Queen Mary University of London

Senate

Paper Title	**Curriculum 2030: Delivering Consistent Excellence, Improved Outcomes and Sustainable Education**
Outcome requested	Senate is asked to: • Approve the Curriculum 2030 Framework (Section B; detail in Annex A and G) • Endorse the removal of Level 4 from classification to align with the majority of English HE providers, subject to confirmatory benchmarking and grade inflation analysis • Note the implementation, governance and assurance approach (Annexes B–E) • Note the personas illustrating intended outcomes of Curriculum 2030 (Annex F)
Points for Senate members to note and further information	Delivery of our Strategy 2030 is measured through 13 KPIs, which were introduced in 2018. The KPIs relating to education are National Student Survey (NSS) (KPI 1), Remove Degree Attainment Gap (KPI 4), Not Eligible to Progress (KPI 7) and Graduate Outcomes Survey (KPI 8). Elements of the NSS (KPI 1), NETP (KPI 7) and GOS (KPI 8), are utilised as part of the Teaching Excellence Framework Exercise (TEF). Whilst there have been some improvements in our education KPIs on some programmes and in some Schools/Institutes across the institution, there are areas where these KPIs remain stubbornly low and continue to negatively affect the overall University KPIs, reputation for education excellence and risk the TEF outcome. The feedback from the previous TEF highlighted the need for a more consistent approach to delivering excellence in education. Alongside delivering consistency in excellence in our education, we also need to urgently increase our efficiency of educational delivery to ensure long-term financial sustainability. In 2024, Queen Mary refreshed its education and student experience enabling plan (ESEEP). This plan focused on three core priorities: World Class Education, Consistent Student Support, and Employability and Skills within the Curriculum. Working with Schools and Institutes it emphasised the embedding of programme and assessment design principles, coherent student support, Queen Mary's innovative Active Curriculum for Excellence (ACE) pedagogy, and embedding a skills and employability framework. It is now clear that a tighter framework is required to deliver the plan and ensure consistency across the University. To ensure we achieve Strategy 2030 and open the doors of opportunity for all our students through excellence in education, we

	are looking to articulate a more coherent education strategy and accelerate the delivery of the enabling plan. The core aim of Curriculum 2030 is to deliver a consistently excellent education for all Queen Mary students, which will also deliver a more sustainable teaching and learning portfolio. Currently, improvements in performance for student satisfaction and outcomes are not consistently positive across every programme. This lack of consistency presents a risk to Queen Mary's current Silver TEF rating, let alone achieve the gold which we are aiming for, with associated reputational, recruitment and financial risks. In addition, a more radical approach is required to ensure teaching and assessment delivery is sustainable within a challenging sector ecosystem and financial environment. Excellence, consistency and sustainability are interdependent: progress in one is dependent on progress across all three. Curriculum 2030 is a major institutional programme designed to meet these outcomes. It will deliver: • A coherent and rigorous curriculum that continues to meet and exceed B conditions and TEF expectations across all provision. • A more sustainable model of education delivery, reducing inefficiency, duplication and structural strain on staff and systems. • A more consistent and excellent student experience, reducing variability in quality, workload, assessment and support. • Stronger graduate outcomes, with skills, employability and 'learning by doing' (as part of the ACE approach) embedded across all undergraduate programmes. This Curriculum Framework will enable excellence in education. It will lead to improvements in core University KPIs, particularly in relation to the NSS (KPI 1), NETP (KPI 7) and GOS (KPI 8). By improving these metrics, we will also improve our position in external rankings, supporting sustainable student recruitment to 2030 and beyond. Several other providers in the Russell Group and beyond have, or are undertaking, similar exercises to evolve and better articulate their curriculum model. We have benchmarked proposals specifically against the Russell Group in relation to: • Whether they have a core first year. • Whether Level 4 contributes to final classification. • Whether we should introduce a ration of core to elective modules. • Whether there ought to be a credited experiential learning module. • The focus of a core set of graduate attributes. The following proposals have been considered and endorsed by SET to be presented to the Senate:

	• A future standardised undergraduate credit structure, aligned to future reforms (including the Lifelong Learning Entitlement) • A coherent programme architecture, including a fully core first year and clearer core/elective balance • A reduction and standardisation of assessment volume, linked to credit weighting • Embedded employability-focused experiential learning for all students through 'work-informed learning' such as placements, internships, simulations, employer-led projects through a 15-credit Level 5 module. • Alignment to a simplified set of graduate attributes • Removal of Level 4 from degree classification subject to benchmarking. Detailed implementation and supporting processes are set out in the annexes. A communication plan will be developed to consult with current students on proposed changes to their programme as part of Curriculum 2030, in line with our existing terms and conditions and our obligations under consumer protection law. The enhancements offered by Curriculum 2030 will also be communicated to prospective students throughout the applicant journey, with timely and transparent communication to ensure that applicants have the detail required to inform their decision to study at Queen Mary.
Questions for Senate to consider	Does the Senate support the approach to balancing institutional consistency, the articulation of a clear educational strategy and clear bounds of academic autonomy within the Framework? Is Senate assured that associated quality and standards risks within our education KPIs (1 (NSS), 6 (Recruitment), 7 (NETP) and 8 (GOS)) are mitigated through the Curriculum 2030 Framework, consider the previous lack of progress in these KPIs?
Regulatory/statutory reference points	The Teaching Excellence Framework. Consistency, coherence and University strategy are key planks of a strong submission to the TEF. Participation in the TEF is one of the OfS B Conditions. The OfS B Conditions, which are mapped to proposals within this paper. Exceptions may be granted where there is a binding and strong eg PSRB requirement for programmes. Any exceptions will also be discussed directly with PSRBs as required. We are responsible for continuing to deliver sector recognised standards as part of compliance with OfS Condition B5. The Quality Assurance Agency (QAA) outlines within the advisory Credit Framework for England notional credit to study hours reflected within these proposals.

	The Lifelong Learning Entitlement (LLE) requires 30 credits for delivery. Some of our modularised provision would not be eligible for LLE funding as it is not delivered in credit blocks that align with multiples of 30.
Strategy and risk	Alignment with Strategy 2030 and the Education and Student Experience Enabling Plan (ESEEP). Curriculum 2030 will form a more coherent articulation of the delivery of our KPIs and form the narrative of the TEF Submission. Failure to implement the Framework would pose a material risk to the University's rating in the TEF, with the current inconsistency in delivery remaining. If Queen Mary were to receive a Bronze TEF rating in any aspect, under current OfS proposals, undergraduate tuition fees may be frozen, and recruitment may be capped in some subjects. A Bronze TEF outcome could result in fee constraints and recruitment caps, with an estimated £3.5m annual financial impact, compounding year-on-year, leading to a need to significantly reduce our current cost base. KPI mapping of the proposals occurs throughout the paper. We are focused on improving out of tolerance KPIs, which are: • KPI 1: NSS. • KPI 7: NETP. • KPI 8: Graduate Outcomes.
Reporting/ consideration route for the paper	A paper and implementation plan at a higher level, was submitted to SET in May 2026. Proposals and associated timelines have been considered by: • Council, at high level on the Council away day • SET • Faculty Executives • The Students' Union Sabbatical officers • Deans for Education Advisory Groups • Professional Services Leadership Team • Directors of Education and Programme Directors fora • Education Senior Executive Leadership Team and Education and Student Experience Enabling Plan Steering Group **Future Senate updates:** We will continue to regularly report to Senate on progress of implementation. This will include the following next academic year: • Submission of a consolidated version of the principles of programme and assessment design, further to Senate approval of the proposals within the Framework. • A progress report from programme approval committees in Spring 2027 for members to engage with will also be submitted. This will include (1) an update on student consultation to Senate on Curriculum 2030 changes, to give assurance regarding relevant regulatory conditions and Consumer Market Authority (CMA) requirements (2) A note to

	confirm the decision made in relation to the classification of Level 4.
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Section A: Curriculum 2030

Since 2023, Queen Mary has made absolute improvements in student satisfaction metrics, continuation, completion and graduate salaries. However, these improvements are uneven across the portfolio and comparable improvements have been seen across the sector. Inconsistency of student experience, and the speed of change to deliver excellence, remains the defining challenge. It presents a material risk to performance, clear regulatory assurance and income, recruitment and reputation.

