



Senate

<b>Paper Title</b>	<b>Academic Regulations 2014-15</b>
<b>Outcome requested</b>	Senate is asked to <b>consider</b> and <b>approve</b> the Academic Regulations 2014-15, giving special consideration to the proposed changes from the previous iteration.
<b>Points for Senate members to note and further information</b>	<p>The Academic Regulations articulate the management of the academic standards and quality of programmes leading to awards of the University of London and QM. The full Academic Regulations are attached, together with a covering document explaining any changes of substance that are proposed.</p> <p>Senate is asked to consider the proposed changes in detail, and to approve the regulations.</p>
<b>Questions for Senate to consider</b>	Changes of substance are presented and explained point by point. Senate is asked to give particular attention to those points when considering the regulations for approval.
<b>Regulatory/statutory reference points</b>	<p>“Senate is responsible to Council for the management of the academic standards and quality of programmes leading to awards of the University of London and of QM (Ordinance A15). The Academic Regulations and programmes and modules shall be approved by Senate, or its delegated authority.”</p> <p><i>Academic Regulations, 2013-14: 1.12</i></p>
<b>Strategy and risk</b>	As the main policy covering the delivery of QM’s academic provision, the Academic Regulations are a critical strategic document, and failure to have approved regulations that have undergone detailed consideration would pose a substantial risk to quality and standards.
<b>Reporting/consideration route for the paper</b>	Senate to approve.
<b>Author</b>	Simon Hayter, Assistant Academic Registrar (Assessment Governance)
<b>Sponsor</b>	Professor Susan Dilly, Vice-Principal (Teaching and Learning)

## Academic Regulations 2014/15 What's New?

### Background

The Academic Regulations are the policies through which QMUL articulates the processes for the management of its academic provision. This document details notable changes for the *Academic Regulations 2014-15*. Senate is asked to **consider** these changes, and to **approve** the *Academic Regulations*.

Senate is asked to **note** the following points:

- there are relatively few notable changes this year. The majority of the changes recommended through the Assessment Governance Review would only come into effect from 2015/16;
- some changes are contingent upon the approval of other papers under consideration at the June 2014 meeting of Senate;
- minor changes to wording that do not affect meaning are not included in this cover document. The full set of regulations, which accompany this paper, show all amendments as track changes;
- readers must refer to the correct iteration of the regulations for the particular student(s) under consideration. Generally, sections 1-3 apply to all students, while sections 4-8 will only apply to students starting in 2013-14 (or falling into the categories defined at the start of each section);
- Section 8 (Research Programmes) is not covered in this document – please contact the Research Degrees Office if you have any queries on those regulations.

### 1: Framework and Governance

#### Regulation: 1.10: QMUL awards

**Text:** In 2013/14, QMUL implemented its independent degree awarding powers for the first time. New and continuing students in 2013/14 were given the option of receiving either a QMUL award or a University of London award, where appropriate. New students from 2014/15 shall not have this option, and shall be awarded QMUL awards where the requirements are met.

**Change and reason:** Replaces the 2013/14 regulation that offered 2013/14 and earlier cohorts the choice between the QMUL and UoL awards. When QMUL exercised its independent degree awarding powers it was agreed that all awards for 2014/15 and later cohorts would be QMUL awards.

In the award listings at the start of sections 2, 4, and 5, the University of London awards have been removed.

#### Regulation: 1.18: module regulations

**Text:** Module regulations shall not diverge from the standard *Academic Regulations* for QMUL, except where there is exceptionally good reason and special regulations have been approved by Senate, or its delegated authority. Module regulations provide a greater level of detail and amplify the *Academic Regulations* and programme regulations. Where module regulations are silent in any regard, default to the *Academic Regulations* shall normally occur.

**Change and reason:** Largely mirrors an existing regulation (1.17). Previously there were separate headings for programme and for module regulations, but the main mention of module regulations was under the programme heading. This has been rectified. The correction has no effect on policy.

#### Regulation: 1.22 and 1.23: suspension of regulations

**Text:**

1.22: Suspension of regulations shall be approved by the relevant authority identified by Senate, and on the recommendation of a Degree Examination Board (generally following the recommendation of a Subject Examination Board), or a Head of School, Institute, Directorate, or equivalent. Suspensions

relating to examination board matters shall normally be approved by examination boards, not by Heads of Schools, Institute, Directorate or equivalent.

1.23: The outcome of a request to suspend regulations shall be communicated to the School, Institute or examination board by the Academic Registrar (or nominee). The SEB or the Head of School, Institute, Directorate, or equivalent shall communicate the outcome to students.

**Change and reason:** The only change is that 'Heads of Directorate, or equivalent' has been added, allowing a slightly wider range of individuals to request suspensions. This would mainly apply to suspensions concerning regulations on admissions, appeals, assessment offences, and other such general issues. Suspensions are rare in these areas, but have proved necessary in the past. Senate was consulted on this change earlier in 2014.

**Regulation: 1.36: failure to meet the SEB quorum**

**Text:** In the event that a meeting does not meet the quorum, a suspension of regulations may be sought to ratify the decisions of the meeting. Such suspensions should normally be sought in advance.

**Change and reason:** Previously, this regulation stated that the suspension had to be sought in advance, and that the meeting could not go ahead without the suspension. The new wording is slightly more flexible, and prevents the need to reorganise the meeting from scratch; instead of preventing the meeting from taking place, it ensures that decisions taken have no authority until and unless the suspension is approved. SEBs would need to demonstrate that there were sufficient members present to take a proper overview of the business of the meeting and guarantee standards, and show all possible efforts were made to ensure that the quorum would be met.

**Regulation: 1.48: DEB Chair**

**Text:** The Chair shall be an experienced member of academic staff appointed to the role by Senate, or its delegated authority. A Deputy Chair shall fulfil the duties of the Chair in the Chair's absence.

**Change and reason:** A new regulation. There was not previously a regulation detailing the appointment process for the DEB Chairs (which is delegated to the Vice-Principal (Teaching & Learning) following endorsement from the relevant Dean(s) for Taught Programmes).

## 2: General Regulations

**Regulation: 2.30: part-time study where not normally available**

**Text:** Exceptionally (normally in cases related to severe extenuating circumstances), a Head of School, Institute, or equivalent may choose to recommend that a part-time mode of study should be made available to an individual student already registered with QMUL where there is not normally part-time provision. This shall require the approval of Senate, or its delegated authority.

**Change and reason:** Increasing numbers of suspension requests have asked for this facility in recent years, and it is recommended that provisions are put in place to prevent the need to suspend. The regulation should seldom be invoked. The suspension cases were granted for students who had had a change in health or welfare circumstances that prevented them from completing a full time study load. The facility would not be available to applicants; students must ensure that programmes of study are suitable before enrolling. It is recommended that approval should be delegated to the Academic Registrar, in the same way as the existing provision to approve longer than usual periods of interruption. ARCS would monitor the usage of the regulation.

**Regulation: 2.33: access to QMUL facilities while resitting out of attendance or interrupted**

**Text:** Individuals who are not enrolled or registered may not use QMUL facilities except in circumstances approved by Senate, or its delegated authority. Students who have interrupted their studies, or are resitting out of attendance shall have limited access to facilities and limited library borrowing rights.

**Change and reason:** This previously stated that these students would not normally have access or borrowing rights. It has been updated to reflect current policy.

**Regulation: 2.43: alternatives in place of core and compulsory modules**

**Text:** Rarely, a student may have completed a compulsory or core module previously as part of another QMUL programme, or have taken a directly equivalent module elsewhere. Exceptionally, a School or Institute may seek approval from the Senate or its delegated authority to exempt a student from a particular module. In such cases, the module must be replaced with one or more alternatives

to bring the student to the required total credit load for award.

**Change and reason:** A small number of suspensions have been granted on these grounds in recent years, and a regulation has been created to avoid the need for further suspensions. Such cases are – and should remain – rare. It is recommended that approval should be delegated to the Academic Registrar, in the same way as the existing provision to approve longer than usual periods of interruption. ARCS would monitor the usage of the regulation.

**Regulation: 2.47 and 2.59: release of results to debtors**

**Text:**

2.47 Students shall be responsible for informing themselves of the details of reassessment and first sits. Where a student has tuition fee debts, formal results shall not be released until the debt is cleared. If this results in a student missing the opportunity to register for reassessment or first sits, that student shall be deemed to have missed the next available assessment attempt.

2.59 A student with tuition fee debts to QMUL shall not be entitled to receive formal confirmation of results or progression from one year to the next, or any award of QMUL or the University.

**Change and reason:** This previously stated that students with ‘academic debts’ could not receive these results; those included library fines, bench fees, and field trip fees, as well as tuition fees. Following a ruling by the Office of Fair Trading, all institutions have been required to amend their policies and to release results to students with debts other than tuition fees.

**Regulation: 2.104.ii.j: assessment offences – writing on the body**

**Text:**

2.104 Allegations of any of the following shall be dealt with according to the *Regulations for Assessment Offences*:

ii. offences relating to an invigilated examination:

j. having writing on the body in an examination venue;

**Change and reason:** This previously read, “entering an examination venue with writing on the body.” That was queried and challenged during the examination period, and it has been amended to give a more comprehensive definition.

