Senate 11.12.2025
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Queen Mary University of London

Senate

Paper Title	**Academic Governance Review Update and Senate Board Structures**
Outcome requested	Senate is asked to **approve** the new board structures for Senate and their associated terms of reference and memberships. Senate is also asked to **discuss** the emerging proposals for a faculty level education governance group and the draft terms of reference. Senate is asked to **note** the next steps of the academic governance review.
Points for Senate members to note and further information	At the June 2025 meeting Senate endorsed the direction of travel for the Senate Board structures, subject to approval of membership and terms of reference. The terms of reference and membership have been revised and updated for these new structures. The main changes are: • Establishing two main Boards (Education and Student Experience and Senate Research and Innovation) which report directly to Senate, rationalising the reporting lines and creating clearer accountability to Senate and will include Senate members as part of the membership. • Including Research Integrity Committee within the Senate structures. • Potentially moving of Partnerships Board out of the Senate governance structures, with a dedicated role for partnership approval and review under SET. • Formally establishing a Student Experience and Voice Sub-Board in the Senate structures.
Questions for Senate to consider	Do the terms of reference enable Senate to exercise its responsibilities, as set out in Ordinance 17?
Regulatory/statutory reference points	The proposals have considered alignment with the OfS' Conditions of Registration and other regulatory obligations, including: • CUC's Higher Education Code of Governance – Requirement for Council to seek and receive assurance that academic governance is robust and effective (and for Senate to provide this assurance to Council). • OfS' ongoing conditions of registration - specifically the B and C conditions. These are about ensuring a high-quality academic experience, challenging, coherent and effectively delivered courses, positive student outcomes, integrity of academic awards and compliance with consumer law and requirements of the OIA.

	The terms of reference include relevant references and responsibilities related to the above OfS conditions of registration.
Strategy and risk	The review of academic governance forms part of the Internal Governance Review Project, a strategic project of the University. Ensuring academic governance is fit for purpose will help ensure delivery against the ambitions of the Strategy 2030 and reduce risks related to academic governance and regulation. This report makes recommendations to ensure appropriate alignment of academic governance with the University's strategy and consideration of risk. The terms of reference have also been developed in a way which makes appropriate reference to and alignment with KPIs and strategic risks for which Boards have responsibility.
Reporting/ consideration route for the paper	Consultation on these proposals have been undertaken with relevant stakeholders. The proposals align to the direction of travel endorsed by Senate in June 2025 and following the academic governance review (phase 1) reported to Senate in October 2024.
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Sponsor	Jonathan Morgan, Chief Governance Officer and University Secretary

Academic Governance Review Update and Senate Board Structures

1. Executive Summary

1.1 This paper sets out the progress of the academic governance review, since the last update which was reported to Senate in June 2024. At that meeting, Senate approved, in principle, a revised Senate board structure and agreed the principles for these revised structures.

1.2 The paper sets out the proposed new board structures for Senate and their terms of reference.

1.3 The paper also provides an update on the development of a faculty level governance group related to education.

1.4 **Senate is asked to:**

a) **Approve** the new board structures for Senate and their associated terms of reference and memberships.
b) **Discuss** the emerging proposals for a faculty level education governance group and the draft terms of reference.
c) **Note** the next steps of the academic governance review.

2. Introduction and background

2.1 The review of academic governance forms part of the Internal Governance Review Project of the University. The wider project has included updating governance documents (such as the Charter and Ordinances, which has been completed) and includes ongoing work related to policy development and review.

2.2 Senate is responsible for the academic activity of the University. It should have effective oversight of the areas across its responsibility and be able to scrutinise these effectively, to provide academic assurance to Council (as the University's governing body).

2.3 To effectively discharge its responsibilities Senate has already delegated various powers and responsibilities to various Boards.

2.4 In the first phase of the review of academic governance, Senate members were surveyed about the Boards of Senate. Members of Senate were mixed in their understanding of and their satisfaction of the work of the Boards of Senate. Most were only aware of the work of the Boards to some extent (38%), to a limited extent

(14%) or not at all (17%) and only 29% were aware of their work to a great extent. Members expressed that there were too many Boards reporting to Senate to have effective understanding and oversight of their work and to know their membership, despite the Boards submitting written reports to Senate for each meeting. Members also felt that decision making from the Boards was where most decisions were developed before coming to Senate and some members described the decision making of the Board as opaque.

2.5 This proposal seeks to rationalise the number of Boards reporting directly to Senate, enhancing Senate's oversight and enabling appropriate delegations for effective decision making.