In the 2023 TEF exercise, Queen Mary received a Bronze in the student experience aspect. Contributing factors to this outcome included persistently below benchmark NSS results and the students' union submission. Queen Mary received a Silver in the student outcomes aspect. The panel determined Queen Mary's overall rating as Silver. They highlighted that while aspects of the student experience were typically high quality, with some very high-quality features, this was not the case for all students, as emphasised by the students' union submission. Further to QM's NSS performance over the last two year, we are now within the benchmark range overall for the NSS. This must continue if we are to improve our TEF rating, including achieving a TEF Gold . Curriculum 2030 is designed to consolidate the progress made since the 2023 TEF submission and feedback and enable us to achieve a Silver.

The OfS is currently proposing that the lowest TEF aspect rating determines the overall rating. If the 2023 performance were repeated in terms of metrics and student submission Queen Mary would receive an overall Bronze. A Bronze outcome would have significant potential consequences, including the loss of undergraduate home tuition fee income, constraints on portfolio development and recruitment, loss of significant staff resource and reputational damage across home and international markets.

At the same time, parts of the current curriculum structure lack the coherence and efficiency required to support long-term sustainability. Queen Mary, alongside other universities, has undergone changes to its professional services operating model. There is a recognition that without similar efficiencies within the academic model, streamlined approaches and stronger interdisciplinarity, the long-term sustainability of education cannot be achieved.

Internal to the curriculum, the following factors contribute to student dissatisfaction, attrition, differential outcomes and increase staff workload:

- Inconsistent credit structures, limiting interdisciplinarity and alignment to emerging initiatives such as the Lifelong Learning Entitlement.
- High, and inconsistent assessment volume, creating pressure for both students and staff.
- Lack of consistent authentic, up-to-date, work informed assessment of learning leading to inconsistent student outcomes.
- Unclear programme architecture, for both students and staff, reducing efficiency and increasing workload.

Excellence, consistency and sustainability are interdependent. Progress in one cannot be achieved without progress in all three. To meet our 2030 Strategy and ensure that all students receive an excellent education, we will accelerate the delivery of our Education and Student Experience Enabling Plan through the clear vision of Curriculum 2030. Curriculum 2030 establishes a clear, simple, institution wide Framework to strengthen educational quality, regulatory alignment, the academic experience, efficiencies and graduate outcomes.

Scope and Outcomes of Curriculum 2030

The following broad outcomes have been set out for Curriculum 2030:

- Outcome 1: Provide the foundation to build excellence in education, including improved student outcomes.
- Outcome 2: A consistent, high-quality academic experience across the portfolio.
- Outcome 3: A more sustainable teaching and learning portfolio.

Alongside these outcomes, we will develop a clear evaluation and monitoring framework and embed this framework across the organisation, linked to our existing 2030 Strategy KPIs.

By the 2027/28 academic year, Senate should expect to see:

- A clear, coherent TEF narrative with demonstrable institutional consistency, with Curriculum 2030 as the core plank.
- Consistent credit architecture across all undergraduate programmes.
- Reduction in assessment volume.
- Programmes consistently evidencing employability focused experiential learning and graduate attribute mapping.

We will focus on the undergraduate portfolio as this is essential for our next Teaching Excellence Framework (TEF) submission, due in Autumn 2027. PGT programmes will be addressed following the successful implementation of Curriculum 2030 for UG programmes.

Exceptions

OfS conditions of registration for England apply to all students, regardless of background, mode of study or location of study. As such, higher education providers are required to have a coherent approach to applying and monitoring quality frameworks. We recognise that a strength of Queen Mary is our broad diversity of provision and partnerships, including with apprenticeship providers and transnational partners. This provision, in some instances, has differing expectations and approaches whilst still enabling academic excellence for all students.

Our focus is to ensure positive outcomes for all Queen Mary students. This is important to achieve our mission and to continue to improve KPIs.

We will take a pragmatic and nuanced approach to disapply elements of the Curriculum 2030 Framework where there is a compelling reason. This will include exempting parts of our apprenticeship provision, existing transnational education, provision delivered with medical partners and where there is a non-negotiable PSRB requirement. In these examples, we will not seek to align existing provision where student metrics are positive or it would be detrimental to the operation of the provision. Programmatic exceptions to the Framework will be decided on a case-by-case basis through a simple process overseen by a co-ordinating group.

Curriculum 2030 Framework proposals

Subject to Senate approval, further Framework refinement and implementation planning will follow. Curriculum 2030 Framework proposals are comprised of two elements:

Element 1: Regulatory and credit framework

- **Proposal 1: A consistent, futureproof credit framework:** Implement a standardised undergraduate credit structure (multiples of 15 credit modules), which continues to align with regulatory conditions, and anticipated governmental reforms (e.g. Lifelong Learning Entitlement), supporting interdisciplinarity, and enabling more efficient programme design and supporting effective workload allocation.[1]
- **Proposal 2: Improved student experience and progression:** Introduce a fully core first year to strengthen transition into university study, ensure early acquisition of foundational academic skills, and enable earlier, easier, and more efficient timetabling to strengthen cohort belonging, with some elective choice in later years.
- **Proposal 3: Improved coherence, progression and narrative through an academic programme:** Introduce a ratio of core to elective modules, to include appropriate ratio of assessment per module credits to focus on Programme Learning Outcomes.

Element 2: Curriculum and enhancing graduate outcomes

- **Proposal 4: Embedded experiential/work-informed learning and employability:** Based on current good practice, require every programme to include at least one clearly badged employability focused learning 15 credit module, e.g. an industrial placement, internship, group research project, civic engagement project, simulation and/or role play. This module will deliver authentic learning and establish the foundation for all students to ensure they develop and demonstrate disciplinarily relevant employability skills. The learning opportunities will align to consistent module learning outcomes, strengthening student confidence in articulating their skills to progress into graduate employment.
- **Proposal 5: Simplified and more consistent curriculum framework through consolidating and enforcing the Principles of Programme and Assessment Design:** Consolidate and enforce existing programme and assessment design principles into mandatory curriculum requirements, reducing complexity and variability whilst providing clearer expectations for staff and students. The Framework will embed the Graduate Attributes in teaching and assessment.
- **Proposal 6: Clear graduate attributes and embedding in programme and assessment design:** Distil graduate attributes from thirteen to four, aligned with sector norms to enhance student success, and embed the graduate outcomes in programme learning outcomes.

Consultation process

Curriculum 2030 was introduced at the 12 March Senate. Since then, proposals have been outlined and discussed at Council and endorsed by SET.

Proposals for Senate have been developed by a Curriculum 2030 Project Group, reporting to the Education and Student Experience Enabling Plan Steering Group. The Vice-President (Education) is accountable for Curriculum 2030. The Deputy Vice-President (Education) is responsible for overall requisite delivery of milestones as SRO and has chaired the Project Group.

[1] Regulatory conditions in this context include OfS B Conditions which set out parameters relating to quality and standards, including the coherence and consistency of programmes, and Consumer Market Authority Expectations (CMA).

Two workstreams have reported to the group, each co-chaired by a Dean for Education and a senior professional services education lead. QMSU sabbaticals and staff are members of the Project Group.

Key staff of the Education Team, comprising the Vice-President, Deputy Vice-President and Executive Officer (Education), and the Director of Student Experience, have visited all Faculty Executives to discuss proposals within this paper. They have also engaged with Faculty Deans of Education groups. Presentations have been given to Professional Services Leadership Team (PSLT), the Directorate of Governance and Legal Services (DGLS), and Directors of Education/Programme Directors.

Throughout the formation process, external benchmarking has been undertaken across the sector. Several providers have already made the changes outlined to their core academic model, and others are in consultation to apply similar changes.