### 3: Regulations for the Conduct of Assessment

**Regulation: 3.25: prohibited items in examinations (electronic watches)**

**Text:** Excepting writing materials, students shall only bring to their examination desks the equipment authorised in the rubric of the question paper. Bags, coats, jackets and non-religious or medical headwear shall be left in a space within the venue designated by the senior invigilator. Wallets, purses, mobile telephones, *electronic watches* and other electronic devices may be placed beneath students’ desks for the duration of an examination, but may *not* be kept in pockets or worn. Possession of such items shall be investigated under the Regulations for Assessment Offences.

**Change and reason:** Unchanged except for the additions in italics. In the 2014 examination period, students were found wearing watches specifically designed for cheating during examinations.

### 4: Regulations for Undergraduate & Graduate Programmes

**Regulation: 4.112-119: Intercalated MSci regulations**

**Text:** Please refer to regulations.

**Change and reason:** The new intercalated MSci award was approved in 2013/14, for use from 2014/15 onwards. The regulations on eligibility for admission and award have been included in the Academic Regulations; these were approved previously by Taught Programmes Board.

**Regulation: 4.232: Foundation Degree year weightings**

**Text:** The College Mark shall be calculated by the following weighting:

Award	Weighting of each developmental year (percentage weightings)	
	Year 1	Year 2
FdA, FdSc	1 (25%)	3 (75%)

**Change and reason:** Previously weighted 1:2. It has been amended to bring it in line with other awards, though it should be noted that QMUL does not actually run any programmes using the Foundation Degrees in Arts or Sciences (FdA or FdSc). This is a recommendation from the Assessment Governance Review.

**Regulation: 4.259: Diploma of Higher Education year weightings****Text:** The College Mark shall be calculated by the following weighting:

Award	Weighting of each developmental year (percentage weightings)	
	Year 1	Year 2
DipHE	1 (25%)	3 (75%)
CertHE	1 (100%)	N/A

**Change and reason:** Previously weighted 1:2. It has been amended to bring it in line with other awards, though it should be noted that QMUL does not actually run any programmes using the DipHE (DipHEs are only used as exit awards, where there is no weighting). This is a recommendation from the Assessment Governance Review.**5: Regulations for Postgraduate Programmes****Regulation: 5.47: retakes****Text:** A retake shall count as one of the two permitted attempts at a module (and therefore as the second and final attempt).**Change and reason:** This previously read, "Resit provision for retakes shall operate as though the modules were taken for the first time during the retake." Retakes are very seldom used, and when a case arose at the 2012/13 postgraduate DEBs there was a strong view that students should not gain additional attempts from failure. The more widely used first takes (given in cases of severe extenuating circumstances) retain the original wording and are not treated as an additional attempt.**Regulation: 5.77/5.78: MPA exit awards****Text:**

5.77 An MSc, MA, MRes, MPA, or MBA student who does not meet the requirements for award but is entitled to resits or retakes may elect to exit with the award of Postgraduate Diploma or Postgraduate Certificate, where the requirements for that award are met. Any such student shall then be ineligible to resit or retake the failed modules in order to meet the requirements for the MSc, MA, MRes, MPA or MBA.

5.78 An MSc, MA, MRes, MPA, or MBA student who does not meet the requirements for award and has exhausted all attempts, but who meets the requirements for the award of Postgraduate Diploma or Postgraduate Certificate, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award

**Change and reason:** The only change is that students on the Master of Professional Administration programmes are now eligible for exit awards. Previously, a special regulation stated that there would be no exit awards on the MPA, but this was removed at a meeting of Taught Programmes Board to bring it in line with other awards.**6: Special Regulations****Regulation: 6.33: EECS MSc programmes with a period spent in industry****Text:** To be eligible for the award of MSc with a period in industry, a student must:

- i. take modules to the value of 210 credits - normally comprising a project of 60 credits, a taught component of 120 credits (except MRes) - during one developmental year, and a 30 credit industrial placement;
- ii. take modules to a minimum value of 180 credits - including the project and the placement - at Level 7;
- iii. take modules to a maximum value of 15 credits at Level 5;
- iv. pass modules to the value of 210 credits, including the dissertation or project and the industrial placement;
- v. a student who fails the industrial placement but meets all other requirements shall be considered for the award of the standard MSc, without the period in industry.

**Change and reason:** These new programmes, approved by Taught Programmes Board, include a 30 credit placement module. The total credit load is 210 credits rather than the normal 180, and therefore special regulations on eligibility for award were required.

**Regulation: 6.47-48: Foundation programmes – resits for students who already meet the award requirements**

**Text:**

**Postponement of award to meet QMUL admission or progression requirements (FGHZ and FGHY variants of the SEFP, and the FdCert Humanities and Social Sciences)**

6.47 A student who has met the conditions for the award after the May examinations may opt to defer the award and then take resits in any failed modules (or first sits if appropriate) during the late summer examination period, provided they submit a written request for deferment of the award to the Academic Director (or nominee) by no later than 24 hours before the scheduled start of the Undergraduate Sciences DEB meeting.

6.48 Where a student elects to accept the award of Foundation Certificate in these circumstances, the student shall become ineligible to resit or retake the failed modules in order to meet the specified progression or admission requirements.

**Change and reason:** The only change is that the Foundation Certificates in Humanities and Social Sciences (run by the Language Centre) have been included within the scope of the regulation – it previously only covered the SEFP, but that was because the H&SS programme had *no* resits until 2013/14, and thus the regulation could not apply. The Language Centre is seeking a suspension of regulations to apply the regulation in 2013/14. These regulations do not apply to the pre-masters foundation programme (a GradDip).

The regulation is an exception to the normal rule that students should be awarded as soon as they meet the award requirements. QMUL may wish to review the use of this regulation in light of the Assessment Governance Review, but for 2014/15 (before those changes are applied) it is recommended that the same regulations should apply to both of the Foundation Certificate programmes run by QMUL.

**Regulation: 6.52: MSc Regenerative Medicine progression hurdle**

**Text:** To progress to the dissertation or project module, a student must:

- i. take modules to the value of 120 credits; *and*,
- ii. pass modules to the value of at least 90 credits; *and*,
- iii. achieve an average mark of at least 50.0 across all taught modules; *and*,
- iv. achieve module marks of at least 30.0 in all modules.

**Change and reason:** This new programme elected to adopt the standard QMUL progression hurdle.

## 7: Special Regulations for Collaborative Programmes

**Regulation: 7.6: MA in Global Shakespeare**

**Text:** The MA in Global Shakespeare shall follow the standard QMUL regulations in all aspects.

**Change and reason:** A new collaborative programme with the University of Warwick. It will follow the standard QMUL regulations in all respects

**Regulation: 7.7: Joint Programmes with Beijing University of Posts and Telecommunications**

**Text:** See regulations.

**Change and reason:** A revised set of regulations was approved at the May 2014 meeting of Taught Programmes Board. The majority of changes were minor clarifications to existing policies. Please see the records of Taught Programmes Board (May 2014) for further details.

**Regulation: 7.8: Joint Programme with Nanchang University**

**Text:** N/A

**Change and reason:** The revised regulations will be considered and approved by Taught Programmes Board before the start of the 2014/15 academic year, and added to the Academic Regulations at that stage.

# ACADEMIC REGULATIONS

2014-15

Considered by Senate: 14 June 2014

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## Academic Regulations 2014-15 Definitions

### Glossary of terms

**Academic credit:** An indicator of the amount and level of learning. Given in multiples of 15.

**Academic level:** The relative complexity, depth of study, and learner autonomy required in relation to a module in the context of its discipline. Each module shall be assigned a level from the following scale:

- Level 3: Foundation or pre-degree level (previously level 0)
- Level 4: Introductory (previously level 1)
- Level 5: Intermediate (previously level 2)
- Level 6: Final (previously level 3)
- Level 7: Masters (previously level M)
- Level 8: Research level

**Academic year:** A period running from 1 August to 31 July. The developmental years of most undergraduate programmes follow academic years, and policies and regulations are normally written by academic year. See also *developmental year*, and *calendar year*.

**Advanced standing:** Prior, certificated study from another institution deemed equivalent to QMUL modules from which exemption is sought.

**Assessed coursework:** Coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

**Award:** Undergraduate, graduate, and postgraduate certificates, diplomas, bachelors degrees, and undergraduate and postgraduate masters degrees. The awards offered by QMUL are detailed in the *Ordinances* and the *Academic Regulations*.

**Calendar year:** A twelve month period. Many masters programmes run for a full calendar year, which may cross two academic years. See also *academic year*, *developmental year*.

**College:** Queen Mary University of London (QMUL).

**College Mark:** The weighted average of a student's performance, calculated in accordance with the regulations for the award, on which the classification of the award is based. It is held to one decimal place.

**Component of assessment:** See *Element of assessment*.

**Compulsory module:** A module that must be taken to meet requirements for progression or award.

**Core module:** A module that must be taken and passed to meet requirements for progression or award. Core modules cannot be condoned.

**Co-requisite module:** A module that must be taken at the same time as another, specified, module.

**Course, course unit:** See *Module*. The terms *course* and *course unit* are no longer used.

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**Delegated authority:** Where the authority invested in an individual or body is delegated to another individual or body for a specified purpose.

**Developmental year:** A year of a programme. Normally one academic year of full time study, during which a student is normally required to be registered for 120 credits of modules. Developmental years for part time students normally last two years. See also *academic year* and *calendar year*.