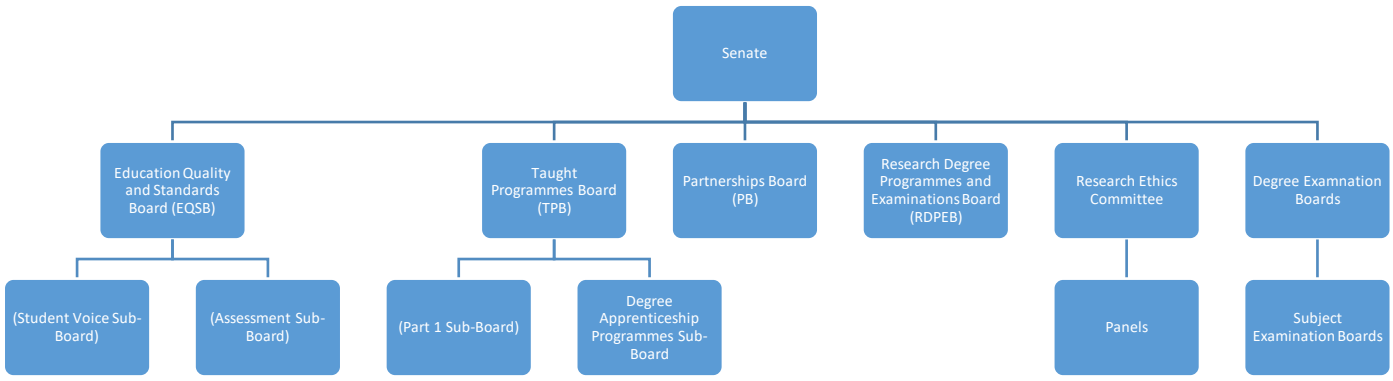
2.6 In this proposal, the two main Boards of Senate will have oversight of the relevant sub-boards and would have powers of approval for policies (other than those reserved to Senate). They would provide assurance to Senate in respect of their relevant areas of responsibility. The sub-boards do not have powers of approval for policy but would be expected to undertake the detailed work on behalf of the two main Boards and report on this. The sub-boards would also have responsibility to develop policies to be submitted to the Boards for approval.

2.7 Senate's Terms of Reference permit Senate to establish such Boards and Committees with such terms of reference as it considers appropriate for the discharge of its responsibilities.

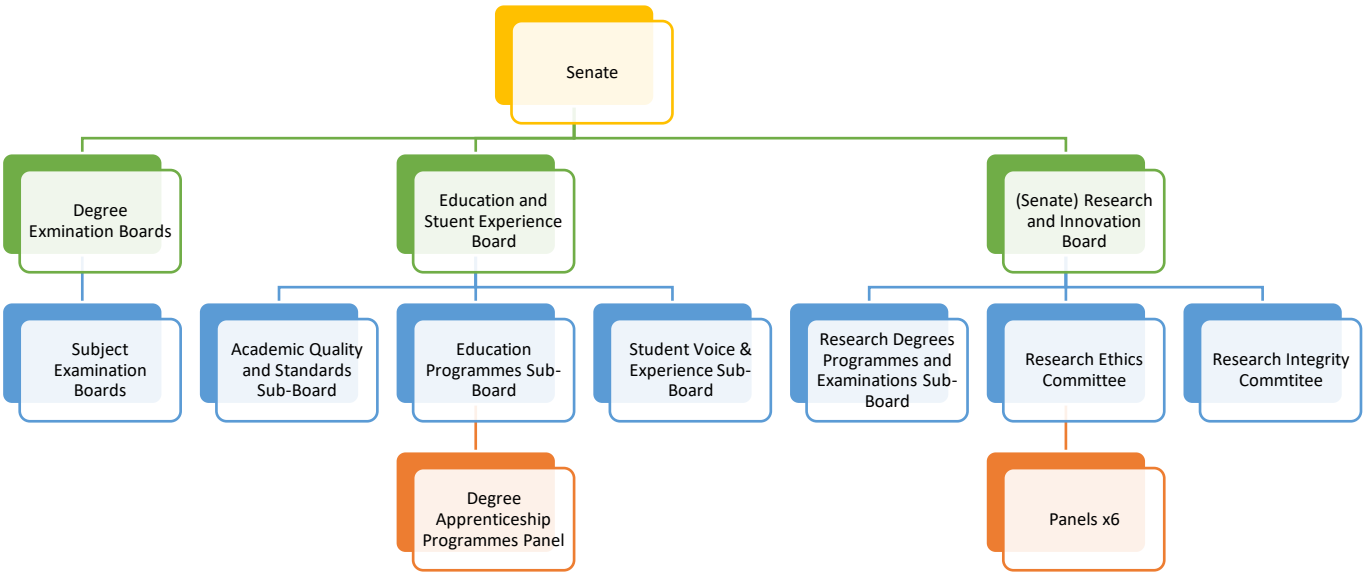
2.8 The responsibilities of Senate are defined in the Ordinances (Ordinance 10), approved by Council, the University's governing body.

3. Current Senate structure

3.1 The current Senate structure comprises of 5 main Boards and the Degree Examination Boards. The Boards of Senate are: Education Quality and Standards Board (EQSB), Taught Programmes Board (TPB), Partnerships Board (PB), Ethics of Research Committee (QMERC), Research Degrees, Programmes and Examinations Board (RDPEB) and three Degree Examination Boards (DEBs) for each of the faculties. Some of these Boards have established sub-boards. The Boards vary in size and some work was undertaken last academic year to reduce the size of some of the larger boards to help provide a more effective space for discussion and decision making.



4. Proposed Senate structure



4.1 The proposed Senate structure involves the creation of two main Boards of Senate: one for education and student experience and the other related to research, alongside the existing degree examination board structures. This proposal creates two clear reporting routes to Senate and enables Senate to have better oversight of the work of the main Boards, leading to clearer accountability. These two main boards will allow for greater oversight of more operational activity being undertaken on behalf of Senate at the Sub-Board level. This proposal would also enable clearer delegation of authority from Senate, particularly in respect of policies. This revised structure will enable Senate to focus on its core responsibilities including the provision of assurance on quality, academic standards and the student experience, and providing this assurance to Council.

