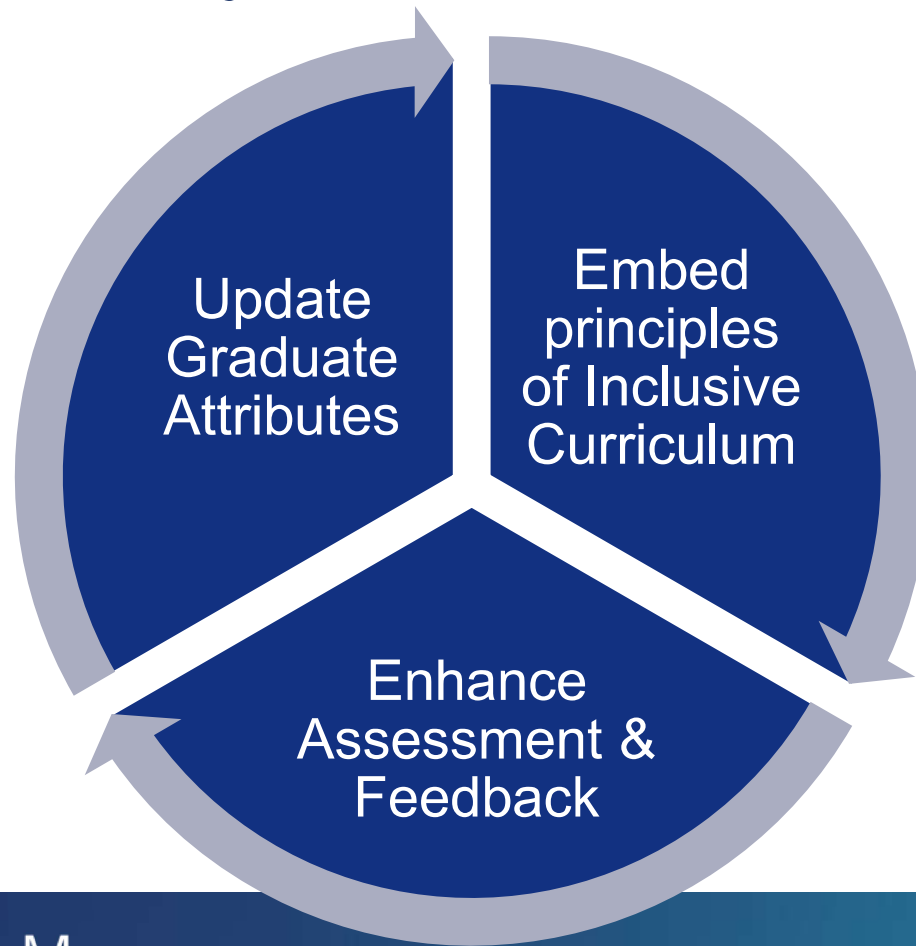


Curriculum Enhancement Project Overview

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Queen Mary curriculum enhancement framework



- Three interrelated workstreams which offer three starting points to engage with all areas
- Co-creation with students embedded across the framework

Example starting point: assessment



Assessment and Feedback

Assessment and feedback toolkits

Queen Mary Academy | Assessment and Feedback

Assessment and Feedback

The Assessment and Feedback workstream is part of the Curriculum Enhancement project.



[Assessment toolkit](#)

[Feedback toolkit](#)

Here you can access our toolkits and other resources to help you design assessment and give constructive feedback.