**Dissertation, project, research project:** An extended piece of independent study assessed by an output report or extended essay. The dissertation or project comprises a significant part of most masters programmes.

**Element of assessment:** An individual item of assessment. The assessment for a module may comprise several elements of assessment.

**Enrolment:** A process by which individuals with offers of places to study become students of QMUL. New students must pre-enrol before enrolment, and returning students must re-enrol each year.

**Extenuating circumstances:** Circumstances that are outside a student's control which may have a negative impact on a student's ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student's achievement.

**External examiner:** A senior professional academic from outside QMUL who monitors the assessment process for fairness and academic standards.

**Field of study:** The description of the modules passed by a student. Represented in the title of the award conferred upon a student.

**First sit:** The repeat of all or part of a module's assessment following a certified absence at the first attempt due to extenuating circumstances acceptable to the examination board. A first sit replaces the first attempt and does not count towards the value of academic credit for which a student must normally be registered in an academic or developmental year. First sit module marks are not capped.

**First take:** The repeat of a module following failure at a previous attempt. This involves attendance and completion of all elements of the module, and submission of all assignments, whether assessed or not. First takes count towards the value of academic credit for which a student must normally be registered in an academic or developmental year. Module marks for first takes are not capped. First takes incur *pro rata* tuition fees.

**Intercollegiate examiner:** An external examiner from within the University of London.

**Invigilated examination:** A timetabled summative examination that contributes in whole or in part to the module mark.

**Level:** See *Academic level*.

**Module assessment:** Assessment of the performance of a student on a module. This may include a variety of elements and forms, including coursework, dissertations, and practical assignments.

**Module:** An approved block of teaching and learning leading to the award of academic credit and forming part of a programme of study. 'Module' also refers to course, course unit, subject, or any equivalent approved unit of assessed teaching.

**Module mark:** The overall module result. This may be an aggregate of marks from several elements of assessment, which may be weighted. It is held to one decimal place.

**Notional study hours:** The number of hours required to complete an academic credit, module, or programme.

**Pathway:** A specific combination of modules within a programme leading to a named award.

**Prerequisite module:** A specified module that must be taken before a second specified module can be taken.

**Programme regulations:** The regulations for an individual programme of study, approved by Senate, or its delegated authority.

**Programme of study (programme):** A package of modules approved by Senate, or its delegated authority, and leading to an award of QMUL or the University of London.

**Progression:** The process of moving from one developmental year to the next, or from the taught element to the dissertation or project element of a programme.

**Project:** See *Dissertation*

**QMACF:** Queen Mary Academic Credit Framework. The structure of academic credits and levels applied to all modules and programmes leading to awards of QMUL or the University of London (introduced in 2008).

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module. For example: 'Students must obtain a minimum aggregated and weighted coursework average of 30.0, and a minimum module mark of 40.0, in order to pass the module.'

**Registration:** A process by which a student signs up for modules of a programme of study.

**Required assessment:** Assessment that students are required to complete to a prescribed standard and to submit, but which does not contribute to the module mark.

**Research students:** Students registered for a programme of study specifically designated as a research programme. Research programmes have separate *Academic Regulations*.

**Resit:** The repeat of all or part of a module's assessments, following failure at a previous attempt. Resits do not involve the repeat of attendance for the module. They do not count towards the value of academic credit for which students must normally be registered in an academic or developmental year.

**Retake:** The repeat of a module following failure at a previous attempt. Retakes involve attendance and completion of all elements of the module, and the submission of all assessments (summative and formative). They count towards the value of academic credit for which students must normally be registered in an academic or developmental year. Retakes incur *pro rata* tuition fees.

**Special regulations:** Programme regulations that diverge from the general *Academic Regulations* for good reason, and which are approved by Senate or its delegated authority. The special regulations are detailed in Sections 6 and 7 of the *Academic Regulations*.

**Students:** Students of QMUL. Ordinance C1 describes 'those persons who are students of QM and associate students of QMUL'. The *Academic Regulations* apply to all students undertaking undergraduate or postgraduate study at QMUL, and to any persons whom Senate declares to be students of QMUL.

**Subject:** The term by which modules (see *Module*) are known for the LLB and other programmes that operate under the LLB regulations. Where the term 'module' is used in these regulations it also refers to subjects, unless otherwise stated.

**Taught component:** The parts of a programme delivered as taught modules, as opposed to dissertations or projects. The term is generally used in relation to postgraduate programmes.

**Total credit value:** The total amount of academic credit required for an award.

**Threshold requirement:** A progression requirement for MSci and MEng programmes. Students must achieve a year - or aggregate - average (threshold) to progress to the next developmental year. This is in addition to the credit requirements for progression.

**University:** The University of London, unless otherwise specified.

### Assessment types

**Invigilated examination (EXM):** A formal, timed and invigilated assessment that takes place under the regulations for invigilated examinations.

*To include, but not limited to:* Seen and unseen examinations (including on-line examinations) that take place in QMUL's formal examination periods.

**Coursework (CWK):** An assessment that takes place during the module.

*To include, but not limited to:* Essays; reports; presentations; poster presentations; seminar or tutorial work; in-class or in-semester tests; mid-session examinations; project proposals; gobbet exercises; homework sheets.

**Practical (PRA):** An assessment that requires the application or demonstration of knowledge and/or skills/competencies in a practical context.

*To include, but not limited to:* Laboratory work; computer work; performances; fieldwork; Objective Structured Clinical Examinations; oral assessments in languages.

**Dissertation/project (DIS):** An extended piece of independent study that is assessed by the output report or long essay.

*To include, but not limited to:* Dissertations; research projects; project reports;

**Professional capability (CAP):** An assessment of a student's professional attitude and conduct to meet the requirements of a Professional and Statutory Regulatory Body.

*To include, but not limited to:* Assessment of behaviour and conduct (primarily for primary qualifying medical and dental qualifications but may be appropriate in other programmes).

### Common acronyms

ARCS	Academic Registry and Council Secretariat
ATRPG	Admissions and Teaching Resource Planning Group
BCI	Barts Cancer Institute
BUPT	Beijing University of Posts and Telecommunications
CoP	Code of Practice
DEB	Degree Examination Board
ECs	Extenuating circumstances
FHEQ	Framework for Higher Education Qualifications
GDC	General Dental Council
GMC	General Medical Council
HoS	Head of School (or Institute)
IHSE	Institute of Health Sciences Education
NCU	Nanchang University
PG	Postgraduate
PGR	Postgraduate (Research)
PGT	Postgraduate (Taught)
QAA	Quality Assurance Agency
QMACF	Queen Mary Academic Credit Framework
QMSE	Queen Mary Senior Executive
QMUL	Queen Mary University of London
SEB	Subject Examination Board
SIS	Student Information System
SBCS	School of Biological and Chemical Sciences
SBM	School of Business and Management
SED	School of English and Drama
SEECs	School of Electronic Engineering and Computer Science
SEF	School of Economics and Finance
SEMS	School of Engineering and Materials Science
SLLF	School of Languages, Linguistics and Film
SMD	School of Medicine and Dentistry
SMS	School of Mathematical Sciences
SPA	School of Physics and Astronomy
SPIR	School of Politics and International Relations
TPB	Taught Programmes Board
UG	Undergraduate
VP	Vice-Principal
VP (Res)	Vice-Principal (Research)
VP (T&L)	Vice-Principal (Teaching & Learning)
WHRI	William Harvey Research Institute

## Academic Regulations 2014-15 1: Framework and Governance

### Introduction

- 1.1. The *Academic Regulations* incorporate both the general regulations that apply to students of QMUL, and the regulations for assessment, progression and award. The *Academic Regulations* regulate the principal institutional mechanisms for the articulation and management of QMUL's academic standards for taught awards.

### Applicability

- 1.2. These regulations shall take effect from 1 August 2014, and shall supersede all previous regulations and policies for the areas detailed herein, except where it is specifically stated that the regulations in force at the time of a student's enrolment apply. Any changes of substance introduced through the 2014-15 *Academic Regulations* beyond a restructuring of the format were agreed by Senate at the end of the 2013-14 academic year.