4.2 The main Education and Research Boards would be chaired by the respective Vice-Principals and both boards would be accountable to Senate. Both boards would include representation from Senate members. Proposals for the selection and appointment of members to the Boards will be submitted to the Senate meeting in March.

4.3 The sub-board structures also provide opportunities for the appointment of academic members. This will help strengthen academic representation through the Senate board structures and support opportunities for career development and to strengthen the talent pipeline for academic leadership roles.

4.4 The Research Integrity Committee currently reports to Research and Innovation Board (RIB), which is a management (not academic governance) group and reports to SET. This proposal involves moving the reporting of Research Integrity Committee to the new Research Board, so it is aligned to Senate in the academic governance structures.

4.5 The proposed Research Ethics Committee reflects the revised and already implemented structures for six review panels which have delegated authority from the main committee to consider medium risk ethics applications. The chair and deputy chairs of each of these panels will form the core membership of the main ethics committee.

4.6 It is proposed that oversight of partnerships should be located within management structures, ultimately reporting to SET and as such the Partnerships Board would cease to exist as a Board of Senate. This approach would better reflect the nature of the work of any group overseeing partnerships. In approving this structure, Senate would be approving the transfer of the Partnerships Board out of the Senate structures. Senate would still receive academic assurance in relation to education activity that is delivered through partnerships and would be notified of significant new partnerships once these had been proposed.

4.7 The detailed terms of reference and memberships for each of the new Boards and Sub-Boards is included in Appendix A of this paper. Standing Orders for the more detailed operation of each Board will be developed, to be approved by the Chief Governance Officer and University Secretary and reported to Senate to note.

4.8 The terms of reference to the Degree Examination Boards and the Subject Examination Boards remains unchanged at the current time, and as per the Senate's approval of the Assessment Handbook in June 2025. The terms of reference for the DEBs and SEBs will be reviewed over the remainder of the academic year.

4.9 As part of changes to the processes of programme development and approval, the Part 1 Sub-Board has now ceased operating. Using the new curriculum manager software,

there will be greater oversight and ability to review proposals and provide comments during the approval process.

4.10 It is anticipated that the work of the current Assessment Sub-Board will be integrated into the operation of the Academic Quality and Standards Sub-Board and/or the Education and Student Experience Board as appropriate, although there may be some time limited task and finish groups, if required, to undertake specific pieces of more detailed work.

4.11 Senate may wish to consider an alternative option for the Degree Examination Boards (DEBs). Currently, an under the main proposal the DEBs report directly to Senate. Senate may consider that it would be more appropriate for the DEBs to report into the Education and Student Experience Board. Some feedback received has suggested this alternative option.

4.12 There has also been some discussion about whether there is a need for the Academic Standards and Quality Sub-Board or if this there is insufficient workload to create this distinction. This will be kept under review in the new structures, unless Senate prefers not to establish a separate Academic Quality and Standards Sub-Board at this point and for the Education and Student Experience Board to consider, in future, if a sub-board for academic standards and quality should be established.

5. Faculty level academic governance

5.1 The direction of travel in relation to faculties is the creation of a Faculty Education Board (name tbc) for each of the three faculties which would report to both the Faculty Executive and into the Senate Boards, as relevant.

5.2 The intention is to establish a dedicated group with specific responsibilities and that it would not simply serve as an advisory group. The groups would be chaired by the respective Deans of Education and include Directors of Education and a small number of PS staff.

5.3 Until the start of this academic year, each of the faculties had different arrangements, primarily based around Deans of Education Advisory Groups (DEAGs). Faculties have started to develop their own successor models to this, and these are starting to be implemented. The next phase of the review will consider the effectiveness of these groups as they develop and their alignment with faculty executives.

5.4 A draft of the terms of reference with proposed core responsibilities of the faculty education groups is provided in Appendix B, for review and feedback from Senate members either at the meeting or as part of the next stages of the review.

6. Next steps

6.1 The new structures, if approved by Senate, will be implemented from the start of 2026. The research 'arm' is likely to be operational in January and the changes to the education 'arm' will be completed by March 2026.

6.2 As part of the wider governance review, work will be undertaken to identify the appropriate approval levels for a range of policies under Senate's areas of responsibilities. It is anticipated this will be brought to Senate for approval in March.

6.3 Another element of the governance review is to update the Delegation and Decision-Making Frameworks, and work will now begin on the academic powers and delegations.

6.4 The terms of reference for the DEBs and SEBs will be reviewed before the end of the academic year. This will also include a review of the role profiles for the Chairs of these boards.

6.5 It is intended that aspects of the portfolio review project will be integrated into governance structures for the future. The programme review process will incorporate portfolio review at dedicated census points, and the possibility of the Programmes Board monitoring new provision during the early years of delivery will also be explored.

6.6 The curriculum management software will support academic governance by streamlining the way in which modules and programmes are designed and approved. The system also enables the University to map and visualise how programme-level outcomes connect to modules, assessments and wider frameworks. These powerful insights into our curricula provide a reliable tool for portfolio oversight, supporting strategic decisions on portfolio management.

Appendices

Appendix A: Terms of Reference for Senate Boards (for approval)

Appendix B: Draft Terms of Reference for Faculty Education Group (for discussion/consultation)

Appendix A: Terms of Reference for Senate Boards (for approval)

Name of Board: Education and Student Experience Board

Established by / reports to

The Education and Student Experience Board was established by and reports to Senate.