Section B: Curriculum Proposals for the undergraduate portfolio

Proposal	Current issue	Wider context and engagement	Curriculum 2030 model proposals	Outcome
Proposal 1: A consistent, futureproof credit framework	Mixed credit sizes which limits interdisciplinarity between programmes.	The Lifelong Learning Entitlement will be funded in multiples of 30. Engagement with Deans and preliminary data suggests most modules are already in multiples of 15 outside of History and some undergraduate FMD modules.	15-credit multiples only for undergraduate study.	Supported interdisciplinarity across the portfolio where appropriate. A more consistent student experience in relation to notional study hours and support.
Proposal 2: Improved student experience and progression	Both core and elective modules permissible at Level 4, meaning that some students have different content for transition to Level 5.	Several Russell Group universities in the sector are or are considering moving to a mostly core first year, especially in the first semester. This includes Bristol, Newcastle, KCL, Sheffield, and York. Several of these allow some elective choice in the second semester. Peers are considering this change in line with student transitional support needs and outcomes.	Fully core Level 4, elective modules not permissible. We have discussed enabling some elective choice at Level 4, particularly in Semester B. Where a case is put forward for an exception, there will be consideration of guided electives at Level 4, particularly if they are linked to the Level 5 employability focused experiential learning module.	Students are supported to transition with a common first year, where they can engage with their peers for a positive sense of cohort belonging.
	Year 1 contributes to classification across most	Most universities in England outside of those previously part of the federated University of London structure do not	Year 1 does not contribute to classification of the final degree outcome.	Queen Mary is in line with sector norms and can

Proposal	Current issue	Wider context and engagement	Curriculum 2030 model proposals	Outcome
	programmes, which is out of step with sector norms.	have Level 4 contributing to classification. From engagement with workstreams, it was felt in combination with a compulsory first year, this proposal would remove pressure on students in transitioning to university.		consistently support students.
	Cross developmental year module choice possible (e.g. Level 4 students could choose a Level 5 module).	The Office for Students' conditions of registration emphasise clear alignment between level descriptors and learning outcomes. Cross-level study can create challenges in evidencing appropriate academic standards, progression, and coherence in programme design. Engagement from workstreams indicates this flexibility is rarely essential and is often driven by historical structural arrangements rather than pedagogic intent.	Cross developmental year module choice not permitted.	Programmes are fully aligned with sector expectations and regulatory requirements, ensuring that students undertake learning appropriate to their level. Progression is clearer and more academically coherent, supporting standards, quality assurance, community building, and student confidence.

Proposal	Current issue	Wider context and engagement	Curriculum 2030 model proposals	Outcome
Proposal 3:Core to elective ratio, to improve coherence, progression and narrative throughout an academic programme	Core to elective ratios across undergraduate programmes unspecified, leading to inconsistent student experience and lack of coherence across programmes.	Several Russell Groups have or are moving to clarify ratios across the undergraduate portfolio. Examples include Newcastle who specify 120 credits must be compulsory across three years, Bristol, who have no optionality in the first semester, and Sheffield, who have 80 credits per developmental year as compulsory. The ratio was recommended to embed student belonging in the first year, and allow further elective choice later in the student journey.	Ratio of core to elective modules across Levels 4, 5 and 6 specified as: the first year (Level 4) will be compulsory (120 credits). The second year (Level 5) will have a minimum of 60 credits (50%) of compulsory modules. In the third year, a minimum of 30 credits will be compulsory.	Student support is scaffolded throughout the programme, with guided choice and programme coherence embedded throughout.
Proposal 4: Embedded experiential /work-informed learning and employability	Inconsistent credited employability focused experiential learning opportunities, leading to a lack of positive graduate outcomes.	Several universities are moving employability focused experiential learning into the core curriculum. Students are increasingly constrained in the time available to engage with extra-curricular opportunities. From engagement with workstreams, it was felt that most programmes would already have at least a module, if not more, of explicit employability focused provision, but that this was not 'badged' as such.	Minimum 15-credit compulsory Level 5 employability focused experiential learning module for all UG students	Students understand the attributes and skills they gain from a Queen Mary degree and can reflect this confidently in interviews and in the workplace. Queen Mary's brand is associated with supporting students to succeed with positive outcomes, supporting progression into highly skilled careers and/or further study.

Proposal	Current issue	Wider context and engagement	Curriculum 2030 model proposals	Outcome
	Variable alignment to graduate attributes across programmes, leading to students not understanding the skills they are gaining from a Queen Mary degree, reflected in GOS qualitative questions.	Graduate Outcomes Survey (GOS) qualitative responses indicate that students do not consistently recognise or articulate the skills they develop through their degree. Across the sector, there is increasing emphasis on clearly embedded and explicitly communicated graduate attributes as a mechanism to enhance employability and student confidence.	All programmes aligned to four graduate attributes	Students have a clearer understanding of the skills and attributes they are developing and can articulate these effectively in employment contexts. Programmes present a stronger, more coherent articulation of the Queen Mary graduate value proposition.
Proposal 5: Principles of Programme and Assessment Design embedded to ensure consistency of approach across all programmes	Variable assessment volume across the portfolio, leading to student and staff workload pressures and lack of sustainability. Variable interpretation of the ACE approach, where 'learning by doing' is a key component, with its emphasis on 'work-informed' skills development.	Sector-wide evidence highlights growing concerns regarding assessment load for both students and staff, including its impact on wellbeing, feedback quality, and marking sustainability. Internal data and NSS free-text responses suggest inconsistency in assessment volume across programmes contributes to uneven student experience.	Clear maximum amount of assessment volume per module and across programme levels	A more balanced and manageable assessment diet for students, with improved quality and timeliness of feedback. Staff workload is more sustainable, supporting consistency in marking and feedback practices and enhancing overall educational quality.

Proposal	Current issue	Wider context and engagement	Curriculum 2030 model proposals	Outcome
		Feedback from quality assurance processes and programme review activity indicates variability in how design principles are interpreted and applied. Multiple overlapping sets of guidance have led to inconsistency, reducing clarity for programme teams and making it harder to assure a consistent student experience.		
	No requirements in relation to embedding artificial intelligence literacy and ethical usage into programmes or assessment, decisions delegated to programme teams. This will reduce competitiveness for students in the labour market, further decreasing the GOS.		Embedding artificial intelligence literacy and ethical usage into teaching and learning and assessment to develop skills required within all programmes as a core graduate attribute	Graduates are equipped with the knowledge and skills to use AI responsibly and effectively in their discipline and future careers. Queen Mary strengthens its competitiveness by ensuring students are prepared for a technologically evolving labour market.
	Several sets of principles in relation to programme and assessment design guidance expected, leading to variable practice across the portfolio.		A clear mandatory baseline of programme and assessment design requirements. Other principles of programme and assessment design designated as best practice.	Greater consistency and clarity in programme design across the portfolio, with a clear baseline that ensures quality while allowing space for innovation. Programme

Proposal	Current issue	Wider context and engagement	Curriculum 2030 model proposals	Outcome
				teams are better supported to design coherent, high-quality curricula aligned to institutional expectations.
Proposal 6: Clear graduate attributes to be embedding in programme and assessment design:	Variable alignment to graduate attributes across programmes, leading to students not understanding the skills they are gaining from a Queen Mary degree, reflected in GOS qualitative questions.	Graduate Outcomes Survey (GOS) qualitative responses indicate that students do not consistently recognise or articulate the skills they develop through their degree. Across the sector, there is increasing emphasis on clearly embedded and explicitly communicated graduate attributes as a mechanism to enhance employability and student confidence. Rapid advancement in artificial intelligence is changing expectations of graduates across all disciplines. The sector is increasingly embedding AI literacy and ethical considerations into curricula to ensure graduates are prepared for evolving workplace demands. Internal discussions highlight variability in current practice and a risk of uneven student preparedness.	All programmes aligned to four graduate attributes	Students have a clearer understanding of the skills and attributes they are developing and can articulate these effectively in employment contexts. Programmes present a stronger, more coherent articulation of the Queen Mary graduate value proposition.