Assessment toolkit



Feedback toolkit

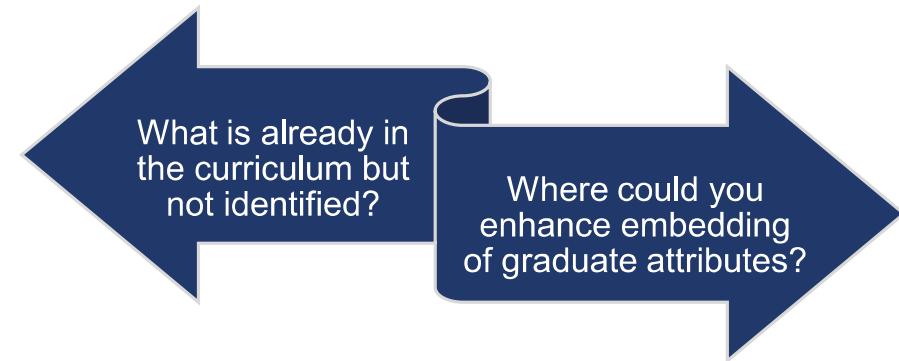
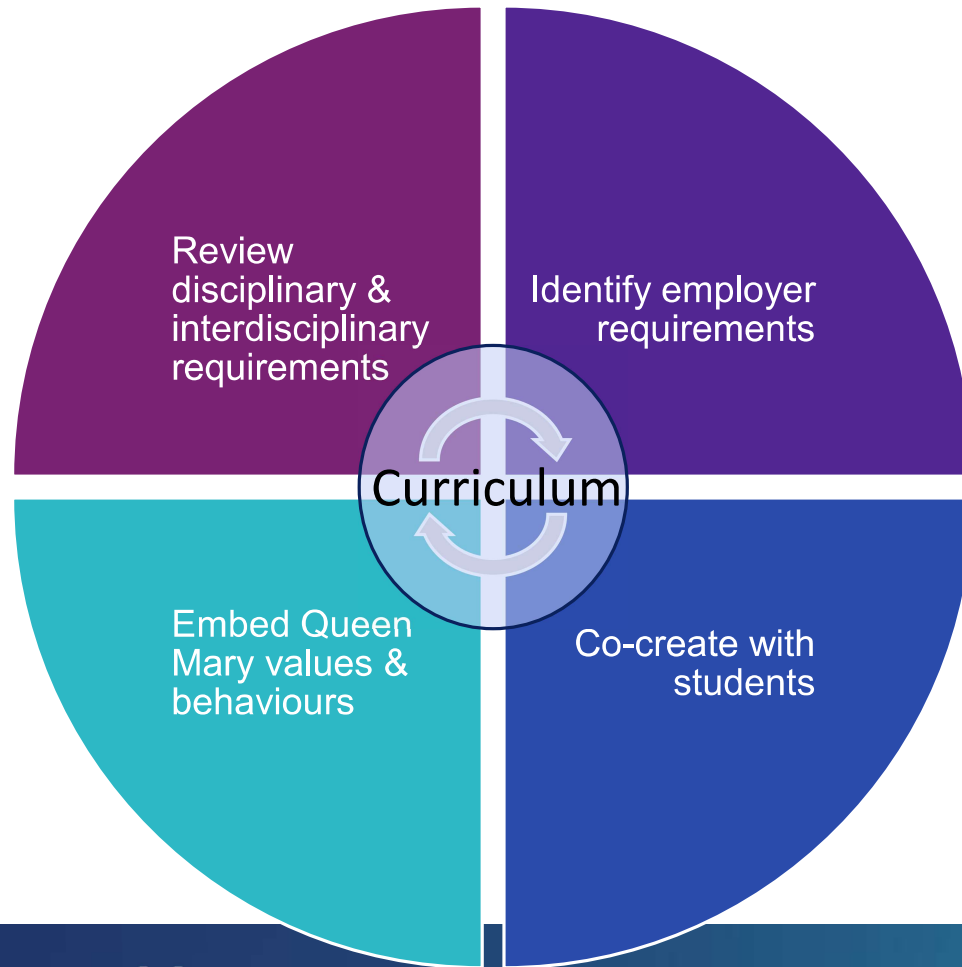


Resources and good practice



Graduate Attributes

Framework for updating Graduate Attributes



Pilot case study: BSc Biomedical Sciences

Ideas for updating attributes:

- employability skills present in curriculum but not articulated
- QMUL values & behaviours: sustainability, academic conduct (citizenship)

Ideas for enhancing the curriculum:

- embedding of attributes
- highlighting and signposting of attributes to students

Examples of good practice

Case studies

Find out more about how colleagues across Queen Mary are embedding graduate attributes into their programmes