Main remit

To provide assurance to the Senate of:

- The quality of the University's educational provision and the effectiveness of quality assurance mechanisms.
- The identification and mitigation of any risks to academic standards.
- The compliance with relevant requirements of external regulators.
- The compliance with internal requirements related to quality and standards.
- The quality of student experience and the effectiveness of student voice mechanisms.

The Board is responsible for approving the policies and processes for academic quality, academic standards and student experience (other than those reserved to Senate) and having oversight of the operation and outputs from these.

Key responsibilities

To commission the development of new and amended regulations, policies and procedures linked to academic quality and standards and to teaching, learning and assessment.

To oversee compliance with regulations, policies and procedures linked to academic quality and standards; teaching, learning and assessment; and student experience.

To govern and oversee the university's academic quality assurance processes, ensuring that these are designed and conducted effectively and efficiently.

To approve relevant policies, as delegated by Senate.

To approve new and amended quality assurance processes.

To ensure quality assurance processes and principles align with the Education Strategy and associated plans, in particular the Education and Student Experience Enabling Plan.

To ensure any identified issues from reports of external organisations have been considered and appropriate actions identified and implemented.

To oversee preparations for the TEF exercise and submission.

To approve the process for the development, submission and approval of Education Action Plans, in line with the education focussed KPIs.

To consider outputs from the above processes, ensuring the identification, escalation, and mitigation of any areas of potential risk or concern as well as the identification and sharing of good practices.

To consider the outcomes of the programme review process and recommend further action as appropriate, including the dissemination of good practice, as part of regular assurance reporting to the Senate.

To oversee the activities of Academic Quality and Standards Sub-Board, Education Programmes Sub-Board, Student Experience and Voice Sub-Board and Faculty Education Boards (or equivalent, once established), including directing action as required.

To monitor ongoing compliance with the applicable OfS conditions of registration, mandating and monitoring action to mitigate risk.

Strategic and regulatory alignment

To have oversight of the following Key Performance Indicators:

- Improving student satisfaction (KPI 1)
- Removing the student attainment gap (KPI 4)
- Improving student progression (KPI 7)
- Improving graduate career outcomes (KPI 8)

To oversee the monitoring and mitigation of the following risks:

- Failure to comply with OfS Conditions of Registration
- Failure to comply with Ofsted and ESFA/Skills England Compliance

To ensure compliance with the Office for Students in relation to the following ongoing conditions of registration:

- B1: Students receive a high-quality academic experience.
- B2: Students receive resources and support for a high-quality academic experience and for success beyond higher education; and there is effective engagement with students to ensure this.
- B3: Deliver positive outcomes for students.
- B4: Students are assessed effectively; that assessment is valid and reliable; academic regulations ensure relevant awards are credible and effective in assessing proficiency English reflecting the level of the course; and that awards granted as credible when compared to those granted previously.
- B5: Awards granted to students reflect any applicable sector-recognised standards and are only granted to those whose knowledge and skills reflect these.
- B6: Participation in the Teaching Excellence Framework (TEF).

- A1 and A2: To have an approved access and participation plan, publish an access and participation statement (updated annually).
- C Conditions: Protecting the interests of all students

Membership

Membership of the Board will comprise of the following:

- Vice-Principal, Education (Chair)
- Deputy Vice-Principal, Education
- Director of Student Experience
- Director of Queen Mary Academy
- Dean for Education, FMD
- Dean for Education, HSS
- Dean for Education, S&E
- Director of Governance and Legal Services
- President of QMSU
- Vice-President of QMSU
- Three appointed members of Senate

The following roles will be in attendance: Executive Officer, Education and Head of Academic Quality and Standards.

Quorum: 7 members, including the Chair or the Chair's designated representative.

Secretariat: Academic Quality and Standards Team, DGLS.

Name of Board: Academic Quality and Standards Sub-Board

Established by / reports to

The Academic Quality and Standards Sub-Board was established by Senate. It is a sub-board of, and reports to, the Education and Student Experience Board.

Main remit

To co-ordinate and oversee work across the University linked to academic quality and standards for education provision, with responsibility for the development and review of new and amended policies and processes, covering quality assurance, standards and assessment.

Key responsibilities

To support the development of new and amended regulations, policies and procedures linked to academic quality and standards and to teaching, learning and assessment, with reference to the Education and Student Experience Board and Senate where appropriate.

To consider changes to such policies and procedures and recommend them to the Education and Student Experience Board.

To direct Faculties and Schools in the implementation of policies and regulations and to monitor the implementation of such policies and procedures across the University.

To ensure that the practices for quality, standards and assessment practices align with and support compliance with internal and external expectations and requirements and the University's strategic aims.

To maintain oversight of Queen Mary's academic quality assurance processes, ensuring that these are designed and conducted effectively and efficiently.

To maintain oversight of Queen Mary's assessment processes, ensuring that these are designed and conducted effectively and efficiently.

To analyse outputs from these processes including, but not limited to, programme review. This will include the identification, escalation, and mitigation of any areas of potential risk or concern as well as the identification and sharing of good practices.

To maintain oversight of national sector and professional expectations and to consider their impact on the academic regulations and policies.