Annex A: Detailed Proposals with associated approval routes

Element 1: Credit Framework

Proposal for Senate	Rationale	Points raised in consultation	Key Outcomes	Approval Route
1.1 Modules will be made up of multiples of fifteen as the lowest possible credit value.	Most areas of Queen Mary already utilise fifteen credit modules as the standard credit volume. Ensuring that all modules have this value supports the development of student interdisciplinarity and enhances curriculum coherence. The provision of zero credit modules weakens the coherence of the curriculum, as they currently sit outside of broader credit accumulation. They also can create inequity in the student experience, with some students enabled to undertake additional provision, whilst others are not. It does not align with the expectations students have about being credited fairly for assessment. This change better enables workload planning to take place effectively for staff, in line with notional teaching, learning and assessment allocations. Modules of thirty credits can be offered as potential standalone study options as	It was proposed that there could be a minimum of thirty, rather than fifteen credit modules, as a baseline. Concerns were raised, however, that this would make modules very high stakes for progression or classification. Furthermore, having thirty credits further reduces student choice. We are proposing a limit on choice at Level 4, so further removal of electives may move some disciplines outside of student and disciplinary expectations. Having only thirty credits could limit curriculum coherence for some disciplines and the development of diverse employability skills.	Outcome 1: A consistent, high-quality coherent academic experience across the portfolio. Outcome 2: A more sustainable teaching and learning portfolio. Continues to support alignment with Conditions B1 (high-quality academic experience), B2 (resources, support and student engagement), and B3 (student outcomes). Outcome 3: Ensures consistency across disciplines, particularly when looking to interdisciplinary opportunities and joint degrees. Future alignment with requirements for the Lifelong Learning Entitlement (LLE) and funding requirements. Improvements in KPI 1 (NSS), particularly elements relating to Learning Opportunities and Organisation and Management. Encourages student belonging within transition to Queen Mary and	Senate is asked to approve.

Proposal for Senate	Rationale	Points raised in consultation	Key Outcomes	Approval Route
	part of the Lifelong Loan Entitlement (LLE).		scaffolded support through clear cohort identity. Improvements to KPI 7 (NETP), including supporting continuation and progression. Improvements to KPI 8 (GOS), including development of relevant skills at the appropriate level.	
1.2 The first year of undergraduate study (Level 4) will be compulsory (120 credits). The second year (Level 5) will have a minimum of 60 credits (50%) of compulsory modules. In the third year, a minimum of 30 credits will be compulsory.	For students, having a core first year will enable them to have their timetable ahead of their transition to university. Students have been dissatisfied with the late receipt of their first year timetable over several years in some disciplines. It will enable students to ensure they have a basic, disciplinary understanding through a coherent curricula foundation before progressing to more complex, disciplinary content. For staff, it will enable the smoother operationalisation of the timetable for planning purposes. It will support	An initial proposal was discussed to have a maximum of 15 credits elective in the first year of undergraduate study. This proposal was discounted for application across the portfolio as many programmes already have a compulsory first year, recognising the benefits that this brings for students. The exceptions process will be available to enable a small degree of guided elective choice in Semester B of the	Outcome 1: A consistent, high-quality academic experience across the portfolio. Outcome 2: A more sustainable teaching and learning portfolio. Outcome 3: Strengthened transition and community building for level 4 students. Continued alignment with OfS requirements, particularly B1 which requires the coherence of courses. Improvements in KPI 1 (NSS), particularly elements relating to	Senate is asked to approve.

Proposal for Senate	Rationale	Points raised in consultation	Key Outcomes	Approval Route
	programme teams to develop coherent pathways for students of the highest quality. Institutionally, this change will enable a more sustainable portfolio of modules, and better space management.	first year. This will only be in cases where there is an evidence-based rationale, e.g. eg a specific PSRB requirement	Teaching, Learning Opportunities and Organisation and Management.	
1.3 Each programme will include a minimum 15 credits of employability-focused experiential learning in Level 5.[2]	Students are increasingly time poor. The annual Advance HE and HEPI survey showed in December of 2025 that 68% of students work during term time. As such, the sector is moving to integrate employability and work-related opportunities into the curriculum, rather than relying on time-poor students to be able to engage in extra-curricular activities. Students who are in paid employment for less than 20 hours a week are on track for a first than those who do not. Providing a good foundation and outcome for our students is core to our mission of opening the doors of opportunity through excellent education.	For some disciplines, an employability focused experiential learning module may already exist, but may be either zero credits, or credited in a different developmental year. Many disciplines already have employability-focused experiential learning above 15 credits. We would not expect an additional 15 credits to be required beyond this. We may require some redesign to meet the specified modular or programme outcomes.	Outcome 1: Provide the foundation to build excellence in education, including improved student outcomes. Outcome 2: A consistent, high-quality academic experience across the portfolio. Continued alignment with OfS requirements, particularly B1 which requires students to develop relevant skills and B3 which requires institutions to deliver successful outcomes for all their students. Improvements in KPI 1 (NSS), particularly elements related to	Senate is asked to approve.

[2] This sits within the revised credit framework above (ie it counts towards the requirements for 60 credits of compulsory/core modules. This may be a guided/compulsory-elective module).

Proposal for Senate	Rationale	Points raised in consultation	Key Outcomes	Approval Route
	Alongside these challenges to our current students, there is an increasingly challenging graduate employability market. Student feedback indicates that they expect to gain employability skills as part of their course. Queen Mary scores poorly in the Graduate Outcomes Survey question relating to students being able to articulate how the skills they have learned from their degree apply to their workplace. This question is expected to be part of the TEF 2027 assessment. We have also seen a dip in our skilled work scores in the GOS over consecutive years. More universities have moved towards crediting work-based learning within the curriculum as a key way to improve graduate outcomes and social mobility. With an explicitly badged module, alongside broader skills and graduate attributes surfacing within the curriculum, students will be able to understand how their degree applies directly to the world of work with	The required module is set at Level 5 to ensure greatest impact on the student journey and outcomes. It is acknowledged that within the Framework Level 4 is compulsory and sets requisite disciplinary foundations to transition into Level 5. The positioning of this module allows for further developmental elective choice at Level 6, balancing institutional consistency and standards with school empowered innovation.	Teaching and Learning, Organisation and Management and Learning Opportunities. Improvements in KPI 6 (Recruitment). If all undergraduate students can be offered a clearly 'badged' opportunity for employability focussed experiential learning, it will differentiate us from other Russell Group competitors. Improvements in KPI 8 (Graduate Outcomes), particularly in relation to student confidence in surfacing their skills post-graduation.	

Proposal for Senate	Rationale	Points raised in consultation	Key Outcomes	Approval Route
	confidence. We can also strengthen our external 'brand' for recruitment purposes, as have other universities in recent years.			
1.4 Focusing on the Principles of assessment Design, Students will only be able to take modules within their developmental year. For example, a Level 5 student will not be able to take modules at Level 6.	Enabling students to only study within their developmental year better ensures they have the requisite disciplinary expertise and academic support to study at the required level. Enabling students to take modules within their developmental year is a norm across the sector. It ensures coherent curricula progression, supports a more equitable student experience, and preserves the standards of our degree outcomes.	There are some modules that can be studied outside of developmental year at present. These will be mapped through the audit process. Where they exist, they will need to be either redesigned to limit applicability to developmental year or removed.	Outcome 2: A consistent, high-quality academic experience across the portfolio. Continued alignment with OfS requirements, particularly B1 which requires the coherence of courses. Alignment with B4, Assessment and Awards. Improvements in KPI 1 (NSS), particularly elements relating to Teaching and Learning, Learning Opportunities and Organisation and Management.	Senate is asked to approve.
1.5 Level 4 of undergraduate study will not contribute towards final degree classification but will require an overall pass	Queen Mary currently counts Level 4 at 10% in most cases, which is a classification approach inherited from the University of London. Most other universities exclude Level 4 for classification purposes. Across the English sector, the most common approach is for Level 4 to not contribute to final classification. While a minority	It has been discussed whether not counting Level 4 for classification may decrease student engagement. However, it was considered that given most of the sector already does not count it for classification but has higher NSS and	Outcome 1: Provide the foundation to build excellence in education, particularly given the support needs of our diverse student population, leading to improved student outcomes. Outcome 3: A more sustainable teaching and learning portfolio.	Senate is asked to endorse the common approach across the sector. Further modelling will be undertaken to ensure that

