably the Chair and Student Co-Chair. This will be considered at the university and faculty advisory groups with responsibility for teaching, learning and the student experience. These reports should be reported for discussion at Education Quality and Standards Board and Senate.

7.9 Roles and Responsibilities

There is a separate document which outlines each stakeholder's roles and responsibilities on the dedicated SSLC webpage - <http://www.arcs.qmul.ac.uk/media/arcs/contact/qmintranet/quality-assurance/ssl/2020-21/SSLC-Roles-and-Responsibilities-Summary.pdf>

8. Student module evaluation scheme

Email: module-evaluation@qmul.ac.uk

8.1 Purpose

Module evaluation is an important feedback tool to capture the student experience of teaching, learning and assessment. The collation of this feedback and consideration of the quantitative and qualitative data received should be considered as part of each school/institute's programme monitoring processes, alongside other sources of information such as student performance data and academic input.

In order to ensure that students feel able to provide honest feedback, module evaluations should be anonymous and processes have been designed to ensure that individual students cannot be identified from evaluation responses.

8.2 Scope

Module evaluation is carried out for all undergraduate and taught postgraduate programmes, including associate schemes, joint honours or distance learning programmes and Queen Mary Academy Programmes. It does not cover research degrees or non-award bearing continuing education.

8.3 Process

8.3.1 Overview

Queen Mary uses an internet-based survey management tool called Evasys to run the module evaluation scheme. This system allows Queen Mary to use both paper and online surveys as appropriate for the school/institute or teaching provision. ARCS has responsibility for managing the system and producing the data extracts and reports as well as organising the administration of the evaluations themselves.

Schools and institutes can 'opt-in' or 'opt-out' of using the centrally-administered system. The majority of schools and institutes opt in to the centrally-administered scheme where ARCS manages the process from setting up the surveys, to identifying the modules to be surveyed and scanning the information into the system. Schools and institutes (or disciplines) that have opted out of the central scheme (for specific reasons approved by the VP Education) have responsibility for setting up surveys and running data collection for themselves. However, they are still required to include the Queen Mary core statements and return the responses for these statements to ARCS (see below).

The standard Queen Mary questionnaire comprises ten core statements and three open text questions. The standard questionnaire for dissertation or taught modules has eight core statements and three open text questions. Statements are scored on a five-point Likert scale. QMUL has adopted this scale because it is used in the NSS, and hence will allow some comparability with NSS data.

Schools and institutes can request additional statement/questions to be included as long as the questionnaire does not exceed two A4 sides if using a paper survey. There are no formal limits on the length of online surveys but schools/institutes are advised to adhere to a similar number of questions.

Whether a school/institute is 'opt-in' or 'opt-out', it is expected that it will have a clear internal procedure for running module evaluations that is operated in a transparent and consistent way and understood by students and staff. This procedure should be based on the following principles:

- Evaluations are carried out at an appropriate time (usually weeks 8-12 of the semester but other times may be agreed if modules run outside standard semesters)
- Student anonymity is maintained
- Students are informed about the purpose of evaluations and how to complete the surveys
- If using paper forms, teaching staff should not be present in the room when students are completing surveys nor should they handle completed evaluations. Instead a student volunteer should be selected to take the forms directly to the main student office or administrative contact

Schools and institutes should also have a clear internal process as to how the data produced by evaluations is reviewed and considered. It is expected that Student Liaison Committees are provided with this information in addition to other academic committees.

Schools and institutes should inform ARCS at the beginning of each academic year of the administration contact for module evaluation and the name(s) of people who should receive the module reports for review.

More details on the operation of the scheme, including the core statements, deadlines and guidance on use of data can be found at:

<http://www.arcs.qmul.ac.uk/quality-assurance/student-feedback/student-module-evaluation/>

8.3.2 Paper vs Online

Practice over the years has shown that paper questionnaires receive a higher response rate than online equivalents. For this reason, many schools and institutes use paper forms despite the increased administrative burden this causes.

