Senate: 11.12.2025
Paper Code: SE2025.31

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 1 October 2025 and 25 November 2025.
Points for Senate members to note and further information	The Taught Programmes Board met 22 October 2025. 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. Full papers and meeting minutes are available on request from qualityandstandards@qmul.ac.uk.
Questions for Senate to consider	Senate is invited to consider how the programme development process might better balance the need to develop new taught programmes at pace with: 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.
Authors	Laura Bonsall/Richelle Whitehead-Gill, Academic Quality and Standards Officers
Sponsor	Professor Tony Michael, Deputy Vice-Principal for Education

Taught Programmes Board 22 October 2025

The Board:

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

2. CONSIDERED and GRANTED DEFERRED APPROVAL the below listed programme amendments:

Faculty of Humanities and Social Sciences:

- School of Business and Management credit uplift project
  - BSc Accounting and Finance
  - BSc Business Management
  - BSc Business with Law
  - BSc International Business Analytics
  - BSc Marketing and Management

3. CONSIDERED and APPROVED the below listed programme proposal:

Faculty of Science and Engineering

- MSc Organ-on-a-Chip Technologies

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

Summary of Academic Developments in the year 2025-26

The table below summarises the academic developments processed between September 1st 2025 and 21st November 2025:

Part 1 Programme proposals	4
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	307
Programmes suspensions / withdrawals	104
Programme title changes	4
Module proposals	205
Module amendments	227
Module withdrawals	242
Total of proposals, amendments, and withdrawals	**1091**

Since the start of the academic year 2025-26, DGLS have processed approximately 1091 academic developments.

Comments on Academic Developments in the year 2025-26

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.