Proposal for Senate	Rationale	Points raised in consultation	Key Outcomes	Approval Route
to progress into Level 5.[3]	of institutions include a small Level 4 weighting (typically around 10%), this is not the prevailing Russell Group model. Alongside our proposals for a compulsory Level 4 this proposal lowers the stakes for students from a diversity of backgrounds joining Queen Mary in their first year of undergraduate study. It also potentially leads to further reductions in NETP, with the associated tuition fee income benefit.	engagement outcomes than Queen Mary, this is unlikely to be a key driver of disengagement. It was also discussed how given students are applying effort to submit for assessments, whether this should be counted for classification. Students will, however, still receive credit for this work at Level 4, and will be provided marks and feedback to support their learning and to evidence their achievements on their transcript. They will also be required to pass Level 4 to progress to Level 5.	Improvements in KPI 7 (NETP), with potential reductions to first year exits.	there is not a material impact on grade inflation, in line with OfS requirements.

[3] Modelling is being undertaken to ensure that removing the classification of the first year does not contribute to grade inflation, in line with OfS requirements.

Element 2: Curriculum and enhancing graduate outcomes

Proposal for Senate approval	Rationale	Points raised in consultation	Key Outcomes	Approval Route
2.1 All programmes will align with the consolidated four graduate attributes.	Within the Graduate Outcomes Survey, we perform in the lowest quintile for students within the question about utilising the skills they have learned. We decreased in score on this question in 2022/23, despite the sector average increasing slightly. It is likely this question will be used in the TEF 2027 submission. Streamlining the graduate attributes will enable the clearer communication of them to students, and for students to more confidently articulate the skills they have gained from their course when applying and being interviewed for jobs. Coherence is a core expectation of the Teaching Excellence Framework and Conditions of Registration. Aligning all programmes with a set of clear graduate attributes supports coherence and the TEF narrative.	The implementation of the revised graduate attributes has been approved by EQSB. Feedback was received questioning whether if programmes had previously been aligned with the thirteen they would in addition need to align with the four given the four are groupings of the thirteen. It has been clarified that programmes which were aligned with the previous set will not need to align with the four. New programmes will be required to only map against the four attributes.	Outcome 1: Provide the foundation to build excellence in knowledge, skills and behaviours, including improved student outcomes. Outcome 2: A consistent, high-quality academic experience and outcomes across the portfolio. Outcome 3: Provide students with a readily memorable 'list' and back story to their core graduate skills development. Continued alignment with OfS requirements, particularly B1 which requires the coherence of courses and developmental of relevant skills. Continued alignment with B4 which requires each assessment to test relevant skills and be valid and reliable. Aligns with B6 (TEF), as refining and clarifying our graduate attributes will enable a stronger narrative around	The revised graduate attributes have been approved by EQSB. Senate is asked to note. Members can find the revised attributes in Annex A.

Proposal for Senate approval	Rationale	Points raised in consultation	Key Outcomes	Approval Route
			consistency and coherence for the TEF narrative. Improvement in KPI 8 (Graduate Outcomes), particularly in relation to student confidence in surfacing their skills postgraduation.	
2.2 Following on from QM's Graduate Outcomes, all UG programmes will have an expectation to embed artificial intelligence literacy and ethical usage into teaching, learning and assessment, in line with the AI in Assessments Policy Position Paper previously endorsed by Senate.	One of the Queen Mary graduate attributes is 'leaders of tomorrow'. Included within this is a focus on the AI capability of our students. AI is on the way to becoming ubiquitous in the 21st century workplace. For positive student outcomes and employability, and to ensure Queen Mary opens the doors of opportunity through excellence for our students, they will need to use a range of AI tools effectively and responsibly. Sutton Trust research has shown that private schools are more likely to teach with AI and develop AI competencies for their students than state schools.[4] This potentially	An AI in Assessment Policy Positions Briefing has been discussed and approved at Senate. This includes an AI taxonomy for assessment and associated support resources. This positioning paper tightens requirements to declare AI usage in assessment and forms our institutional approach for responsible AI usage.	Outcome 1: Provide the foundation to build excellence in education, including core graduate outcomes leading to improved student outcomes. Continued alignment with OfS requirements, particularly B1 which requires the development of relevant skills and educational challenge. Continued alignment with B3 which requires institutions to deliver successful outcomes for all their students. Continued alignment with B4 which requires that students are assessed effectively and credibly. Our parameters around AI usage have been approved by Senate as part of the previous Policy Positions Paper.	Senate is asked to approve.

[4] https://www.suttontrust.com/our-research/artificial-advantage/

Proposal for Senate approval	Rationale	Points raised in consultation	Key Outcomes	Approval Route
	exacerbates existing disparities between students. Queen Mary has a high percentage of state educated students, making our focus on AI competence crucial for their enablement and positive outcomes.		Improvements in KPI 8 (Graduate Outcomes), particularly to overall highly skilled employment and applicability of skills to the workplace.	
2.3 There will be a maximum of two units of summative assessment for each 15-credit module, and a maximum of three units for each 30-credit module. Where there is only one piece of assessment for a 15-credit module, adequate preparation for summative assessment, including formative assessment, must take place.	This requirement is an element of the Principles of Assessment Design already approved by Senate. We will codify it into the assessment handbook. Programme teams retain responsibility for designing academically appropriate assessment within these parameters. As referenced earlier, students are increasingly undertaking paid employment outside of study. Reductions in the units of assessment reduces burden on students for other activities. It can lead to deeper student engagement with learning. Reductions in assessment also can lead to greater alignment with programme level outcomes and more authentic, meaningful tasks.	An extensive assessment burden report has been carried out by the assessments subgroup of the Education and Student Experience Enabling Plan Steering Group. This data will be used as a starting point for redesign. It has found that there are just over two units of assessment for each 15 credit module on average across the portfolio within HSS and FMD already, with 2.67 units on average in S&E. This data should be caveated as some declared assessment types, such as portfolio assessments, have several sub-units of assessment. There are also data quality	Outcome 1: Provide the foundation to build excellence in education, including improved student outcomes. Outcome 1: A more sustainable teaching, learning and assessment portfolio. Continued alignment with OfS Condition B2, which requires appropriate support for students and a clear approach to academic misconduct. Continued alignment with B4 which requires that students are effectively assessed. Improvements to KPI 1 (NSS), particularly in relation to the assessment theme. Assessment and feedback is the poorest performing theme for Queen Mary within the NSS.	Senate is asked to approve.

Proposal for Senate approval	Rationale	Points raised in consultation	Key Outcomes	Approval Route
We will codify the link between the volume of assessment and credit weighting in line with the proposal below.	A reduction in assessment can improve the delivery of feedback to students, in line with the fifteen-day marking turnaround policy. It reduces staff workload for marking, enabling them to undertake wider research and scholarship. Less assessment can lead to broader financial sustainability benefits, including improving the financial viability of the estate. A diversity of assessment is important within programme design. Within this, some In-person assessment will be deemed necessary in some instances will continue to carry cost for external invigilation, and space utilisation of corporate spaces, such as the Great Hall.	issues between what is reflected on QMplus and SITs, indicating that these figures may be underestimation. Faculties are undertaking further analysis on their assessment volume at modular level to understand the scale of this issue. It was considered whether a maximum of two units of assessment for each 30-credit module could be the requirement. However, this was discarded as for progression purposes it was deemed that this would be experienced as overly stressful for students. It would also not enable a diversity of assessment types to support and scaffold learning.	Improvements to KPI 7 (NETP), particularly for students who withdraw due to academic failure. Alignment with QAA Quality Code.	

