



Senate

Paper Title	Taught Programmes Board
Outcome requested	Senate is asked to note the following proposals relating to programme and module academic developments that have taken place between 23 May 2025 and 30 September 2025.
Points for Senate members to note and further information	<p>The Taught Programmes Board met on 25 June 2025, 30 July 2025 and 24 September 2025. (A meeting planned for 28 May 2025 was cancelled due to lack of business, and there were no new programme proposals or amendments submitted to the 24 September 2025 meeting.)</p> <p>This paper provides a high-level overview of the meetings and of the wider academic development activity during the current academic year. Attention is drawn to the Board's concerns expressed in the final section of this report.</p> <p>Full papers and meeting minutes are available on request from qualityandstandards@qmul.ac.uk.</p>
Questions for Senate to consider	<p>Senate is invited to consider how the programme development process might better balance the need to develop new taught programmes at pace with:</p> <ol style="list-style-type: none">1. The strategic commitment to streamline the Queen Mary education portfolio;2. Ensuring new programmes comply with the OfS conditions of registration and provide a high-quality student experience.
Regulatory/statutory reference points	
Strategy and risk	
Reporting/consideration route for the paper	Senate only.
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Taught Programmes Board 25 June 2025

The Board:

1. CONFIRMED the minutes and reviewed the actions of its previous meeting.

2. CONSIDERED and APPROVED the below listed programme proposal:

Faculty of Humanities and Social Sciences:

- MSc Natural Capital and Sustainability

3. CONSIDERED and APPROVED the below listed module proposal:

- 11 x CCLS summer school module proposals

4. REVIEWED the list of proposed new programmes for launch in 2025-26 and 2026-27.

Taught Programmes Board 30 July 2025

The Board:

1. CONFIRMED the minutes and reviewed the actions of its previous meeting.
2. CONSIDERED and SET CONDITIONS FOR THE APPROVAL of the below listed programme proposals:

Faculty of Science and Engineering

- MSc Artificial Intelligence (Conversion)

3. CONSIDERED and SET CONDITIONS FOR THE APPROVAL of the below listed module proposals:

Faculty of Science and Engineering

- SBBS summer school module: 'Psychology and Neuroscience of Mental Health'

Faculty of Humanities and Social Sciences

- Law summer school module: 'Culture and Criminal Justice'

4. REVIEWED the list of proposed new programmes for launch in 2025-26 and 2026-27.

Taught Programmes Board 24 September 2025

The Board:

1. CONFIRMED the minutes and reviewed the actions of its previous meeting.
2. NOTED approval of the below listed items by Chair's Action:

Faculty of Humanities and Social Sciences

- Culture and Criminal Justice (Summer School module)

Faculty of Science and Engineering

- Introduction to the Psychology and Neuroscience of Mental Health (Summer School module)
 - MSc Artificial Intelligence (Conversion)
 - New programme variants to add an extramural year with industrial experience to BSc Biology, BSc Medical Genetics and BSc Zoology
3. CONSIDERED and DID NOT APPROVE the Terms of Reference and Membership for 2025-26 (pending point of clarification).
 4. REVIEWED the list of proposed new programmes for launch in 2026-27 and 2027-28.

Summary of Academic Developments in the year 2024-25

The table below summarises the academic developments processed between May 24th 2025 and August 31st 2025:

Part 1 Programme proposals	0
Part 2 Programme proposals – approved by TPB	1
Part 2 Programme proposals – approved by TPB Chair’s Action (following conditional approval by the Board)	1
Part 2 Programme proposals – considered but not approved by TPB	0
Programme amendments	18
Programmes suspensions / withdrawals	14
Programme title changes	1
Module proposals	4
Module amendments	543
Module withdrawals	142
Total of proposals, amendments, and withdrawals	724

In the academic year 2024-25, DGLS processed approximately 3,339 academic developments overall. 1,254 of these developments were module and programme withdrawals.

This is significantly higher than both 2023-24 and 2022-23, when approximately 2,000 academic developments were processed each year.

There were approximately 800 programme amendments overall, with 20 programme title changes, 40 programme suspensions and 350 programme withdrawals. The remaining amendments included minor changes such as updated learning outcomes, revised programme structures and diets etc.

During 2024-25, DGLS processed around 91 Part 1 Proposals (including variants such as part-time and full-time, MSc, PgDip, PgCert etc.) and 96 Part 2 Proposals.

There were 996 module amendments and 448 module proposals; 905 modules were withdrawn.

Comments on Academic Developments in the year 2024-25

Taught Programmes Board has noted the following areas that require urgent review:

1. The Board noted a tension between the pressure to approve new programme proposals at pace and the ongoing portfolio review to generate a more streamlined education offering (as per the University’s 2030 Strategy).

2. A rigorous endorsement process is needed for Part 1 programme proposals both to coordinate priorities and to ensure consistency across all Faculties. Members of the Board expressed serious concerns regarding potential lack of cohesion and alignment across the Faculties following the dissolution of the TPB Part 1 Sub-Board. It is anticipated that Part 2 proposals are now likely to come to the Board with significant issues that would have previously been identified and resolved at the Part 1 stage (e.g. financial, marketing and recruitment concerns which are outside of the remit of TPB, but directly impact programme recruitment and hence student experience and student outcomes). Such considerations could delay the formal approval of new programmes at the Part 2 stage. (In support of this concern, the Board noted that both of the Part 2 programme proposals submitted for the September 2025 Board meeting had to be deferred while the programme proposers addressed fundamental problems of compliance with the OfS B conditions of registration.) The Board also noted concerns of reputational risk for programmes advertised after Faculty endorsement at the Part 1 stage but not subsequently approved by TPB at Part 2.

Taught Programmes Board noted the following areas that would benefit from review:

1. Understanding that proposals must be completed in full to a high standard, in alignment with Queen Mary policies, before submission to DGLS.
2. Understanding of CMA concerns and implications where due process is not adhered to, including taking programmes to market without following standard programme approval compliance and deadlines, thus reducing the potential applications or opportunity to recruit onto the programmes.
3. Understanding the impact where proposals are submitted outside of the agreed timeframes.
4. Whether the high volume of new programme proposals being submitted over the past year aligns with QMUL's 2030 strategic commitment to a more streamlined educational portfolio.
5. Whether there is alignment between Schools/Institutes and across Faculties relating to replicating subject matter (artificial intelligence, sustainability, as examples) and the potential internal competition for applicants that might arise.

Taught Programmes Board would welcome the views of Senate regarding strengthening the planning and submission of programme proposals within the advised timeframes to follow the overall compliance with the University's academic development procedures. It would be highly desirable to reduce the number of programmes which receive exceptional approval outside of the standard processes and timelines (e.g. by Chair's actions) to allow for effective programme development and portfolio management.

Taught Programmes Board notes that an agile and expeditious approach has been applied to all submissions where possible, recognising and balancing the need to develop attractive programmes for applicants at pace whilst trying to ensure regulatory compliance and a high-quality student experience.