### Scope

- 1.3. The *Academic Regulations* apply to all undergraduate and postgraduate programmes leading to awards of QMUL or the University of London or the award of academic credit, and to the students registered on those programmes.
- 1.4. The *Academic Regulations* comprise eight sections. Each section states, where necessary, to which programmes and students it refers.
- 1.5. Where separate arrangements apply to research studies these are detailed in Section 8, the *Regulations for Research Programmes*.
- 1.6. In some cases, separate arrangements may apply to collaborative programmes. Such arrangements are set out in the relevant memoranda of agreement and supporting documentation for the collaborative provision, as well as in Section 7, the *Special Regulations for Collaborative Programmes*.
- 1.7. All references to the '*Academic Regulations*' include programme regulations, module regulations and special regulations.
- 1.8. QMUL reserves the right to amend the *Academic Regulations* as it deems appropriate.
- 1.9. The awards covered by these regulations are as follows:

#### Undergraduate awards (FHEQ levels 3-7)

- [Foundation Certificate \(FdCert\)](#)
- [Foundation Degree in Arts \(FdA\)](#)
- [Foundation Degree in Science \(FdSc\)](#)
- [Certificate of Higher Education \(CertHE\)](#)
- [Diploma of Higher Education \(DipHE\)](#)
- [Bachelor of Arts \(BA\)](#)

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- [Bachelor of Dental Surgery \(BDS\)](#)
- [Bachelor of Engineering \(BEng\)](#)
- [Bachelor of Laws \(LLB\)](#)
- [Bachelor of Medical Science \(BMedSci\)](#)
- [Bachelor of Medicine and Bachelor of Surgery \(MBBS\)](#)
- [Bachelor of Science \(BSc\)](#)
- [Bachelor of Science \(Economics\) \(BSc \(Econ\)\)](#)
- [Bachelor of Science \(Engineering\) \(BSc \(Eng\)\)](#)
- [Graduate Certificate \(GradCert\)](#)
- [Graduate Diploma \(GradDip\)](#)
- [Master of Engineering \(MEng\)](#)
- [Master in Science \(MSci\)](#)

#### Postgraduate taught awards (FHEQ level 7)

- [Postgraduate Certificate \(PGCert\)](#)
- [Postgraduate Diploma \(PGDip\)](#)
- [Master of Arts \(MA\)](#)
- [Master of Business Administration \(MBA\)](#)
- [Master of Clinical Dentistry \(MClinDent\)](#)
- [Master of Laws \(LLM\)](#)
- [Master of Public Administration \(MPA\)](#)
- [Master of Research \(MRes\)](#)
- [Master of Science \(MSc\)](#)

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#### Postgraduate research awards (FHEQ level 8)

- [Master of Philosophy \(MPhil\)](#)
- [Doctor of Philosophy \(PhD\)](#)
- [Doctor of Medicine \(Research\) \(MD\(Res\)\)](#)
- [Doctor in Professional Studies \(DrPS\)](#)
- [Doctor in Clinical Dentistry \(DClinDent\)](#)

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#### Higher doctorates

- [Doctor of Philosophy \(DLitt\)](#)
- [Doctor of Science \(DSc\)](#)
- [Doctor of Laws \(LLD\)](#)

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#### University of London awards and QMUL awards

- 1.10. In 2013/14, QMUL implemented its independent degree awarding powers for the first time. New and continuing students in 2013/14 were given the option of receiving either a QMUL award or a University of London award, where appropriate. New students from 2014/15 shall not have this option, and shall be awarded QMUL awards where the requirements are met.

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## Approval of regulations, programmes and modules

### Approval of the Academic Regulations

- 1.11. Under the Ordinances of the University of London, constituent colleges possess delegated powers to make awards of the University and hold delegated responsibility for the regulation of programmes leading to the University's awards. QMUL also holds and exercises independent degree awarding powers for the conferral of awards in the name of Queen Mary University of London.
- 1.12. Senate is responsible to Council for the management of the academic standards and quality of programmes leading to awards of the University of London and QMUL (Ordinance A15). The *Academic Regulations* and programmes and modules shall be approved by Senate, or its delegated authority.

### Approval of programmes of study and modules

- 1.13. Senate, or its delegated authority, shall approve programmes of study and individual modules, including any amendments and withdrawals. All programmes of study shall lead to awards of QMUL.
- 1.14. QMUL reserves the right to amend any programme of study or module, and to withdraw any module - at any time - as it deems necessary. Normally, amendments to programmes of study and modules shall be enacted for the next cohort to join the programme, or group to take the module. Where an amendment has an effect on students currently registered for the programme or module, those students shall be formally notified of the change and provided with an opportunity to object should they wish to do so. Once approved, programme withdrawals shall not be enacted until no students remain registered on the programme.

### Programme regulations

- 1.15. Each programme of study shall have its own regulations, approved by Senate or its delegated authority. Programme regulations are a sub-set of the *Academic Regulations* and apply to specified programmes. Programme regulations shall be presented in the relevant programme specifications and shall cover requirements for admission, curriculum content and outcomes, module diets, methods of assessment and any further requirements for progression or award.
- 1.16. Programme regulations shall not diverge from the standard *Academic Regulations* for QMUL, except where there is exceptionally good reason and special regulations have been approved by Senate, or its delegated authority. Programme regulations provide a greater level of detail and amplify the *Academic Regulations*. Where programme regulations are silent in any regard, default to the *Academic Regulations* shall normally occur.

### Module regulations

- 1.17. Module regulations shall specify the requirements to take, complete and pass specific modules. Each module shall have approved assessment methods, detailed in module proposals or amendments and approved by Senate, or its delegated authority. Where the assessment for a module comprises more than one element of assessment, the weighting to be applied to each element of assessment shall be stated in the module proposal or amendment. Any other requirements that must be met to pass the module shall be detailed and approved.

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1.18. Module regulations shall not diverge from the standard *Academic Regulations* for QMUL, except where there is exceptionally good reason and special regulations have been approved by Senate, or its delegated authority. Module regulations provide a greater level of detail and amplify the *Academic Regulations* and programme regulations. Where module regulations are silent in any regard, default to the *Academic Regulations* shall normally occur.

### Designation of special regulations

- 1.19. Special regulations are academic regulations for individual programmes of study that diverge from the standard *Academic Regulations* for QMUL. Where there is a legitimate academic rationale, or a specific requirement set down by a professional, statutory or regulatory body, or a joint or collaborative programme requires it, the programme regulations may vary from the standard *Academic Regulations*. Special regulations shall be designated as such through the programme approval process, and approved by Senate, or its delegated authority. Where special regulations apply to awards rather than programmes, these are incorporated into the overall *Academic Regulations* for QMUL (e.g. LLB, MBBS and BDS). Approved special regulations are detailed in Sections 6 and 7 of the *Academic Regulations*.
- 1.20. Special regulations may also apply to modules. Such regulations shall be detailed in the appropriate module specification(s).

### Suspension of regulations

- 1.21. The process for suspension of regulations may operate where:
  - i. circumstances have arisen that are not foreseen in the regulations; or,
  - ii. the application of the regulations would be manifestly unfair to one or more students.
- 1.22. Suspension of regulations shall be approved by the relevant authority identified by Senate, and on the recommendation of a Degree Examination Board (generally following the recommendation of a Subject Examination Board), or a Head of School, Institute, Directorate or equivalent. Suspensions relating to examination board matters shall normally be approved by examination boards, not by Heads of Schools, Institute, Directorate or equivalent.
- 1.23. The outcome of a request to suspend regulations shall be communicated to the School, Institute or examination board by the Academic Registrar (or nominee). The SEB or the Head of School, Institute, Directorate or equivalent shall communicate the outcome to students.

### Examination boards

- 1.24. There are two types of examination boards: Subject Examination Boards and Degree Examination Boards.
- 1.25. A Subject Examination Board (SEB) shall be established for each programme of study or cognate group of programmes leading to an award of the University or of QMUL. The administrative support for SEBs shall be provided by the relevant academic school or institute.

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- 1.26. Each Subject Examination Board shall report and make recommendations to a Degree Examination Board (DEB). Degree Examination Boards shall be established for each award or grouping of awards. The administrative support for DEBs shall be provided by the Academic Secretariat.
- 1.27. It is possible for certain examination boards to combine the functions of a Subject Examination Board and a Degree Examination Board where only one award is being considered (for example, Law) or due to the collaborative nature of a programme, and where this is approved by Senate, or its delegated authority.
- 1.28. Senate shall delegate authority to examination boards for the consideration of students' achievement, progression and awards, and other related matters. Senate, or its delegated authority, shall approve the *Assessment Handbook*, which provides further detail and requirements in relation to the conduct of SEBs and DEBs.

#### Subject Examination Boards (SEBs)

- 1.29. Subject Examination Boards report to designated Degree Examination Boards. The terms of reference of Subject Examination Boards are:
  - i. to take an overview of the assessment processes that operate for the programmes and modules in the subject area, with a particular view to ensuring fairness and impartiality, including: setting examination papers, essay titles, and other assessment tasks, marking processes (including double marking), application of regulations, and the conduct of oral examinations (where used as part of the approved module assessment);
  - ii. to receive reports from invigilators and students on examinations, and to consider appropriate actions in the light of such reports;
  - iii. to agree the results of students in individual assessments and modules;
  - iv. to consider claims of extenuating circumstances and, where valid, to approve any proposed actions to be taken;
  - v. to make recommendations to the DEB for results to be set aside where there are accepted extenuating circumstances;
  - vi. to approve the progression of students;
  - vii. to approve the progression of students to alternative programmes, if applicable;
  - viii. to make recommendations to the DEB for the exclusion of students due to failure;
  - ix. to make recommendations to the DEB for award and classification;
  - x. to agree actions in the event of failure of a module (including qualified failure) by a student, including resit provisions that may include appropriate alternative assessment arrangements;
  - xi. to make recommendations to the DEB for students to retake or first take modules, where applicable;
  - xii. to make recommendations to the DEB and to Senate (or its delegated authority) for the suspension of regulations for individuals or groups of students, where applicable;
  - xiii. to make recommendations to the DEB for the award titles of individual students, where applicable (pre-2008-09 cohorts only);
  - xiv. to exercise discretion, where appropriate and within the permitted scope of any QMUL policy or regulation, in order to agree results or progression and make recommendations for awards and classifications;
  - xv. to review statistics on academic performance and to comment upon the performance of cohorts in particular assessments;
  - xvi. any other duties delegated to the SEB by the DEB or Senate.