Proposal for Senate approval	Rationale	Points raised in consultation	Key Outcomes	Approval Route
2.4 All programmes will align with the following notional contact hours: Study hours will be ten times the credit value (e.g. 150 hours for each 15-credit module). Hours assigned to assessment will be 20% of a module's notional study hours. The minimum permitted contact hours will be 15% of a module's study hours.[5]	The OfS's quality conditions of registration have an expectation in relation to supporting a high-quality academic experience and resource for each cohort of students. There will be benefits for students in terms of clarity for their interaction with study and assessment around their wider commitments, and for staff in terms of workload allocation for teaching and assessment. No programme is expected to reduce contact hours where higher contact is required for disciplinary standards.	The point was raised that the minimum hours may be too low. However, we are not required to be prescriptive in relation to study or assessment hours by regulation, so have chosen to specify a minimum standard for contact hours and a maximum volume of workload for assessment in line with sector benchmarks and wider proposals.	Outcome 1: Provide the foundation to build excellence in education, including improved student outcomes. Outcome 2: A consistent, high quality academic experience across the portfolio. Outcome 3: A more sustainable teaching and learning portfolio. Continued alignment with OfS Condition B1, particularly the effective delivery of courses. Continued alignment with B2, particularly reasonable steps to ensure effective engagement to ensure success. Continued alignment with B3 in relation to positive student outcomes. Continued alignment with B4 which requires credible assessment outcomes. Alignment with the QAA's Credit Framework for England.	Senate is asked to approve.

[5] Time allocations in relation to notional study hours and assessments are in line with wider sector norms and the QAA. The minimum amount of contact hours is not a national norm and may be lower than many other providers.

Annex B: Risks and Mitigations

Strategic Risk	Impact and Mitigation Approach
Insufficient institutional alignment leading to inconsistent implementation	Impact: Without consistent adoption, the Framework risks becoming a set of principles rather than a genuinely institution-wide model, limiting improvements in student experience and weakening the TEF narrative. Mitigation: Clear articulation of non-negotiable elements, strong and visible sponsorship from SET and Faculty leadership, and central oversight of exceptions to ensure consistency of application.
Student may no longer able to choose modules they could previously, or those which were advertised.	Impact: Student dissatisfaction which could be surfaced within the National Student Survey or other surveys. Potential student complaints, including both internally and to external regulators. Mitigation: Clear, early communications, in line with the milestone plan with prospective and current students. The communications approach will be developed over the summer and will include an agenda item for all Student Voice Committees in Semester A, 2026, on programme changes.
Failure to deliver consistency at pace, impacting TEF 2027 readiness and student outcomes	Impact: Delays or partial implementation would limit the ability to demonstrate a consistent approach for the improvement in continuation, assessment experience, and graduate outcomes ahead of TEF 2027. Impact of a Bronze rating would be on recruitment, finance and reputation. Mitigation: Prioritisation of the undergraduate portfolio, focused delivery milestones aligned to the Senate timeline, and continuous engagement with Faculties to maintain delivery momentum.
Competing institutional priorities and limited capacity for programme redesign	Impact: The scale of curriculum change required may exceed available academic and professional services capacity, leading to uneven delivery or reduced quality of redesign. Mitigation: Accountabilities and responsibilities clearly mapped cross-functionally, with Faculties responsible for implementation of redesign and flagging any implementation risks against central milestones document.

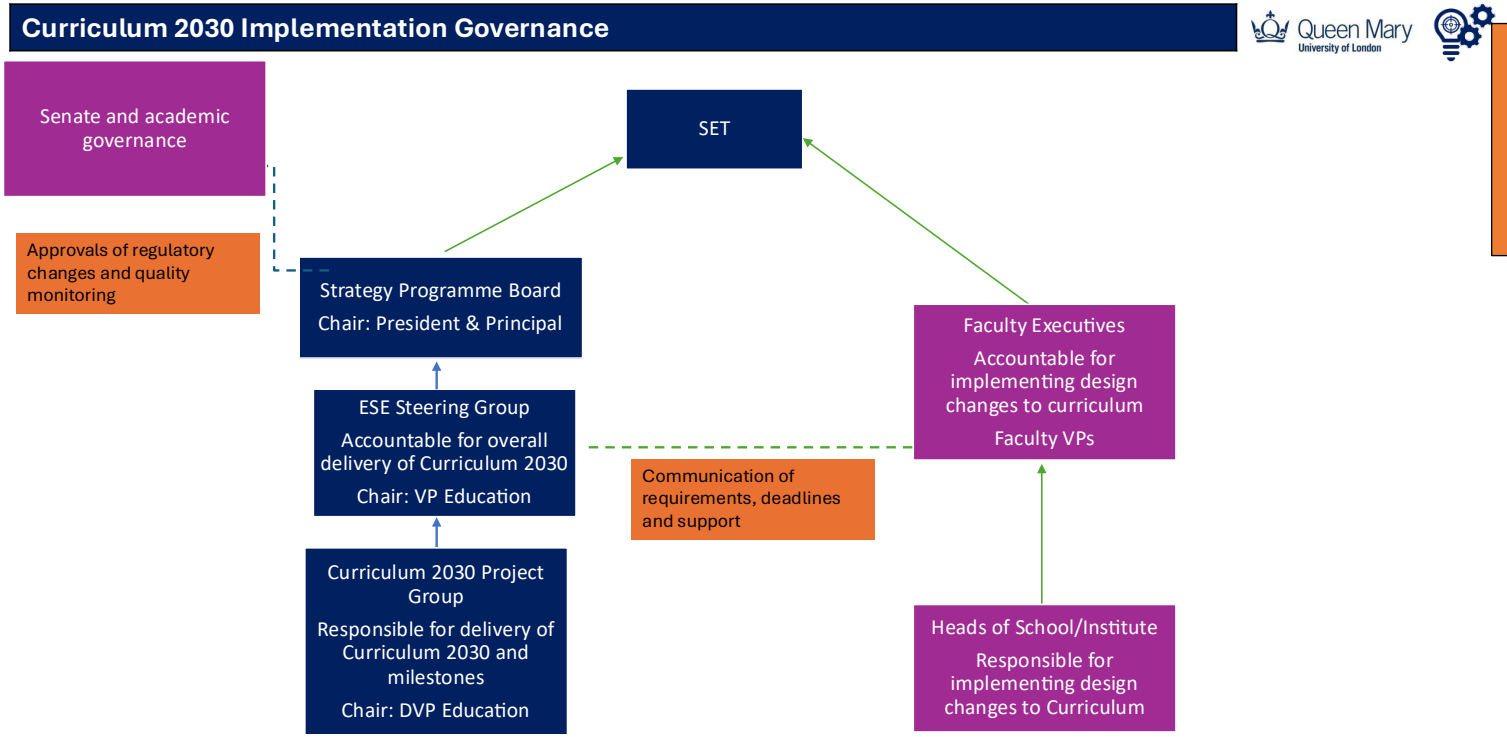
	Mitigation: Establishment of a cross-functional redesign support model (Deans for Education, Education Office, DGLS, QMA), alongside targeted resource proposals to SPB to enable delivery at scale.
Tension between consistency and academic autonomy leading to resistance or fragmentation	Impact: Perceived loss of local flexibility may result in resistance, increased exceptions, or partial compliance, undermining institutional coherence. Mitigation: Clear articulation of the rationale (student outcomes, TEF, continued regulatory expectations), co-development with Faculties, and a transparent and proportionate framework for exceptions.
Dependence on data quality and system capability to assure and monitor alignment	Impact: Poor data quality in SITS or Curriculum Manager would limit the institution's ability to evidence alignment, track progress, and demonstrate impact to external stakeholders. Mitigation: Early audit activity, targeted data improvement work, and allocation of capacity within DGLS and the Education Office to support robust monitoring.
Risk that PGT change lags behind UG transformation, creating a two-speed student experience	Impact: Deferring PGT reform may result in inconsistency between UG and PGT provision, potentially impacting recruitment, student experience, and future TEF readiness. Mitigation: Implementation of PGT after successful implementation of UG provision. Clear and time-bound plan for PGT development in 2027, with early articulation of principles and drivers to ensure alignment with the UG framework.

