Senate 12.03.2026
Paper Code: SE2025.45

Queen Mary University of London

Senate

Paper Title	**Academic Governance Review: Education and Student Experience Board Structures and Terms of Reference**
Outcome requested	Senate is asked to: 1. **Approve** the updated terms of reference and membership for the education and student experience board structures for Senate (Appendix A). 2. **Approve** the policy approval levels and for these to form delegations made by Senate, and in doing so agree for these to be incorporated as appropriate into the terms of reference (Appendix B). 3. **Approve** retaining the title of RDPEB rather than re-naming this as a Sub-Board. 4. **Note** the update in relation to student representation on the research related board structures (Section 5). 5. **Note** the next steps of the review of academic governance (Section 6).
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. At the December 2025 meeting Senate approved the new board structures and agreed the terms of reference and membership for the research related boards, which is now implemented. For the education and student experience boards, Senate agreed for further consideration and for the proposals to return to Senate for approval. The terms of reference and membership have been revised and are included here for approval. The Student Voice and Experience Board is now operating. It is anticipated that the remaining changes for the education and student experience board structures will be implemented from the start of the next academic year. The paper also includes a list of academic policies under the remit of Senate. Senate is asked to consider and approve the powers of approval for policies and regulations contained within this document.
Questions for Senate to consider	N/A
Regulatory/statutory reference points	The proposals have considered alignment with the OfS' Conditions of Registration and other regulatory obligations. 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 December 2025 and following the academic governance review (phase 1) reported to Senate in October 2024.
Authors	Danny Hassell, Policy and Governance Lead
Sponsor	Jonathan Morgan, Chief Governance Officer and University Secretary

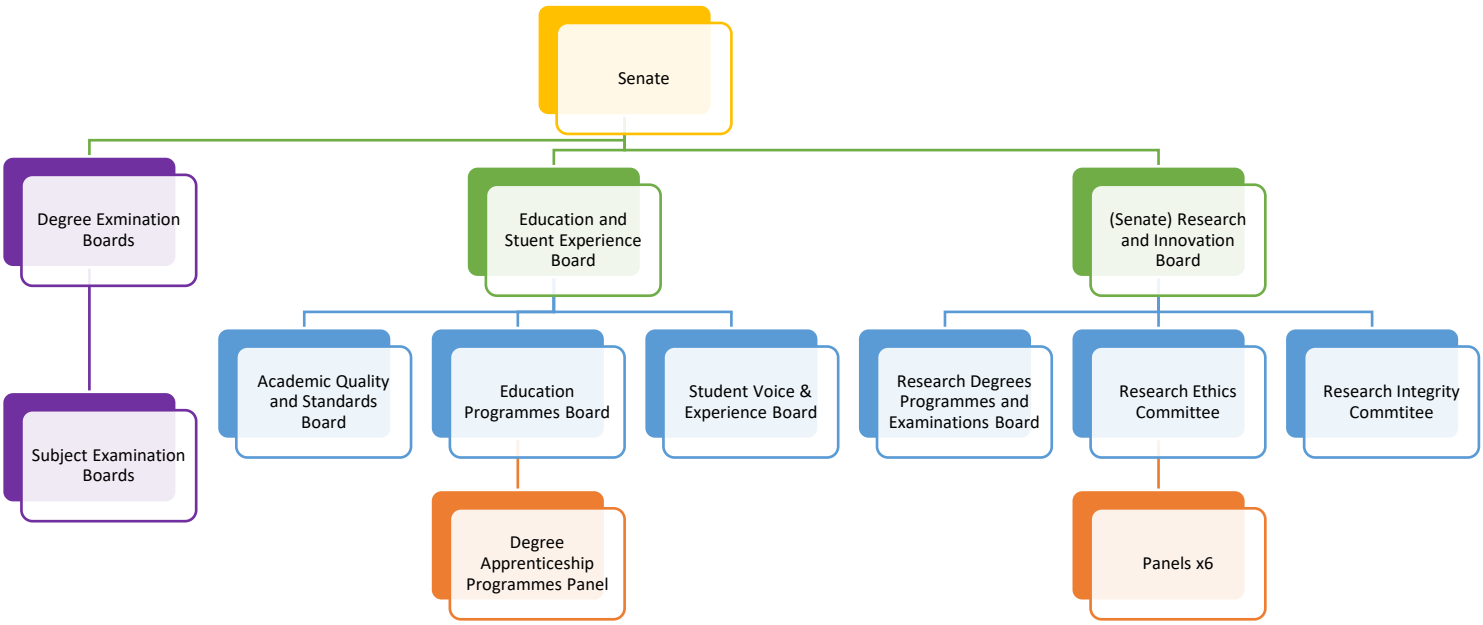
Academic Governance Review: Education and Student Experience Board Structures and Terms of Reference

1. Executive Summary

1.1 The paper sets out the proposed new education and student experience board structures for Senate and their terms of reference and associated policy approval levels.