To analyse outputs, themes and issues from the Degree Exam Boards (other than the awarding powers) and consider actions arising from these, reporting to the Education and Student Experience Board as required.

To consider reports from external examiners and actions arising from these.

To use the results of student surveys for quality enhancement further to advice and guidance from the Student Experience and Student Voice Board.

To consider reports from external organisations, including the Office for Students (OfS), Office for Standards in Education, Children's Services and Skills (Ofsted), Professional, Statutory and Regulatory Bodies (PSRBs) and other relevant groups.

To identify any actions from such reports and plan for their implementation.

Strategic and regulatory alignment

To contribute to the delivery of the following Key Performance Indicators:

- Improving student satisfaction (KPI 1)
- Removing the student attainment gap (KPI 4)
- Improving student progression (KPI 7)
- Improving graduate career outcomes (KPI 8)

To contribute to the monitoring and mitigation of the following risks:

- Failure to comply with OfS compliance.
- Failure to comply with Ofsted and ESFA/Skills England Compliance.

To deliver compliance with the Office for Students in relation to the following ongoing conditions of registration:

- B1: Students receive a high-quality academic experience.
- B2: Students receive resources and support for a high-quality academic experience and for success beyond higher education; and there is effective engagement with students to ensure this.
- B3: Deliver positive outcomes for students.
- B4: Students are assessed effectively; that assessment is valid and reliable; academic regulations ensure relevant awards are credible and effective in assessing proficiency English reflecting the level of the course; and that awards granted as credible when compared to those granted previously.
- B5: Awards granted to students reflect any applicable sector-recognised standards and are only granted to those whose knowledge and skills reflect these.
- C Conditions: Protecting the interests of all students.

Membership

Membership of the Board will comprise of the following:

- Deputy Vice-Principal, Education (Chair)
- Head of Academic Quality and Standards, DGLS (or nominated deputy)
- Director of Queen Mary Academy (or delegate)
- Dean for Education, FMD (or nominated deputy)

- Dean for Education, HSS (or nominated deputy)
- Dean for Education, S&E (or nominated deputy)
- QMSU Vice-President
- S&E UG DEB Chair
- S&E PG DEB Chair
- HSS UG DEB Chair
- HSS PG DEB Chair
- Medicine UG DEB Chair
- Dentistry UG DEB Chair
- Medicine and Dentistry DEB Chair
- Upto three appointed academic members
- Head of Faculty Education and Student Experience, FMD (or nominated deputy)
- Head of Faculty Education and Student Experience, HSS (or nominated deputy)
- Head of Faculty Education and Student Experience, S&E (or nominated deputy)

The following roles will be in attendance: Executive Officer, Education.

Quorum: 10 members, including the Chair or the Chair's designated representative.

Secretariat: Academic Quality and Standards Team, DGLS.

Name of Board: Education Programmes Sub-Board

Established by / reports to

The Programmes Sub Board was established by Senate. It is a sub-board of, and reports to, the Education and Student Experience Board.

Main remit

To have oversight of all taught provision through processes for programme and module development, approval and amendment and through programme review.

To provide assurances that programme approval is effective and recommendations are aligned with external/regulatory and internal/policy requirements.

Key responsibilities

To ensure proposals for new programmes are appropriately and consistently considered.

To scrutinise the academic standards and quality of new programme proposals, including the content of the curriculum, the learning, teaching and assessment strategies and the curriculum structure.

To ensure proposals for new programmes are of a high academic standard, of an appropriate quality, and comply with Queen Mary's external regulatory and internal strategic obligations (eg the Office for Students' Conditions of Registration, the Principles of Academic Degree Programme Design, and the Principles of Assessment Design).

To consider and if appropriate, approve proposals for new taught programmes.

To consider and if appropriate, approve proposals for major amendments to programmes of studies

To consider and if appropriate, approve new module proposals where these are related to a new programme of study, or are delivered through:

i. collaborative arrangements (to include TNE),
ii. work-based learning,
iii. apprenticeship programmes,
iv. summer school modules,
v. study-abroad,
vi. distance learning.

To review the performance of programmes after their first year of operation.

To consider and if appropriate, approve proposals for the withdrawal of programmes.

To have oversight via reports of module proposals and amendments to modules that have been approved by School/Institute Education Committees and scrutinised by the Directorate of Governance and Legal Services.

Strategic and regulatory alignment

To deliver compliance with the Office for Students in relation to the following ongoing conditions of registration:

- B1: Students receive a high-quality academic experience, including each course is: up to date; provides educational challenge; is coherent; is effectively delivered; and requires students to develop relevant skills.
- B3: Deliver positive outcomes for students.

Membership

Membership of the Sub-Board will comprise of the following:

- Deputy Vice Principal, Education (Chair)
- Head of Academic Quality and Standards, DGLS
- Deputy Head of Academic Quality and Standards, DGLS
- Director of Queen Mary Academy (or nominated deputy)
- Dean for Education, FMD (or nominated deputy)
- Dean for Education, HSS (or nominated deputy)
- Dean for Education, S&E (or nominated deputy)
- Academic member of staff, HSS (Nominated by the Dean for Edcucation)
- Academic member of staff, FMD (Nominated by the Dean for Education)
- Academic member of staff, S&E (Nominated by the Dean for Education)
- Upto three appointed academic members
- QMSU Vice-President

Quorum: Six members, including the Chair or the Chair's designated representative.