Annex C: Graduate Attributes

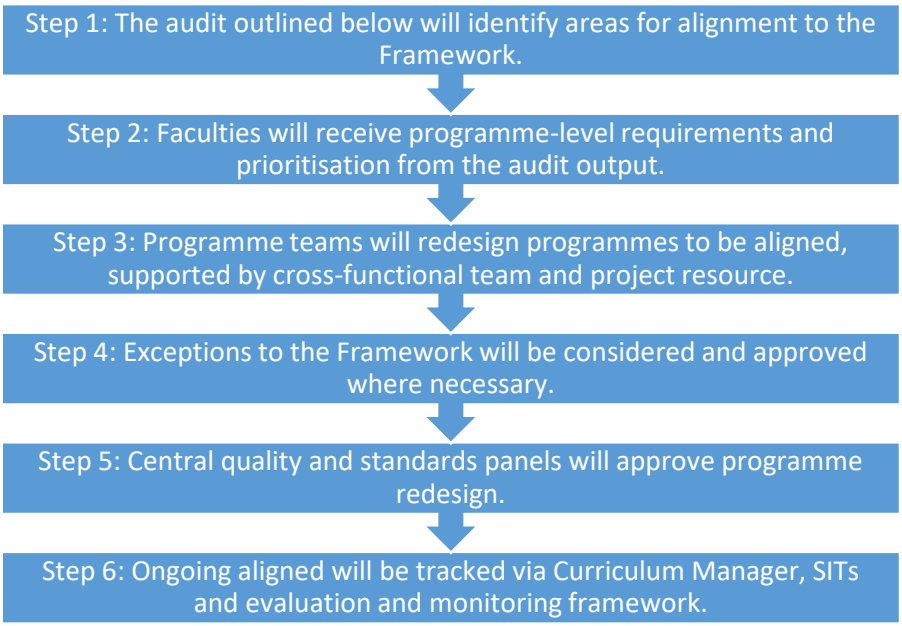
The Education Quality Standards Board (EQSB) has recently endorsed the following four graduate attributes. These attributes were distilled from the previous thirteen and are mapped below. Work is being undertaken with communications to change our externally facing webpages to reflect this change over the coming months:

Graduate Attribute	Definition & mapping to existing graduate attributes
Collaborators	**GA 1, 2, 10, 11**: focuses on the ability to communicate, collaborate and respect diverse opinions.
Leaders of tomorrow	**GA 4, 7, 13:** focuses on global responsibility, adaptability, technological and AI capability.
Authentic	**GA 3, 5,12:** focuses on integrity, agency and personal identity.
Subject Specialists	**GA 6, 8, 9**: focuses on deep knowledge, critical evaluation, and technical application.

Annex D: Governance and Assurance for Curriculum 2030



Redesign Process in Practice



Auditing for Redesign

Programme redesign will be delivered through a structured support model combining school and faculty academic leadership with coordinated educational support from QMA and DGLS.

An audit of programmes for alignment with the Framework is currently taking place. As part of Phase 1 of this audit, the Education Office is assessing:

- Data associated with the credit framework, including volume of credits.
- Data associated with core vs elective modules.
- Data associated with assessment volume.

This will give an initial indication of redesign requirements for programmes, modules and assessments to meet the Framework.

Early indicators within these areas show:

- Most modules already have 15 credit values at undergraduate level. History most notably utilises 20 credits, so will require some redesign of their programmes.
- Several programmes contain 0 credit modules, which will require either deletion or redesign into the credit framework outlined.
- Several programmes already have a compulsory first year, or less elective choice.
- Most modules within the data gathered already have, on average, two units of assessment.

A summary of the initial assessment will be published over the summer and will be gathered by the Education Office and DGLS. Phase 2 of the audit includes surfacing levels of alignment in relation to AI utilisation and employability-based experiential learning.

- Senate recently agreed a taxonomy of AI in assessment. Curriculum 2030 includes the implementation of this taxonomy.
- Curriculum 2030 proposals also include the need for an explicitly ‘badged’ experiential learning module.

Activity to implement these two phases of the audit will be undertaken between July and end of September in line with the below milestone plan by schools, institutes and supported by Faculty leadership, Education Office, QMA and DGLS.

Delivery Model

We recognise that additional resource may be required to support academic leadership within faculties, and to augment central educational subject matter expertise in the form of a cross-functional support team (DGLS, Education Office, QMA). The Strategic Delivery Office (SDO) will provide project support as required. The support team will report to the Curriculum 2030 Project Group on progress.

- The Queen Mary Academy will flexibly utilise its resource for academic fellows, enabling thematic academic posts to support employability focused experiential learning, AI integration and assessment changes into the curriculum.
- Additional resource for redesign for the faculties, including buyouts of academic Faculty Champions, may be considered to support programme teams in redesign where necessary.
- The Education Office will coordinate the programme overall. It will assess requirements for additional coordination resource, including if any central subject matter expert role is required for oversight of the programme.
- DGLS will put in place additional quality and standards panels outside of the usual approval cycle to ensure that all schools and institutes can meet required overall milestones.
- A framework for evaluating and monitoring will be determined through Curriculum Manager and SITS once the integration of requested data takes place in Curriculum Manager by the end of May. Reporting updates will be regularly disseminated to the wider community.

Responsibilities and Accountabilities

- The Senior Executive Team is accountable for the overall strategic alignment and risk management of the delivery of Strategy 2030.
- The Vice-President (Education) is accountable for the delivery of the Education and Student Experience Enabling Plan, which includes Curriculum 2030.
- Faculty Vice-Presidents are accountable for programme alignment with Curriculum 2030 within their own faculties.
- The Deputy Vice-President (Education) is Senior Responsible Officer and will determine overall milestones for delivery in consultation with the Faculties, monitoring progress and providing assurance to education senior executive leadership team and other associated governance.
- The Executive Officer (Education) is Deputy Senior Responsible Officer to provide strategic capacity and to ensure coordination between delivery and operational components and strategic academic leadership.
- Director of the Queen Mary Academy has overall responsibility for ensuring adequate curriculum design support through QMA resource allocation.
- Academic Quality and Standards have overall responsibility for the provision of governance routes, programme approvals and census points for assurance to Senate and other relevant governance. This includes the programme review process for updating and amending programmes and modules.
- Deans for Education and Heads of Student Experience will have overall responsibility for providing assurance to the Project Group of Faculty alignment with the

Framework. Deans will need to align Faculty milestones in line with overarching programme level milestones.

- Heads of School/Directors of Institute, alongside School/Institute Strategic Managers or equivalent are responsible for the allocation of sufficient resource for programme redesign and the achievement of requisite milestones.
- Programme Directors and teams are responsible for undertaking the necessary curriculum redesign in line with the achievement of requisite milestones.

Annex E: Indicative Milestones for UG Portfolio for redesign

Month	Activity	Note
June 2026	Proposals considered for approval by Senate for Curriculum 2030. Strategic Programme Board initial consideration of any required additional resource. Outcomes of Audit Phase 1 (Credit Framework) disseminated. Audit Phase 2 (Experiential Learning and AI) begins.	Guidance will be published by the Project Group on requirements for Phase 2 of the audit for school and faculty teams. Deans for Education, Programme Directors and School Strategic Managers will need to prioritise this work. Faculties will need to enable this audit and data input. Guidance will include: - Details of how to 'code' any modules in Curriculum Manager as an employability focussed experiential learning module. - Details on how to 'code' assessment in curriculum manager, in line with AI taxonomy requirements.
July 2026	Audit Phase 2 continues. Exceptions process will be outlined to Faculties, schools and institutes, including associated deadlines for submission and consideration.	Guidance and the format for the exceptions process will be provided.
August 2026	Audit Phase 2 outputs returned. Findings of audit published and disseminated. Resource allocations in line with audit findings and support for redesign clarified. Details for continuous programme review census for 2026/27 academic year will be published and aligned with Curriculum 2030 work.	Communication will be given from the Curriculum 2030 Project Group on the timeframe for amendments and programme approval, and requisite paperwork. There may be flexible deadlines for schools who require large scale changes, and additional panels put in place.