1.2 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. At the December 2025 meeting Senate approved the new board structures and agreed the terms of reference and membership for the research related boards, which is now being implemented. For the education and student experience boards, Senate agreed for further consideration and for the proposals to return to Senate for approval.

2. Proposed Senate structure



3. Further feedback and changes

3.1 Further feedback was received on the terms of reference, and the following changes have been made for Senate to consider.

3.2 To preserve the authority of various groups that were proposed to be 'Sub-Boards', it is suggested that these are called simply 'Boards'. However, they will retain clear reporting lines to the two main Boards of Senate and the terms of reference make this hierarchy clear. As a result, the naming of the Research Degree Programmes and Examination Board would continue, rather than being changed to include 'Sub' in its name (as agreed in December), subject to Senate's approval.

3.3 Since the last meeting, further feedback has been received in relation to programme approval and the reporting for the Degree Examination Boards (DEBs). As with the terms of reference submitted in December, the Chairs of the DEBs will be members of the Academic Quality and Standards Board and terms of reference include the role *'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.'* This will also be reflected in any updated terms of reference for the Degree Examination Boards, in due course.

3.4 The detailed terms of reference and memberships for each of the new Boards and Sub-Boards is included in Appendix A of this paper. Changes made to these since the meeting in December are marked in 'tracked changes'. Further details, if required, related to their operation may be included as part of the revised Standing Orders of Senate.

3.5 As reported in December, 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.

3.6 As proposed in December, 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.

3.7 At the December meeting of Senate, a query was raised about the workload related to the new structures. An analysis of meetings held last academic year is compared with the new board structure as proposed. It shows that whilst the overall numbers of meetings remains almost the same, due to the changes in membership composition, there is a significant reduction in the overall numbers of hours staff will be spending in these meetings:

2024/25 Academic Year

Board	Number of meetings held	Number of hours scheduled	Number of members	Total hours x total members
Education Quality and Standards Board	6	3 each	19	342
Taught Programmes Board	9 (and one papers were considered by circulation)	6 x 2 hrs 3 x 3hrs	26	546
Student Voice-Sub-Board				
Assessment Sub-Board	3 held	2 hours each	21	126
Total	18			1,014

New/proposed model from 2026/27 Academic Year

Board	Number of meetings	Number of hours scheduled	Number of members	Total hours x total members
Education and Student Experience Board	4	3 each	13	156
Academic Quality and Standards Board	6	3 each	20	360
Education Programmes Board	6	3 each	14	252
Student Experience and Voice Board				
Total	19			768

4. Policy approval levels

4.1 Part of the intended benefits of the Internal Governance Review Project are to increase the levels of decision making below Council, SET and Senate.

4.2 Senate's terms of reference (in Ordinance 10) state that Senate is 'to consider and approve or advise on as applicable strategies and policies designed to ensure the academic quality of programmes, including the teaching, learning and assessment strategy'.

4.3 A list of these related academic policies is listed in Appendix B, with recommended levels of approval for each policy which, if approved by Senate, will form the formal delegations and levels of approval for these policies by Senate once the new structures are established next academic year.

5. Student representation on research related boards

5.1 At the last meeting of Senate, a query was raised in relation to student representation on research related Boards and Committees.

5.2 Students are currently represented on the Research Integrity Committee. There are also student members of each of the six panels of the Research Ethics Committee. The Research Ethics Committee will additionally consider if one of these panel members should be a member of the full committee. This will be considered at their next meeting on 25 March.

5.3 In relation to the Research Degrees Programmes and Examination Board, given the nature of its business (considering individual awards and other examination arrangements), it would not be appropriate for a student member to be a member of this Board.

6. Next steps for Academic Governance Review

6.1 The above education structures will be implemented from the start of the next academic year, although the research 'arm' and the Student Experience and Voice Board are now operational.

6.2 Further work will be undertaken on developing proposals for faculty level education group, as reported at the last Senate meeting.