– Disciplinary and interdisciplinary skills

Examples of ways that disciplinary skills and attributes are being embedded



CASE STUDY

Graduate attributes in the School of Engineering and Materials Science



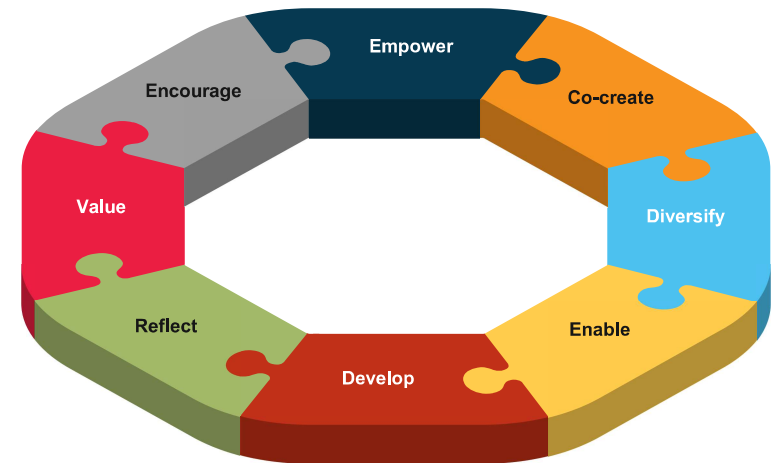
CASE STUDY

Nurturing students' confidence and employability in Comparative Literature

Inclusive Curriculum

Inclusive Curriculum Principles

- The principles of our inclusive curriculum:
 - **Empower** all students to thrive in diverse environments.
 - **Co-create** with students to enrich the learning environment.
 - **Diversify** the curriculum and broaden intellectual horizons so that students can see themselves reflected and reach beyond themselves.
 - **Enable** student engagement and success through inclusive pedagogy.
 - **Develop** students' confidence to participate in disciplinary discourse and community.
 - **Reflect** on our language to promote an inclusive learning environment.
 - **Value** student feedback.
 - **Encourage** all students through inclusive advising and mentoring.



Inclusive Curriculum

We have collated examples of Inclusive practice from across QMUL

Case Studies

There are a wide range of topics and examples from different faculties

Queen Mary Academy

About the Queen Mary Academy | Educators | Doctoral students | Postdocs | Academics | Students

Queen Mary Academy | Educators | Resources | Inclusive Curriculum | Case studies

Case studies

Case studies from across Queen Mary which demonstrate our inclusive curriculum principles.

- YES NO**
School of Economics and Finance
Welcome Week Activity - Unpopular opinions in Economics
Dr Manolis Ntoulkyris
Reader in Economics and Finance Education, School of Economics and Finance
- Queer Issues in Medical Education - what happens when you start a conversation**
Institute of Health Sciences Education
Dr Esther Murray
Senior Lecturer in Health Psychology
- Enriching students' knowledge through self-discovery**
School of Physical and Chemical Sciences
Dr Tippu S Sheriff
Senior Lecturer and Director of Chemical Sciences Programmes
- Report a Word: A case of inclusion in STEM**
School of Engineering and Materials Science
Dr Gabriel Cavalli
Reader in Science and Engineering Education and 2010 Director of Teaching Development and Scholarship
- Introducing diverse chemists in organic chemistry**
School of Physical and Chemical Sciences
Dr Christopher Jones
Senior Lecturer in Chemistry
- Exploring topics beyond the curriculum through the impact of Nobel laureates**
School of Physical and Chemical Sciences
Dr Lesley Howell
Director of Education and Reader in Pharma and Medicinal Chemistry

Next steps and support available

Curriculum Enhancement project outcomes will be incorporated with existing QMUL processes

- Annual/Enhanced Programme Review
- module/programme development
- School / faculty level workshops

Continue gathering of case studies and examples of good practice

- Follow up to ensure engagement
- working with Schools/Institutes and programmes to enhance curricula

Please contact QMA with requests for support

- qmacademy@qmul.ac.uk
- Bespoke workshops
- Webpages / toolkits
- Consultancy

All resources available on the Queen Mary Academy website:

<https://www.qmul.ac.uk/queenmaryacademy/educators/resources/>

Curriculum Enhancement and Programme Reviews

Programme reviews provide an opportunity to:

- evaluate and comment on curriculum enhancement in the period of review
- identify further opportunities for curriculum enhancement and plan enhancement activities over future years.

Programme reviews have **two aspects**:

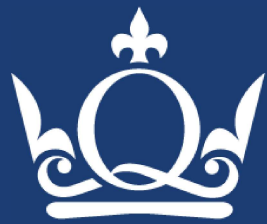
- **Annual Programme Review (APR)** – to be completed every 12 months (*by the end of September for the academic year just ended*)
- **Enhanced Programme Review (EPR)** – to be completed at intervals of 2-5 years (*reviewing programme development / performance over several years*)

Not only does this enhance your programmes, it means we fully comply with OfS Conditions of Registration (which require all programmes to be reviewed).

Thank you



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