Month	Activity	Note
September 2026	Programme redesign activity begins. Strategic Programme Board second consideration of any resource if required.	Deans of Education, Programme Directors and teams, Module Organisers and School Strategic Managers will undertake redesign, with support and regular check ins with central cross-functional team for major areas of redesign.
October 2026	Programme redesign activity continues.	
November 2026	Programme redesign activity continues. A programme review census point will be undertaken to audit alignment with the Framework and report to quality governance. Consultation launches with current students in relation to programme changes.	Programme review census point will focus on the findings of the audit and request any additional information from schools/institutes on implementation progress. This will be a requirement for approval in line with Consumer Market Authority (CMA) regulations and Office for Students Conditions of Registration.
December 2026	Programme redesign activity continues. Consultation with current students concludes.	
January 2027	Programme redesign activity continues. Deadline for initial submissions to programme approval committees.	
February 2027	Approve committees review submissions. Any requirements for further amendments for alignment are disseminated to programme teams.	

Month	Activity	Note
March 2027	Final approvals and sign offs by programme approval committees.	
April 2027	Offer holders are informed of requisite Curriculum changes.	This will be a requirement for approval in line with Consumer Market Authority (CMA) regulations and Office for Students Conditions of Registration.
May 2027	A programme review census point will be undertaken to audit compliance with the Framework and report to quality governance. UCAS deadline.	Programme review census point will focus on final alignment with the Framework and evaluation ahead of TEF submission. Evidence from this census point will be utilised for the TEF narrative submission as the core plank of the narrative.
June 2027	Formal redesign of UG Portfolio for 2027/28 academic year complete.	
July 2027	Project wash up to evaluate the implementation of the project to inform future implementation of the PGT elements of the Curriculum 2030 Framework for 2028 academic year.	

Annex F: Personas: What will change for our students, staff and employers in 2030?

These personas were submitted alongside a paper to Council to illustrate the outcomes of Curriculum 2030.

1. Prospective Student

(Decision-making, transition, early experience)

A prospective student finds Queen Mary on the UCAS website. They are impressed by Queen Mary's rising student satisfaction and graduate outcomes scores, and Silver TEF. Their parents have also supported their engagement because of the improved rankings over recent years. When looking at the Queen Mary website there is clear, coherent programme information. Degree structures are easier to understand, with consistent credit sizes, transparent assessment expectations and a compelling narrative about progression across years of study. Queen Mary's webpages clearly set out:

- what skills they will develop (aligned to four core graduate attributes);
- what experiential opportunities are included (e.g. research projects, placements, internships);
- how employability is embedded across their programme and will support positive graduate outcomes;
- how assessment volume and workload will be managed.

During applicant engagement activities and offer holder events, the student hears a consistent institutional message about high expectations, authentic assessment and support for diverse needs (including commuting students, working students and those with caring responsibilities). They see Queen Mary as a place that values inclusion and outcomes, rather than one where quality depends on disciplinary luck.

On enrolment, induction is purposeful and coordinated, helping the student understand how their programme fits together, what excellence looks like, and where to access academic and pastoral support from the outset. They are excited to receive their timetable in advance and can plan their part time work around their academic commitments.

2. Current Student

(Learning experience, support, progression)

A current student experiences greater consistency and predictability across modules and years of study. Assessments are purposeful, clearly aligned to the learning outcomes they were expecting. They feel relevant, authentic and the student understands they are designed to build skills progressively, rather than feeling over-burdensome or disconnected.

They experience:

- clearer assessment criteria and feedback practices;
- a culture of co-creation where they feel their voice is heard and is impactful in shaping education
- more balanced workloads across the academic year;
- consistent access to academic advising and support; and
- early identification and support where they are stressed or experiencing challenges.

Experiential learning is no longer ad hoc. Every student is guaranteed a meaningful opportunity, such as a placement, internship or research-based project, designed into their programme and supported with flexibility to enable participation.

The student can see a clear line of sight between their studies and future opportunities. They can articulate with confidence how their Queen Mary education has prepared them to resiliently approach their working life.

3. Current Staff Member

(Design, delivery, leadership)

An academic or professional services colleague experiences greater clarity and support, rather than increased burden. Expectations for programme and assessment design are clearer and narrower, reducing ambiguity about what is mandatory and where disciplinary flexibility applies.

Staff have access to:

- standardised templates and frameworks that reduce reinvention;
- targeted central expertise to support redesign where required;
- clearer governance and decision-making routes; and
- better data on student outcomes and engagement within their area.

Leaders at discipline and programme level are better able to identify where outcomes are lagging and focus effort, accordingly, supported by institution-wide priorities. They feel empowered and supported to deliver institutional outcomes through effective matrix leadership. While the pace of change is demanding, staff can see how Curriculum 2030 improves sustainability, efficiency and student outcomes. Staff have additional capacity to undertake scholarship and research work across discipline and can utilise these to keep their programmes cutting-edge and innovative. They are proud of improvements in the external ranking and reputation of Queen Mary and see it as a world-class university.

4. Employer

(Engagement, confidence in graduates)

An employer engaging with Queen Mary experiences greater reliability when hiring Queen Mary graduates. They encounter graduates who can confidently articulate their skills from Queen Mary's core graduate attributes, demonstrate applied learning, and understand workplace expectations. Students match employers' skills needs, both technically and behaviourally, including having an entrepreneurial, flexible and resilient mindset.

Employer engagement is more structured and sustained, with:

- clearer routes into curriculum-embedded projects and placements;
- programmes designed with employability outcomes in mind, informed by employers;
- students better prepared for professional environments.

Employers see Queen Mary as a partner committed to producing graduates with consistent, high-quality capabilities. They value the diversity of thought and background of Queen Mary's graduates, and view them as high calibre and an asset to the future of their organisation and sector.

Annex G: Employability Focused Experiential Learning Outcomes

Curriculum 2030 requires that all UG programmes will incorporate an element of credit-bearing experiential learning provision. There will be a requirement for this element of provision to be explicitly 'badged' to students as an employability and skills module. The minimum expectation is that programmes include at least one 15- credit module at level 5, which is designed specifically to enhance positive employability outcomes for our students.

Definition of Experiential Learning

Our ACE approach states that all students will 'learn by doing' as part of our pedagogy. In line with the Employability and Skills Framework, Queen Mary undergraduate and postgraduate taught students will apply their learning to real-world contexts through engaging with meaningful experiential learning. At Queen Mary, we define 'meaningful experiential learning' as structured opportunities where students apply their academic knowledge to authentic problems, contexts, and environments, supported by preparation and reflection and authentically assessed where possible.

Baseline learning outcomes for badged Experiential Learning modules

To ensure consistency across programmes, while maintaining sufficient flexibility for disciplinary variation, experiential learning modules should adopt a small number of shared baseline learning outcomes. These prioritise the development of reflective, self-aware learners who can apply their knowledge in real-world and professional contexts and communicate the value of their experiences. They align with the revised Graduate Attributes, particularly Collaborators, Leaders of tomorrow and Authentic, and the proposed learning outcomes allow programmes to embed Subject Specialist outcomes as appropriate, depending on the discipline and the nature of the experiential learning.

1. Reflective development and personal insight

Students will be able to critically reflect on their experiential and employability learning to evaluate their development, recognise their strengths and areas for growth, and explain how their learning informs their academic, personal, and professional goals.

2. Application of learning in real-world contexts

Students will be able to apply their knowledge and skills in authentic contexts, engaging with real-world challenges, environments, or interactions, and demonstrating adaptability, problem-solving, and effective collaboration.

3. Communication and articulation of experiential learning

Students will be able to communicate and articulate their experiential learning effectively across different contexts and audiences, including employers, demonstrating the relevance, value, and impact of their experience.

These baseline learning outcomes provide a common institutional foundation for employability-focused experiential learning. They should be complemented by discipline-specific outcomes that reflect the particular knowledge, methods, and professional contexts of each programme, as well as by appropriate forms of authentic assessment.