Secretariat: Academic Quality and Standards Team, DGLS.

Name of Board: Student Experience and Voice Sub Board

Established by / reports to

The Student Experience and Voice Sub Board was established by Senate. It is a sub-board of, and reports to, the Education and Student Experience Board.

Main remit

To provide a forum to discuss key areas of student experience.

To oversee the delivery and effectiveness of student voice mechanisms.

To consider initiatives and actions to improve student experience.

To ensure identification of priorities for student experience and alignment of work between the University and the Students' Union.

Key responsibilities

To develop the student voice framework and recommend its approval to the Education and Student Experience Board, and to undertake reviews of the framework.

To oversee policy development, implementation, monitoring and review of policies and procedures linked to student experience and recommending approval to the Education and Student Experience Board.

To review and consider the effectiveness of student surveys.

To approve guidance on the implementation of surveys and disseminate examples of good practice.

To have oversight of the effective operation of Student Voice Committees.

To review measures of student experience, including, as measured in the NSS, PTES and PRES and to consider any university wide themes from surveys and set and monitor actions related to these.

To consider outcomes and themes from NSS actions plans and to receive updates on the process of monitoring actions within the plans.

To establish working groups focussed on specific areas of student experience and to receive and scrutinise reports on the progress of work by these groups and to decide any required action that should be taken because of any recommendations arising from these groups.

To consider proposals and insights from student representatives, and the students' union.

Strategic and regulatory alignment

To oversee the delivery of the following Key Performance Indicators:

- Improving student satisfaction

To oversee the monitoring and mitigation of the following risks:

- Failure to improve student satisfaction and a failure to understand and appropriately respond to the concerns raised by students.

To ensure compliance with the Office for Students in relation to the following ongoing conditions of registration:

- B2: Students receive resources and support for a high-quality academic experience and for success beyond higher education; and there is effective engagement with students to ensure this.

Membership

Membership of the Board will comprise of the following:

- Director of Student Experience (Co-chair)
- SU President (Co-chair)
- QMSU Vice-President Liberation, International and Postgraduates
- QMSU Vice-President Welfare
- Two additional student members, selected by QMSU[1]
- Vice-Principal Policy and Strategic Partnerships
- Faculty Student Experience lead (FMD)
- Faculty Student Experience lead (HSS)
- Faculty Student Experience lead (S&E)
- QMSU Head of Student Voice and Insight (or nominated deputy)[2]
- Two appointed academic members
- Executive Officer, Education

In attendance (as required based on agenda/workstreams being considered):

- Student Experience Directorate Heads of services (Wellbeing, Careers, Library and Registry Services)
- Representatives from Estates and Facilities, including campus development and residences.
- Representatives from ITS.
- Representatives from Strategic Planning Office, in relation to surveys and insights.

Quorum: Six members, including the Chair or the Chair's designated representative.

Secretariat: DGLS tbc.

[1] Advertised to elected student representatives including part time officers, course representatives and Clubs and Societies roles within the students' union. These roles will be remunerated.
[2] Deputy CEO covers and supports.

Name of Board: Senate Research and Innovation Board

Established by / reports to

The Senate Research and Innovation Board is established by and reports to Senate.

Main remit

To provide assurance to the Senate of:

- The quality and standards of the University's research degree programmes and the effectiveness of quality assurance processes.
- The effectiveness of arrangements for consideration of matters related to research ethics and integrity.

The Board is responsible for approving the policies and processes related to research degree provision, research ethics and integrity (other than those reserved to Senate) and having oversight of the operation and outputs from these.

The Board is responsible for encouraging and facilitating research of the highest quality. The Board will do this by ensuring that research undertaken by the University is conducted in an ethically sound manner and in accordance with the relevant policies and procedures on research ethics and integrity.

Key responsibilities

To oversee development of new and amended research degree programmes.

To oversee the development, implementation, monitoring and review of regulations, policies and procedures linked to research degree provision, research ethics and research integrity.

To govern and oversee the delivery of Queen Mary's quality assurance processes, related to research degree provision, research ethics and research integrity and ensuring that these are designed and conducted effectively and efficiently.

To ensure the above processes and principles align with the University's strategy and associated plans, in particular the Research and Innovation Enabling Plan.

To ensure any identified issues from reports of external organisations have been considered and appropriate actions identified and implemented.

To advise Senate on any relevant matters, as applicable, related to the research strategy.

To develop, and recommend to Senate, procedures for establishing, monitoring and disestablishing institutes, centres or units within the academic organisation for research purposes.

To advise Senate in relation to any recommendations related to the creation of new university research institutes (URIs).

To oversee the activities of: Research Degree Programmes and Examinations Sub-Bord, Research Ethics Committee, Research Integrity Committee and Faculty Research Advisory Groups, including directing action as required.

Strategic and regulatory alignment

To oversee the monitoring and mitigation of the following risks:

- Maintain and increase research quality (in so far as it related to research ethics, integrity and conduct).

To ensure compliance with the Office for Students in relation to OfS' conditions of registration, in relation to research degree programmes.

Membership

Membership of the Board will comprise of the following:

- Vice Principal, Research (Chair)
- Deputy Vice Principal, Research and Innovation Culture
- Deputy Vice Principal, Impact and Innovation
- Director of Research and Innovation Services
- Dean of Research, FMD
- Dean of Research, HSS
- Dean of Research, S&E
- Chair of the Research Ethics Committee (Independent Chair)
- Three appointed members of Senate

The following roles will be in attendance: Executive Officer, Research and Innovation.