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- 1.30. SEBs may establish sub-boards, where this has the support of the relevant external examiners and is approved by Senate, or its delegated authority. An SEB may operate preliminary meetings or internal boards to consider points of detail prior to the meeting of the SEB. Sub-boards shall always be established to scrutinise examination papers before external examiner approval, and to consider and make recommendations upon extenuating circumstances claims. Sub-boards may also be established for other purposes with the approval of Senate, or its delegated authority. The membership of sub-boards shall be agreed by the SEB.
- 1.31. The membership of a Subject Examination Board shall be as follows:
  - i. a Chair, appointed to the role by Senate, or its delegated authority;
  - ii. a Deputy Chair, appointed to the role by Senate, or its delegated authority;
  - iii. the programme coordinators or directors;
  - iv. the internal examiners for the modules under consideration;
  - v. the external and intercollegiate examiners;
  - vi. the DEB Chair, who may attend any examination board under the DEB's jurisdiction as a member;
  - vii. the Vice-Principal (Teaching & Learning), who may attend any examination board as a member.
- 1.32. The following may be in attendance:
  - i. the Secretary to the SEB;
  - ii. representatives from other SEBs, where students on joint programmes are under consideration;
  - iii. the Academic Registrar (or nominee);
  - iv. the Principal, Faculty Vice-Principal & Executive Dean, and Faculty Dean for Taught Programmes;
  - v. assistant internal examiners;
  - vi. administrative staff associated with the SEB.
- 1.33. Attendance at the SEB shall be compulsory for all members except the Vice-Principal (Teaching & Learning) and the DEB Chair, unless the absence is approved by the Head of School or Institute.
- 1.34. The quorum of an SEB shall require the presence of the external examiners. Exceptionally, where an external examiner is unable to attend, the meeting may go ahead in their absence provided that their comments are sought prior to the meeting and reported at the meeting, and that all recommendations and decisions are endorsed by them.
- 1.35. The quorum of an SEB shall comprise 50 per cent of the total membership, excluding the Vice-Principal (Teaching & Learning) and the DEB Chair, and including internal, external, and intercollegiate examiners.
- 1.36. In the event that a meeting does not meet the quorum, a suspension of regulations may be sought to ratify the decisions of the meeting. Such suspensions should normally be sought in advance.
- 1.37. Where one or more sub-board is established it is permissible for the internal examiners to attend only the sub-board, provided that their views can be represented at the SEB, normally through the chair of the sub-board.

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#### Chair of the Subject Examination Board

- 1.38. The Chair shall be an experienced member of academic staff, but not a serving Head of School or Institute, or a Faculty Dean for Taught Programmes, or an honorary member of academic staff. Programme directors shall not normally act as Chairs for SEBs where their programmes are under consideration. A Deputy Chair shall fulfil the duties of the Chair in the Chair's absence. Chairs and Deputy Chairs shall be appointed by Senate, or its delegated authority.
- 1.39. The Chair shall be responsible for the conduct of the examination board, and for ensuring that the *Academic Regulations* are adhered to.
- 1.40. The Chair shall also be responsible for ensuring that security procedures for examination question papers within the School or Institute are rigorous. The Chair (or nominee) shall be responsible for approving all examination papers.

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#### Extenuating Circumstances Sub-board

- 1.41. Each SEB shall establish a sub-board for the preliminary consideration of extenuating circumstances. The terms of reference for Extenuating Circumstances Sub-boards are:
- to consider extenuating circumstances claims and supporting evidence submitted by students, and the overall profile of the students with such circumstances;
  - to consider whether or not, in the sub-board's judgement, the extenuating circumstances are valid and whether or not they had a negative impact upon a student's performance or participation in assessment;
  - to make recommendations to the Subject Examination Board about actions to be taken in the light of extenuating circumstances;
  - to maintain a record of extenuating circumstances submitted and considered, and of the recommended actions.

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#### Degree Examination Boards (DEBs)

- 1.42. Degree Examination Boards report to Senate. There are six undergraduate DEBs (Arts, Dentistry, Engineering, Laws, Medicine, and Sciences) and four postgraduate DEBs (Arts, Laws, Medicine and Dentistry, and Sciences).
- 1.43. The terms of reference of Degree Examination Boards are:
- to consider and approve recommendations from SEBs on awards and classifications, and fields of study where necessary (pre-2008/09 cohorts only);
  - to consider and approve recommendations from Subject Examination Boards to set aside results affected by accepted extenuating circumstances;
  - to consider and approve recommendations from Subject Examination Boards for the termination of registration and enrolment of students due to academic failure;
  - to exercise discretion - where appropriate, and within the permitted scope of any QMUL policy - in order to agree results, progression and award;
  - to pay particular regard to matters of consistency across programmes leading to the same awards;
  - to resolve differences between and within SEBs, where these occur;
  - to consider recommendations for the suspension of regulations, and to make recommendations where appropriate;

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- to consider recommendations for retakes and first takes, and to approve these where appropriate;
  - to ensure the consistent application of the Academic Regulations;
  - to monitor the performance of Subject Examination Boards;
  - to consider other matters referred by Senate.
- 1.44. The membership of a Degree Examination Board shall be as follows:
- a Chair, appointed to the role by Senate, or its delegated authority;
  - the Chairs of the Subject Examination Boards reporting to the DEB;
  - external members, where appointed to DEBs by Senate, or its delegated authority;
  - external examiners shall be members where the functions of SEB and DEB are combined;
  - the Vice-Principal (Teaching & Learning) may attend any DEB as a member.
- 1.45. The following may be in attendance:
- the Secretary to the DEB;
  - the Academic Registrar (or nominee);
  - staff from Academic Registry and the Academic Secretariat;
  - Deputy Chairs of the SEBs reporting to the DEB;
  - Secretaries of the SEBs reporting to the DEB;
  - External and intercollegiate examiners;
  - the Principal, Faculty Vice-Principal & Executive Dean, and Faculty Dean for Taught Programmes.
- 1.46. Should a DEB Chair be unable to attend a meeting and there is no Deputy Chair, an SEB Chair shall deputise, but shall not be empowered to take Chair's action.
- 1.47. The quorum for a DEB shall comprise 50 per cent of the total membership for the SEBs under consideration, excluding the Vice-Principal (Teaching & Learning).

#### Chair of the Degree Examination Board

- 1.48. The Chair shall be an experienced member of academic staff appointed to the role by Senate, or its delegated authority. A Deputy Chair shall fulfil the duties of the Chair in the Chair's absence.

#### External examiners and intercollegiate examiners

##### Appointment

- 1.49. External and intercollegiate examiners shall be appointed by Senate, or its delegated authority, in accordance with the approved processes and criteria. These processes and criteria pay due regard to the QAA *Quality Code for Higher Education, Chapter B7* (2011). External examiners from other colleges of the University shall also be deemed 'intercollegiate examiners'.
- 1.50. External examiners shall be appointed to each programme of study, and shall be members of the Subject Examination Board for that programme. In some cases multiple external examiners may be appointed, while in others one external examiner may cover a number of cognate programmes. External examiners shall normally take an overview of an entire programme of study, but on occasion subject external examiners may be appointed for specific disciplinary areas.

- 1.51. The appointment process requires the number of external examiners and their range of expertise to be sufficient to enable the execution of their duties.
- 1.52. External examiners have the right to view and comment upon all work submitted by students for all forms of assessment. The precise range of activity to be covered by an external examiner shall be agreed by Senate, or its delegated authority, in consultation with the relevant academic schools and institutes. This shall include appropriate means of sampling assessments, etc. Senate, or its delegated authority, shall approve the *Guidance for External Examiners*, which provides further detail on the role and its conduct.
- 1.53. The period of appointment for external examiners shall be four years. Exceptionally, this may be extended to a fifth year. External examiners who have completed terms cannot be reappointed until five years have elapsed.

#### Duties

1.54. The duties of external examiners are:

- i. to comment upon the assessments for each module for which they are responsible, the extent to which the assessments cover the syllabus, and whether they enable students to demonstrate achievement of the learning outcomes;
- ii. to consider, comment upon, and approve (or otherwise) all examination question papers, and to comment upon marking schemes for individual papers, assessment criteria, and model answers;
- iii. to confirm whether or not the standard of marking is satisfactory by scrutinising a sample of assessed work for each module (sample size to be agreed between the board and the examiner);
- iv. to comment upon the standards of achievement of students, and the comparability of this achievement to standards elsewhere;
- v. to comment upon the standards of proposed awards, and their comparability to similar awards made elsewhere;
- vi. to make known any causes for concern in relation to academic standards achieved by students, the standards of modules, and the standards of awards to be made;
- vii. exceptionally, upon written request, to provide independent opinion where there is a significant, unresolved difference between marks awarded by first and second markers on a script or piece of work;
- viii. to advise the Subject Examination Board on appropriate actions where the marks for a module are significantly outside the normal pattern, and to endorse (or not) recommendations by markers for actions where the marks for a module are significantly outside the normal pattern;
- ix. to attend meetings of the Subject Examination Board, and to participate fully in decision making;
- x. to endorse (or otherwise) decisions on results and progression, and recommendations for award;
- xi. to attend meetings of the Degree Examination Board, where desired;
- xii. to submit a full written report, including an optional confidential report to the Principal;
- xiii. in addition, for external examiners who are intercollegiate examiners, to comment upon the standard of the University of London awards conferred by QMUL and their comparability with similar awards at other colleges of the University of London;
- xiv. to perform any other duties requested by Senate or the Degree Examination Board, following appropriate consultation over the nature of those duties.