6.3 Progress continues to be made in implementing the recommendations from the first phase report of Senate. 19 of the recommendations and suggestions have bene completed, 21 are scheduled to be complete by the end of the academic year and the remainder (22) are due to be completed by the end of December 2026.

6.4 The survey of Senate members is currently underway. The survey includes the same questions as the previous survey, two years ago, to assist in tracking progress and identifying where further attention is required.

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.

Purpose

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 effectiveness 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.

To ensure any identified issues from reports of external regulatory organisations (or other external expert reviews) have been considered and appropriate actions identified and implemented.

To oversee preparations for the TEF exercise and submission.

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 Board, Education Programmes Board, Student Experience and Voice 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:

- Improved student experience (KPI 1)
- Remove degree attainment gap (KPI 4)
- Improved student progression (KPI 7)
- Improved career outcomes for graduates (KPI 8)

To oversee the monitoring and mitigation of the following risks:

- Failure to improve student experience with teaching, assessment and feedback, learning opportunities, academic support, organisation and management of programmes, learning resources and the student voice.
- Failure to comply with the ongoing conditions of registration with the OfS and with CMA guidance.
- Failure to comply with regulations relevant to degree apprenticeships.

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:

- 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 Board

Established by / reports to

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

Purpose

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 academic 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 and consider improvements to assessment practice where appropriate.

To analyse outputs and evidence 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:

- Improved student experience (KPI 1)
- Remove degree attainment gap (KPI 4)
- Improved student progression (KPI 7)
- Improved career outcomes for graduates (KPI 8)

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

- Failure to improve student experience with teaching, assessment and feedback, learning opportunities, academic support, organisation and management of programmes, learning resources and the student voice.
- Failure to comply with the ongoing conditions of registration with the OfS and with CMA guidance.
- Failure to comply with regulations relevant to degree apprenticeships.

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:

- Deputy Vice-Principal, Education (Chair)
- Head of Academic Quality and Standards, DGLS (or nominated deputy)
- 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)
- 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
- Up to three additional 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 Board

Established by / reports to

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

Purpose

To provide institutional oversight and assurance for all taught provision through the processes for programme and module development, approval, amendment and programme review, ensuring these align with internal policy requirements and external regulatory expectations.

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 curriculum content, the learning, teaching and assessment strategies and the programme structure.

To ensure proposals for new programmes meet academic standards and comply with internal policy requirements and external regulatory requirements (e.g. 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 in their initial years of operation and advise of any follow up actions arising from this review.

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

To have oversight of new 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.

To consider and advise upon themes, risks or quality issues arising from module development and amendment activity.

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.
- 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.
- C: Protecting the interests of all 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 Education)
- Academic member of staff, FMD (nominated by the Dean for Education)
- Academic member of staff, S&E (nominated by the Dean for Education)
- Up to three additional 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 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.

Purpose

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 contribute to the delivery of the following Key Performance Indicators:

- Improved student experience (KPI 1)

To support the monitoring and mitigation of the following risks:

- Failure to improve student experience with teaching, assessment and feedback, learning opportunities, academic support, organisation and management of programmes, learning resources and the student voice.

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]
- 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]
- Up to two additional 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.

Appendix B: Policy Approval Levels (for approval)

Policy	Approval level	Approval of minor changes[3]
Academic Regulations	Senate	Chair of Senate
Assessment Handbook	Senate	Chair of Senate
Principles of Assessment Design	Senate	Chair of Senate
Academic Credit Framework	Senate	Chair of Senate
Principles of Academic Degree Programme Design	Senate	Chair of Senate
Extenuating Circumstances Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Interruption of Study Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Student Learning Engagement Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Reasonable Adjustments in Assessment Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Professional Capability and Fitness to Practise Policy	Senate	Chair of Senate
Enhancing Support for Students' Fitness to Study Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Examination Access Arrangements Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
The use of amanuenses and readers Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Academic Appeals Policy	Senate	Chair of Senate
Academic Integrity and Misconduct Policy	Senate	Chair of Senate
Administrative Appeals Policy	Senate	Chair of Senate

[3] Defined as: Changes/updates that do not affect the rules, principles or intent of the policy/regulations.

Policy	Approval level	Approval of minor changes[3]
Student Complaints Policy	Senate	Chair of Senate
Student Discipline Policy	Senate	Chair of Senate
Timetable Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Student Surveys Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Peer Observation Policy	Education and Student Experience Board	Chair of Education and Student Experience Board
Admissions: Main Policy	Senate	Chair of Senate
Admissions: Sub-policies (various)	Education and Student Experience Board	Chair of Education and Student Experience Board