However, the nature of some provision means that it may need to be operated using online surveys. This may include collaborative provision, distance learning modules and project and dissertation modules. Students are contacted directly via their college email with a personalised link to the survey so it is important that school/institutes encourage students to check their email and complete the questionnaire in order to ensure good response rates. In addition, it is possible to add a block to the relevant module page on QMplus that will show students they have an evaluation to complete. The block is designed so that it only appears if there is a survey open – it is hidden at any other time. Please contact ARCS if you would like to add this block to your QMplus pages.

8.3.3 Informal feedback questionnaires

Several schools/institutes/disciplines run mid-semester informal module evaluation questionnaires in order that the current cohort can benefit from immediate action taken in response. Schools and institutes are encouraged to continue this good practice.

8.4 Evaluation and consideration of the data

A series of reports is produced from the data collected by schools/institutes as follows:

Report Name	Description	Production method	Time of report
Full module report	Summary of all responses for individual module including open comments	Generated via Evasys	After every evaluation
Core report	Averages for core eight statements organised by school/institute and level of programme. Used on website for module selection (not sent to schools/institutes)	Generated via Evasys	After every evaluation
High-low scoring modules	High-low scoring modules in the school or institute. This will include raw data and response rates calculations	Manual	End of semester
Module vs school/faculty averages	Individual module results compared to school/institute and faculty averages	Generated via Evasys	End of each semester
School/institute summary report	Aggregated school/institute results (all questions)	Generated via Evasys	End of each semester
School/institute average vs faculty average	Aggregated school/institute results compared to aggregated faculty results (core statements only)	Generated via Evasys	End of each semester
School/institute response rates	Response rates for each module set up for evaluation	Generated via Evasys / manual	End of each semester
Programme Review module summary reports	Full year aggregated results for each school/institute. Results compared to faculty and previous year's scores.	Generated via Evasys	Once a year
Programme Review module summary reports – associates	Full year aggregated associates responses for each school/institute. Results compared to aggregated associate results for faculty	Generated via Evasys	Once a year

8.4.1 Dissemination to staff

The full module report will be sent to the named contacts (see section 8.3.1) who are expected to review the data and determine if there are any concerns which the school/institute may need to address. Therefore, it is expected that the report recipients should be senior members of staff such as the Director of Education. Once this review has taken place, schools/institutes can disseminate the reports to other staff for consideration. However, in some instances modules may have very low numbers of respondents. The Vice Principal (Education) and the Deans' for Education have agreed that in the cases of module reports with fewer than 5 respondents, Heads of School / Institute Directors should determine whether or not to pass on the full report to module leaders to protect the anonymity of the students.

8.4.2 Dissemination to students

Module evaluation data should be made widely available to students in each school/institute/discipline. Summaries of module evaluation data should be made available on websites and discussed with students at Student-Staff Liaison Committees (SSLC). Verbatim free-text comments should not be shared with students unless the school / institute has 'cleaned' the comments to remove any remarks that could identify any individual, whether student or staff.

Schools and institutes should ensure that students are kept informed of the actions taken and outcomes achieved where problematic issues have been identified. When feeding back to students it is good practice to use the approach of 'tell us we listen'.

After the SSLC has considered it, module evaluation data should then be seen by Teaching and Learning Committees, together with any comments from the SSLC. Any issues identified as needing more consideration should be forwarded to school/institute boards for further consideration.

Within faculties, the Dean for Education (or equivalent) is responsible for monitoring module evaluation and its operation across all schools/institutes, and will also consider summary data for all module evaluation within the faculty. For the purposes of monitoring across the institution, summary data will be provided in the school or institute's programme review, and may be included in the summary report on the Programme Review process written by ARCS.

At the end of semester B, reports are produced for each module evaluated in the previous two semesters showing the quantitative responses for the ten core statements. These reports are published on the ARCS website so that they can be viewed by students during the module pre-selection process for the next academic year.

Further information can be found in the guidelines for the use of module data document on the ARCS website:

<http://www.arcs.qmul.ac.uk/quality-assurance/student-feedback/student-module-evaluation/>