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- 1.55. By agreement with the Subject Examination Board and in consultation with the relevant schools and institutes, external examiners may also carry out other duties including: the approval of project topics and essay titles, interviewing students on their programmes of study and experiences, commenting informally on proposed curriculum changes, commenting upon proposed changes to assessment methods.

#### Removal

- 1.56. External examiners shall normally be replaced only upon completion of their terms of office. There may occasionally be cause for QMUL to terminate the appointment of an external examiner before the end of a term subject to approval from Senate, or its delegated authority. Reasons for termination include:
- i. resignation by the examiner;
  - ii. failure to perform the duties of the examiner;
  - iii. breakdown in the relationship with QMUL.

#### External members and intercollegiate members

##### Appointment

- 1.57. External members shall be appointed to DEBs by Senate, or its delegated authority, in accordance with the approved process and criteria. External members may also be intercollegiate members.
- 1.58. External members shall review and comment upon process, the application of regulations, and the conduct of the DEB.
- 1.59. The period of appointment for external members shall be four years. Exceptionally, this may be extended to a fifth year. External members who have completed terms cannot be reappointed until five years have elapsed.

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##### Duties

1.60. The duties of external members are:

- i. to comment upon standards of achievement, as represented by the College Mark and degree classifications, and the comparability of these to standards elsewhere;
- ii. to make known any causes for concern in relation to academic standards;
- iii. to provide an external perspective upon the interpretation of regulations, and upon recommendations for the suspension of regulations;
- iv. to provide advice upon the use of discretion - within the permitted scope of any QMUL policy - in order to agree results, progression, and awards;
- v. to attend meetings of the Degree Examination Board, and to participate fully in decision making;
- vi. to endorse (or otherwise) the awards, degree classifications, and other decisions made by the Degree Examination Board;
- vii. to submit a full report, including an optional confidential report to the Principal;
- viii. in addition, for external members who are also intercollegiate members, to comment upon the standard of the University of London awards conferred by QMUL, and their comparability with similar awards at other colleges of the University of London;
- ix. to perform any other duties requested by Senate or the Degree Examination Board, following appropriate consultation on the nature of those duties.

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### Removal

- 1.61. External members shall normally be replaced only upon completion of their terms of office. There may occasionally be cause for QMUL to terminate the appointment of an external member before the end of a term subject to approval from Senate, or its delegated authority. Reasons for termination include:
- resignation by the member;
  - failure to perform the duties of the member;
  - breakdown in the relationship with QMUL.

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### Internal examiners

#### Appointment

- 1.62. Internal examiners shall be appointed by virtue of their status as academic staff of QMUL. Internal examiners for the modules being considered by an SEB shall automatically be members of the relevant SEB. For joint programmes, the SEB shall include at least one internal examiner from each of the schools, institutes, or subject areas contributing to the award.
- 1.63. Visiting staff involved in assessment shall be members of the SEB where they have sole responsibility for the delivery and assessment of a module. Visiting staff who contribute to a module or its assessment shall not be considered members of the SEB, but may attend as assistant examiners. In such cases, the module is represented by the member of academic staff with overall responsibility for it.

#### Duties

- 1.64. The duties of internal examiners are:
- to attend the Subject Examination Board and to participate in decision making;
  - to present the results of modules to the Subject Examination Board;
  - to comment upon factors related to the module for which they are responsible, for example levels of performance, or any problems with the examination;
  - to respond to queries on individual students, marking, or other relevant matters.

## Academic Regulations 2014-15 2: General Regulations

### Scope

- 2.1. These regulations shall apply to all students enrolled and registered for undergraduate or postgraduate programmes of study of QMUL. These regulations shall also apply to students registered as associated students of QMUL; Ordinance C1 designates these individuals as students of QMUL.

### Applicability

- 2.2. These regulations shall take effect from 1 August 2014, and shall supersede all previous regulations and policies for the areas detailed herein, except where it is specifically stated that the regulations in force at the time of a student's enrolment apply.

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### Student conduct

- 2.3. Students shall comply with the [Code of Student Discipline](#), and their behaviour shall be such that it does not interfere in any way with the proper functioning or activities of QMUL, or those who study or work at QMUL; neither shall students engage in actions that otherwise damage QMUL. Any breach of the [Code of Student Discipline](#) shall be considered in accordance with the procedures and regulations outlined in the [Code](#).
- 2.4. Students shall comply with the health and safety policies of QMUL.

### Student identity card

- 2.5. All students shall be issued with, and carry, a QMUL student identity card that includes a photograph showing the full head and face. There shall be no head covering in the photograph, unless it is worn for religious or medical reasons. In no circumstances shall the face be covered in the photograph.
- 2.6. Students shall carry their QMUL identity cards at all times when on QMUL premises (including the Students' Union), or when participating in QMUL or Students' Union activities. QMUL reserves the right to exclude from any building or activity any student who is unable to produce their current QMUL identity card upon demand.
- 2.7. QMUL reserves the right for members of staff to check the identity of any student by comparing the student's face to the picture on the QMUL student identity card. Students shall be responsible for arranging replacement identity cards if theirs are lost or stolen. QMUL reserves the right to charge a fee for the replacement of identity cards.

### Medical examination

- 2.8. QMUL reserves the right to require any student to undertake a medical examination - as a condition of admission, or at any time during their studies - to determine fitness to study or practise. QMUL may require full disclosure of any report on a student's fitness to study or practise.

- 2.9. QMUL may require a student who has been absent as a result of illness or an infectious or contagious disease to produce medical certification confirming fitness to study or practise before being permitted to resume study at QMUL.
- 2.10. If, after a required medical examination, a student is deemed unfit to undertake or resume study or practise then their enrolment and registration may be terminated.
- 2.11. Students on medical and dental programmes shall inform the QMUL Health Centre if they are, or have reason to believe they may be, infectious carriers of any disease or condition specified by Senate, or its delegated authority, as requiring notification.

#### Replacement award certificates

- 2.12. When a student requests a duplicate award certificate, the student must confirm with QMUL that the original certificate has been lost. Only one copy of each award certificate may be in circulation at any time.

#### Admission

- 2.13. The general entrance requirements for admission to QMUL shall be approved by Senate, or its delegated authority. The admissions requirements for individual programmes of study shall be set out in the appropriate programme specification, and approved by Senate, or its delegated authority; these may be adjusted by QMUL as it deems applicable.

#### Admission with advanced standing

- 2.14. An applicant for a programme of study who, in the judgement of Senate or its delegated authority, has a cognate prior qualification or certified learning may be admitted with advanced standing as described in the following regulations. In all cases the following three provisions apply:
- such admission shall not normally be permitted where the advanced standing has counted towards a previously achieved qualification at the level of the qualification of the programme of study;
  - advanced standing shall normally be no more than one half of the full programme of study (excluding Level 3 study);
  - credit may only be accepted as advanced standing towards a QMUL programme within five years of the date of the original award of credit.
- 2.15. Where a student is admitted with advanced standing, the minimum and maximum permitted durations of study shall be based upon the time registered on the new programme at QMUL, rather than the normal duration for the programme (e.g. if a student directly entered year two of a three year programme, the maximum permitted duration for that student would be four years, rather than six).
- 2.16. Students who have been awarded qualifications of QMUL or the University may not subsequently present themselves for re-examination for that award in the same subject or branch of study.

#### Admission with advanced standing: Undergraduate

- 2.17. An applicant for an undergraduate programme who, in the judgement of Senate, or its delegated authority:
- has a cognate prior qualification, or certified learning, equivalent to the first developmental year of a three or four year full-time undergraduate programme of study may be admitted with advanced standing direct to the second developmental year; or
  - has a cognate prior qualification or certified learning, equivalent to the first two development years of a four year full-time integrated masters programme of study may be admitted with advanced standing directly to the third developmental year.
- In either situation, the amount of academic credit to be taken shall be reduced accordingly, the progression and award regulations shall take into account only those modules taken at QMUL during the current registration period, and the developmental years shall be weighted accordingly.
- 2.18. Except in exceptional circumstances, students shall not be admitted directly to the final developmental year of an undergraduate programme, unless they are studying a similar programme leading to the same award at another college of the University of London, or a programme with an approved collaborative arrangement. In such cases, the prior study and marks achieved count towards the final award, as agreed through the collaborative arrangement or at the point of admission.

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#### Admission with advanced standing: Graduate

- 2.19. An applicant for a Graduate Certificate or Graduate Diploma programme who in the judgement of Senate, or its delegated authority, has cognate prior study at or equivalent to Level 6 (that has not counted towards a previously achieved qualification at Level 6), may be admitted with exemption from up to 25 per cent of the taught component of the programme. This shall normally comprise advanced standing to a value of up to 30 credits for a GradDip and 15 credits for a GradCert.
- 2.20. A QMUL graduate, who has completed a QMUL Graduate Certificate may be admitted to a programme leading to the associated Graduate Diploma with advanced standing. A period of twelve months must normally elapse between the award of the GradCert and registration for the GradDip. The student shall study only the elements of the programme yet to be completed for the GradDip, and the amount of academic credit to be taken shall be reduced accordingly. The award regulations shall take account of all marks and modules taken during both registration periods.