Name of Board: Research Degree Programmes and Examinations Sub-Board

Established by / reports to

The Research Degree Programmes and Examinations Board is established by Senate. It is a sub-board of, and reports to, the Senate Research and Innovation Board.

Main remit

To have responsibility for all matters related to research degree programmes, including programme approval, examinations and awards.

Key responsibilities

To develop new and amended regulations, policies and procedures linked to research degree provision, with reference to the Senate Research and Innovation Board and Senate where appropriate.

To consider changes to such regulations, policies and procedures and recommend them to the Senate Research and Innovation Board (in particular, the Academic Regulations as they relate to research degrees).

To direct Faculties and Schools in the implementation of policies and regulations and to monitor the implementation of, and compliance with, such policies and procedures across the University.

To ensure that these practices align with and support compliance with internal and external expectations and requirements and the University's strategic aims.

To maintain oversight of national sector and professional expectations and to consider their impact on the academic regulations and policies.

To consider, and if appropriate, approve proposals for the creation of new research degree programmes and the amendment and withdrawal of such programmes.

To consider, and if appropriate, approve nominations for internal and external examiners for all research degree examinations.

To analyse outputs from research degree examinations and associated examiner reports for the including the identification, escalation, and mitigation of any areas of potential risk or concern as well as the identification and sharing of good practices.

To approve awards for research degrees to individual candidates.

To consider, and if appropriate approve, requests for interruptions of study and extensions to the minimum registration period and writing up period.

To have oversight of the admission of students to research degree programmes.

Strategic and regulatory alignment

To contribute to the delivery of the following Key Performance Indicators:

- Improving student satisfaction.
- Removing the student attainment gap.
- Improving student progression.

To contribute to the monitoring and mitigation of the following risks:

- Failure to comply with OfS compliance.
- Failure to comply with Ofsted and ESFA/Skills England Compliance.

To deliver compliance with the Office for Students in relation to the following ongoing conditions of registration:

- B1: Students receive a high-quality academic experience.
- B2: Students receive resources and support for a high-quality academic experience and for success beyond higher education; and there is effective engagement with students to ensure this.
- B3: Deliver positive outcomes for students.
- B4: Students are assessed effectively; that assessment is valid and reliable; academic regulations ensure relevant awards are credible and effective in assessing proficiency English reflecting the level of the course; and that awards granted as credible when compared to those granted previously.
- B5: Awards granted to students reflect any applicable sector-recognised standards and are only granted to those whose knowledge and skills reflect these.

Membership

Membership of the Sub-Board will comprise of the following:

- Deputy Vice Principal, Research and Innovation Culture (Chair)
- Faculty Deputy Dean for Postgraduate Research (FMD)
- Faculty Deputy Dean for Postgraduate Research (HSS)
- Faculty Deputy Dean for Postgraduate Research (S&E)
- Faculty Representative (FMD)
- Faculty Representative (HSS)
- Faculty Representative (S&E)

The following roles will be in attendance: Head of the Doctoral College, Head of Research Degrees and other members of the Research Degrees Office, as required.

Quorum: TBC

Secretariat: Research Degrees Office.

Name of Board: Research Ethics Committee

Established by / reports to

The Research Ethics Committee was established by Senate. It is a sub-board of, and reports to, the Senate Research and Innovation Board.

Main remit

To provide a forum for the independent review of research ethics involving human participants.

To ensure that research involving human participants (including their data) undertaken by staff and students in the University is conducted in an ethically sound manner and in accordance with the relevant policies and procedures. To provide assurance of this to Senate, via the Senate Research and Innovation Board.

Key responsibilities

To develop new and amended regulations, policies and procedures linked to research ethics, with reference to the Senate Research and Innovation Board and Senate where appropriate.

To consider changes to such regulations, policies and procedures and recommend them to the Senate Research and Innovation Board.

To direct Faculties and Schools in the implementation of policies and regulations and to monitor the implementation of, and compliance with, such policies and procedures across the University.

To ensure appropriate provision of training in the ethics of research is available to staff and students.

To advise on training provisions for those undertaking research involving human participants and/or personal data.

To establish Research Ethics Review Panels (including delegation of powers of approval) and appoint members to these panels.

To monitor the work of the Research Ethics Review Panels and consider the outcomes of ethical approvals granted for low and moderate risk research ethics applications.

To consider, and if appropriate, approve, research ethics applications that meet the criteria for being high risk, and those that are complex and/or referred to it by the Research Ethics Review Panels.

To maintain oversight of relevant external developments related to research ethics and to consider their impact on the policies, procedures and practices of the University.

To provide a pool of expertise that can be used, if appropriate, to contribute to the consideration and/or investigation of allegations of research misconduct.

To have oversight of the operation and effectiveness of the devolved School Research Ethics Committees.

Membership

Membership of the Board will comprise of the following:

- Independent External Member (appointed as Chair)
- Academic member of staff (appointed as Deputy-Chair)
- Director of Research and Innovation (or their designated nominee)
- 12 academic members of staff, consisting of the Panel Chairs and Deputies for the six panels of the committee.
- PS Staff member

Quorum: Seven members.

Secretariat: Research Ethics Facilitators.