#### Admission with advanced standing: Postgraduate

- 2.21. An applicant for a postgraduate programme who in the judgement of Senate, or its delegated authority, has cognate prior study at or equivalent to Level 7 (that has not counted towards a previously achieved qualification at Level 7) may be admitted with exemption from up to 25 per cent of the taught component of the programme. This shall normally comprise advanced standing to a value of up to 30 credits, except for the LLM (45 credits), and the Postgraduate Certificate (15 credits).
- 2.22. A QMUL graduate who has completed a QMUL Postgraduate Certificate or Postgraduate Diploma may be admitted to a programme leading to the associated PGDip or master's degree with advanced standing. A period of twelve months must

normally elapse between the award of the PGCert/PGDip and registration for the PGDip or master's degree. In such cases, a student shall study only the elements of the programme yet to be completed for the PGDip or master's award, and the amount of academic credit to be taken shall be reduced accordingly. The award regulations shall take account all marks and modules taken during both registration periods.

#### Falsification of documents

2.23. Where a student secures admission to QMUL based on qualifications, documents, or statements that are subsequently found to be false or cancelled, QMUL shall terminate the student's registration or impose another sanction deemed appropriate by Senate, or its delegated authority.

#### Concurrent study

2.24. A person currently registered for a qualification of QMUL may not concurrently be registered for a degree, diploma, or certificate at any other institution, except with the express permission of Senate, or its delegated authority. Similarly, a student may not be simultaneously registered for more than one QMUL programme, except with the express permission of Senate, or its delegated authority (intercalation is an exception to this rule).

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#### Change of programme

2.25. An enrolled student may request to transfer to a different programme of study. Such requests shall be considered on a case-by-case basis by the relevant Head of School (or nominee), taking into account factors including the student's academic achievement and background, how well these fit with the programme to be transferred to, and whether the programme (or modules on the programme) are already running at capacity.

#### Modes of study

2.26. A student enrolled with QMUL and registered for a programme shall undertake the programme in accordance with the specified mode of study. Change of mode of study is not permissible except where the approved programme allows it and where Senate, or its delegated authority, agrees it. The following modes of study apply:

- i. full-time study;
- ii. part-time study;
- iii. compulsory year abroad;
- iv. compulsory placement year, or year in industry;
- v. exchange period;
- vi. study at a distance.

2.27. Some programmes may run in full-time and part-time modes. Where applicable, a programme may contain different modes of study in different developmental years.

2.28. In addition, subject to the decision of the relevant Subject Examination Board, a student may be registered to:

- i. resit out of attendance;
- ii. retake (attendance required);
- iii. first take (attendance required);

2.29. In all of these cases, the mode of study may be full-time or part-time, depending upon the amount of academic credit being taken. QMUL shall charge fees for resits, retakes and first takes.

2.30. Exceptionally (normally in cases related to severe extenuating circumstances), a Head of School, Institute, or equivalent may choose to recommend that a part-time mode of study should be made available to an individual student already registered with QMUL where there is not normally part-time provision. This shall require the approval of Senate, or its delegated authority.

#### Enrolment and registration

2.31. Students must enrol with QMUL at the beginning of their studies, and re-enrol at the beginning of each subsequent academic year of their programme, in accordance with instructions issued by QMUL. A student must also register for a programme of study with QMUL, and for the modules associated with that programme.

2.32. A student who is not registered for a programme cannot be enrolled with QMUL. A student may be registered for a programme but not enrolled (normally where a student has interrupted, or is resitting out of attendance). Where termination of a student's registration occurs, enrolment is also terminated.

2.33. Individuals who are not enrolled or registered may not use QMUL facilities except in circumstances approved by Senate, or its delegated authority. Students who have interrupted their studies, or are resitting out of attendance, shall have limited access to facilities and limited library borrowing rights.

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2.34. QMUL reserves the right to charge late enrolment or registration fees to a student who fails to enrol or register by the published deadlines.

2.35. All letters, transcripts, certificates and awards shall be issued in the name a student is enrolled under. Any request to record a change of name must be made in writing, or by any other prescribed means, and supported by appropriate documentary evidence. QMUL shall not issue revised documents for graduates who change their names after graduating, except where there has been an administrative error or where the graduate has undergone gender reassignment.

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2.36. QMUL requires students to produce documentary evidence of identity upon initial enrolment; this may be required in advance. A student who enrolls or registers with QMUL under a false name or identity, or with other information that is subsequently found to be false, shall have their registration and enrolment terminated and cease to be a student.

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2.37. Students are required to notify QMUL of their permanent and term-time addresses upon enrolment, and shall inform QMUL in writing, or by any other prescribed means, of any subsequent changes of address.

2.38. Students who have not complied with all QMUL requirements for enrolment or enrolment may be temporarily enrolled and registered for a specified period of time during which they may attend and use QMUL facilities. If, at the end of the specified period, a student has still not met all QMUL requirements then they shall have their registration and enrolment terminated, and cease to be a student.

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2.39. Any returning student who has not re-enrolled by the specified deadline shall have their registration and enrolment terminated and cease to be a student.

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#### Permission to study in the United Kingdom

2.40. All international students must provide documentary evidence of their immigration status. Any changes to immigration permission must be notified immediately to QMUL and supported with official documentation (changes include those that mean students no longer require visas). 'QMUL' here refers specifically to Academic Registry, the Research Degrees Office or the Student Office at Whitechapel. it is not sufficient for a student to inform their school or institute only. Students are not required to inform QMUL of changes that result from a decision taken by the institution, such as deregistration. All international students must also be able to present evidence of current, valid permission to study in the UK upon request. Any student who fails to comply with these requirements may have their registration and enrolment terminated, and cease to be a student.

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#### Module registration

2.41. Students shall be responsible for registering for the modules associated with their programmes of study by the published deadlines, and in accordance with the stated procedures. A student who does not register for a module shall not be permitted to partake in any learning or assessment for that module.

2.42. Any enrolled student who has not completed module registration by the specified deadline shall be registered for a diet of modules designated by their school or institute; this shall include allocation to modules where there would normally be choice.

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2.43. Rarely, a student may have completed a compulsory or core module previously as part of another QMUL programme, or have taken a directly equivalent module elsewhere. Exceptionally, a School or Institute may seek approval from the Senate or its delegated authority to exempt a student from a particular module. In such cases, the module must be replaced with one or more alternatives to bring the student to the required total credit load for award.

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#### Intercollegiate module registration

2.44. Students may substitute QMUL modules with modules from another college of the University of London, to a maximum value of 60 credits, with the permission of the Academic Registrar (or nominee) and the host institution.

2.45. Students from other colleges of the University of London may be registered for Queen Mary modules with the permission of the Academic Registrar (or nominee) and the home institution.

#### Registration for reassessment and first sits

2.46. A student due to retake a module or to resit or first sit an assessment must register to do so at the first available assessment opportunity. Deferral of registration for retakes, first takes, resits or first sits is not permitted.

2.47. Students shall be responsible for informing themselves of the details of reassessment and first sits. Where a student has tuition fee debts, formal results shall not be released until the debt is cleared. If this results in a student missing the opportunity to register for reassessment or first sits, that student shall be deemed to have missed the next available assessment attempt.

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2.48. Resit and first sit registrations for enrolled students in attendance must be confirmed by the published deadline, and in accordance with the stated procedure. A student who opts-out or does not confirm their registration by the published deadline shall forfeit any remaining attempts to pass the relevant module.

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2.49. Resit and first sit registrations for students designated 'resitting out of attendance' must be confirmed by the published deadline, and in accordance with the stated procedure. A student who opts-out or does not confirm their registration by the published deadline shall forfeit any remaining attempts to pass the relevant module, and may have their registration terminated and cease to be a student.

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2.50. Where a student is registered for resits or first sits but does not attempt the required assessment, the registration shall count as one of the permitted attempts at the module; for a student designated 'resitting out of attendance', the Subject Examination Board may also recommend that the student's registration and enrolment be terminated.

#### Reassessment and first sits for associate students

2.51. Associate students shall be subject to the provisions detailed above; however, the next available assessment opportunity for associate students shall be as follows:

- i. Semester one-only associates: by the end of the main examination period, with results approved at the June SEB.
- ii. Semester two-only and full year associates: by the end of the late-summer examination period, with results approved at the August SEB.

#### Payment of fees and other charges

2.52. QMUL shall determine the fee status and resulting tuition fees applicable for each student upon application. Fee status shall be determined in accordance with:

- i. the Education (Fees and Awards) (England) Regulations 2007; and,
- ii. the ELQ status (equivalent or lower qualifications) of the applicant or student.

2.53. Fee status shall be identified by a status of either 'home' or 'overseas'. Once determined, a student's fee status cannot change during their period of registration for a programme of study, unless:

- i. they, or one of their parents become an EU national;
- ii. they, their parent, or their spouse become an EEA Migrant Worker in the UK;
- iii. they, their parent, or their spouse are granted refugee status in the UK;
- iv. they, their parent, or their spouse are granted exceptional leave following the refusal of refugee status;
- v. subsequent information is provided that changes their ELQ status.

2.54. QMUL tuition fees shall be inclusive of fees for registration and examinations, but exclusive of fees for resits, retakes or first takes, and field courses. QMUL reserves the right to increase fees at any time without prior notice, normally for implementation during the next academic year. Fees are not normally refundable.