Name of Board: Research Integrity Committee

Established by / reports to

The Research Integrity Committee was established by Senate. It is a sub-board of, and reports to, the Senate Research and Innovation Board.

Main remit

To ensure that there is an established and embedded culture of research integrity across the University, in accordance with the UUK 'Concordat to Support Research Integrity'.

The Committee is responsible for ensuring research undertaken adheres to policies and procedures related to research integrity and to oversee the consideration of any complaints of research misconduct.

To provide assurance to Senate (via the Senate Research and Innovation Board) and to the Audit and Risk Committee on the integrity of research at the University.

Key responsibilities

To develop and review policies, procedures and initiatives that promote research integrity across the University, with reference to the Seante Research and Innovation Board and Senate where appropriate.

To consider changes to such regulations, policies and procedures and recommend them to the Senate Research and Innovation Board.

To direct Faculties and Schools in the implementation of policies and regulations and to monitor the implementation of, and compliance with, such policies and procedures across the University.

To maintain oversight of relevant external developments (including funder requirements) related to research integrity and to consider their impact on the policies, procedures and practices of the University.

To monitor compliance with research integrity requirements across the University.

To ensure appropriate provision of training in research integrity is available to staff and students.

To review and advise the Named Person whether complaints of research misconduct require further investigation and where required, proposed alternative resolutions to the Named Person.

To consider the recommendation of the Named Person and to approve the appointment of a named investigator and a panel to investigate complaints of research misconduct.

To monitor the progress of research misconduct investigations and to consider any implications arising from their outcomes.

Membership

Membership of the Board will comprise of the following:

- Vice Principal, Research and Innovation (Chair) 'The Named Person'
- Academic member of staff, HSS (Nominated by the Dean for Research)
- Academic member of staff, FMD (Nominated by the Dean for Research)
- Academic member of staff, S&E (Nominated by the Dean for Research)
- Member of the JRMO Management Team
- Member of the DGLS Management Team
- One doctoral student
- One early career researcher
- One external/independent member

Quorum: Four members.

Secretariat: Research Integrity and Assurance Lead.

Appendix B: Draft Terms of Reference for Faculty Education Group (for discussion/consultation)

[Insert name of Faculty] Faculty Education Group

Reports to: [Insert name of Faculty] Faculty Executive and Senate via the relevant Boards.

Academic Governance and Assurance

To support the University's academic governance and assurance processes by:

- Monitoring the implementation of school level responsibilities under the governance framework.
- Participating, as required, in effectiveness reviews.
- Providing oversight of School/Institute Education Committees.
- Ensuring due consideration of the OfS Conditions of Registration in all decisions and discussions of this group and demonstrating overall compliance with these in the faculty.

Academic Policy

To support the development, review and implementation of academic policies within the faculty by:

- Participating in consultation on reviews of regulations, policies and processes, including through providing a single faculty view of proposals.
- Cultivating a consistent approach to the implementation of academic policies and processes, including identifying and disseminating good practice.
- Ensuring that faculty education provision complies with University education policies, regulations, and quality assurance frameworks.

Programmes and modules

To have oversight of the portfolio of programmes and modules by:

- Scrutinising and approving the educational offering of new programme proposals, ensuring it aligns with the University and faculty portfolios, the Principles of Programme Design and other requirements for new programmes.(Note: Approval of the business case will be for Faculty Executive).
- Reviewing and recommending/endorsing programme name changes, suspensions and withdrawals and recommending these to the Faculty Executive.
- Scrutinising and approving the creation of new modules.
- Reviewing and noting the amendments to modules via reporting by schools and institutes.

To have oversight of the programme review process by:

- Providing assurance to Senate and its Boards, as relevant.
- Assessing/scrutinising the outcomes of programme review (either confirming assessment or highlighting unidentified risks) and distilling the information at a faculty level.
- Confirming whether the identified actions from programme review are sufficient and where required suggesting further improvements.
- Reviewing the implementation of actions arising from programme review to ensure their implementation.
- Escalating any concerns, as appropriate.

Assessment

- Considering PSRB reports.
- Ensuring appropriate actions are taken to retain accreditations.
- Considering and acting on reports from the Faculty Degree Exam Board Chairs.
- Considering and acting on reports from the external member of the Faculty's Degree Examination Board.

Student Experience

To have oversight of improvements in student experience, informed by feedback from students by:

- Reviewing an overview of module survey results and determine whether actions arising from these by Schools/Institutes are sufficient.
- Ensuring that actions identified and agreed as part of NSS action plans and other student surveys are being implemented, escalating any concerns as required.
- Identifying and disseminating examples or areas of good practice.
- Exercising oversight of the operation and effectiveness of Student Voice Committees.

Other elements that could be included/for consideration:

Staff training / academic development – uptake

Casework – student appeals and complaints

Suspension of regulations: Endorse the request (via DEB).

Progression and award: Live review of B3 metrics based on this information.

Ensuring regular/pro-active review of the portfolio of programmes. (Identification of modules/programmes in need of review?)

Collective leadership role

Membership

Dean of Education (Chair)

Deputy Dean/s of Education (as appropriate for each faculty)

Faculty Head of Education and Student Experience

Directors of Education from each School/Institute within the faculty

Student Union Vice-President for (name of faculty)

DGLS/Quality and Standards Representative

Queen Mary Academy Representative