- 2.55. Arrangements for the payment of tuition fees shall be stated in the [Tuition Fee Regulations](#), and shall be dependent upon each student's fee status and programme of study.
- 2.56. Students must make arrangements for the payment of tuition fees (in accordance with accepted methods of fee payment) at the beginning of the academic year, as a precondition of enrolment or re-enrolment. Exceptionally, a student may be temporarily enrolled for a specified period of time in order to make arrangements for the payment of fees. If, at the end of this period, the student has not made satisfactory arrangements for the payment of fees, their registration and temporary enrolment shall be terminated, and they shall cease to be a student.
- 2.57. In exceptional circumstances, QMUL may approve arrangements for a self-financing student to pay tuition fees by instalments. Any student who defaults upon the agreed instalments of tuition fees shall immediately become liable for the entire outstanding balance.
- 2.58. Each student must pay promptly, upon demand, all charges, fees, or debts incurred during their registration and enrolment, or residence, at QMUL.
- 2.59. A student ~~with tuition fee debts to QMUL shall not be entitled to receive formal confirmation of results or progression from one year to the next, or any award of QMUL or the University.~~
- 2.60. An individual in debt to QMUL from a previous registration shall not be permitted to enrol as a new student at QMUL until the debt is cleared.

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#### Deregistration for non-payment of fees or charges under Ordinance C3

- 2.61. Upon default of payment for tuition fees, a student's registration and enrolment shall be terminated and they shall cease to be a student of QMUL, in accordance with [QMUL Ordinance C3](#).
- 2.62. QMUL shall give a student a formal, written notification of the intention to deregister, and a specific deadline by which they must pay the relevant fee or charge. ~~Where no payment is received by this deadline, the student's registration and enrolment shall be terminated and they shall cease to be a student of QMUL.~~
- 2.63. An individual whose registration as a student has been terminated may appeal against the decision in accordance with the [Appeal Regulations](#).

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#### Attendance and participation

- 2.64. Attendance refers to the expectations of QMUL in regard to a student's engagement with the teaching, learning, and assessment requirements of their programme of study. Attendance may or may not require physical attendance; distance learning students attend purely through participation in learning, teaching and assessment activities.
- 2.65. QMUL shall specify and publish term, semester, and examination dates, and hours of operation. QMUL shall deliver learning, teaching and assessment activities during these periods. Students shall be available to participate in these activities during term and semester dates and hours of operation. Where these activities take place during periods not specified as term or semester dates, students are still expected to attend (for example, field courses).

- 2.66. Each student shall ensure that their particular programme and modules are acceptable to them prior to registration, and shall ensure that they can meet the attendance, learning, and assessment requirements. QMUL cannot change the regulations, requirements, or scheduling for programmes or modules to meet the needs of individual students.
- 2.67. Each student shall regularly attend all forms of learning activity associated with their programme of study, and shall participate in their programme as required by QMUL. Each student must complete all assessment for the modules for which they are registered, as prescribed in the relevant module regulations.
- 2.68. A student shall not be absent from QMUL during term-time without obtaining written agreement in advance from their Head of School or Institute. Where the reason for absence or failure to complete assessment is due to illness, or other such cause that is unplanned and outside of the student's control, the student shall submit a claim for extenuating circumstances and provide appropriate documentary evidence.

#### Taking a module

- 2.69. A student who registers for a module shall be deemed to be taking that module or to have taken it, even where deregistration or withdrawal follows. A student who transfers to another module shall replace the initial module taken with the new module.
- 2.70. ~~The mark awarded in cases of deregistration or withdrawal from a module shall normally be the mark for any assessment completed up to the point of deregistration or withdrawal, or else zero. There shall be no right of resit where deregistration or withdrawal occurs.~~

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#### Completing a module

- 2.71. Completion of a module is not contingent on it being passed; however, *successful* completion of a module *is* contingent on it being passed. A student shall be deemed to have completed a module where one of the following outcomes occurs:
- module passed;
  - module failed;
  - deregistration;
  - withdrawal from the module.

#### Award of academic credit

- 2.72. The award of academic credit relates to achievement in individual modules. Academic credit shall be awarded to a student who meets the requirements to pass the module in question.
- 2.73. The academic credit awarded shall be that approved for the module; the amount of academic credit awarded shall not vary in accordance with the level of achievement. The level of achievement shall be reflected by the module mark.

#### Award of academic credit in instances of failure

- 2.74. Academic credit may be awarded in the event of module failure, where the *Academic Regulations* provide for this. This outcome shall be known as 'fail condoned, academic credit awarded'.

### Interruption of enrolment

- 2.75. A student may interrupt their enrolment for up to two calendar years (total) on the grounds of illness or other good cause with the permission of Senate, or its delegated authority, before the published deadline and in accordance with the stated procedure. Interruption for periods greater than two years shall be permitted only in very exceptional circumstances, with the approval of Senate, or its delegated authority. A student who interrupts enrolment remains registered for their programme of study.
- 2.76. Periods of interruption shall not count towards students' minimum or maximum periods of registration, except where specifically stated for a named programme.
- 2.77. A student resitting out of attendance shall not be entitled to an interruption of enrolment as defined in this section, and shall remain registered for their programme of study.
- 2.78. A student may not interrupt and return from interruption during the same academic year (for example, a student cannot interrupt for the autumn semester only, returning in semester two).
- 2.79. A student who interrupts shall have the option of taking assessments for modules for which they completed the teaching and learning before the point of interruption. However, such students must elect either to attempt the assessments for all such modules, or for none of them.
- 2.80. Where a student's registration is continuous, the *Academic Regulations* in place at the time of initial registration for the programme shall continue to apply where it is specifically stated that this is the case.
- 2.81. A student may interrupt their registration on the grounds of primary carer leave for up to one year per child. This may cover pregnancy and related illnesses, and/or caring responsibilities. Periods of interruption for primary carer leave shall not count towards the maximum of two years permitted for interruption, but in all other respects the standard interruption procedures shall apply. Secondary carers wishing to take an extended period of leave shall do so under the standard interruption procedures.
- 2.82. Students returning from interruption shall only be permitted to enrol at the start of a semester, as designated in the Academic Calendar (not applicable to research programmes).

### Deregistration and withdrawal

- 2.83. Withdrawal of registration or deregistration by QMUL from a programme of study shall lead to the immediate termination of a student's registration and enrolment, upon which they shall cease to be a student of QMUL. In such instances, the student shall not be admitted onto a programme of study as a new student until at least 12 months have elapsed from the point of withdrawal or deregistration; exceptions to this 12 month exclusion may be considered on a case-by-case basis by Senate, or its delegated authority.

- 2.84. In accordance with its statutory obligations, QMUL shall report on when individuals cease to be students of QMUL to the relevant governmental and other external agencies. These shall include, but not be limited to:

- i. the UK Border Agency;
- ii. the Student Loans Company;
- iii. Local Education Authorities;
- iv. any other sponsors;
- v. Transport for London.

- 2.85. Where a student is persistently absent, fails to participate, or continually fails to submit assessment by the relevant deadlines without good reason, they may be deregistered from the relevant modules and – potentially – the programme of study. This may impact upon the student's ability to complete the award requirements for the programme, or upon the classification of award.

### Module withdrawal and deregistration

- 2.86. Withdrawal of registration or deregistration from one or more modules shall not necessarily lead to the termination of registration and enrolment with QMUL.
- 2.87. Where the module is not replaced by transfer to a suitable alternative, the module shall count towards the requirements for award; a mark shall be awarded, and included in the calculation of the College Mark where applicable. The mark awarded shall be that achieved by the student up to the point of deregistration or withdrawal (weighted as applicable), or else 0DR.
- 2.88. Heads of Schools and Institutes (or nominees) shall deregister a student from a module when one or more of attendance, participation, and submission of assessment fail to meet the School or Institute's published requirements.
- 2.89. Heads of Schools and Institutes (or nominees) must, in accordance with QMUL policy, give a student a formal, written warning and a specified period in which they must improve their attendance, participation, or submission of assessment before deregistration from a module occurs. Warnings shall also caution of the possibility of deregistration from the programme of study, where relevant.
- 2.90. Where a student is deregistered from modules to such an extent that they are unable to meet the award requirements, their registration and enrolment shall be terminated and they shall no longer be a student of QMUL.
- 2.91. A student may appeal against the decision to deregister them from a module, in accordance with the *College Appeal Regulations* (CAR).
- 2.92. A student shall not undertake further teaching and learning activities or further assessment for any module from which they have withdrawn or been deregistered.

### Deregistration from programmes of study

- 2.93. Heads of Schools and Institutes (or nominees) may deregister a student from a programme of study where one or more of attendance, participation, and submission of assessment fail to meet the School or Institute's published requirements for the programme. Deregistration from a programme of study shall result in the termination of the student's registration and enrolment, and they shall no longer be a student of QMUL.



- 2.94. Heads of Schools and Institutes (or nominees) must, in accordance with the stated procedure, give a student a formal, written warning, and a specified period in which to improve one or more of attendance, participation, and submission of assessment, before deregistering them from a programme of study.
- 2.95. A student may appeal against a decision to deregister them from a programme of study, in accordance with the *College Appeal Regulations* (CAR).

### Exchanges

- 2.96. For certain programmes and awards, a student may be permitted to spend up to one developmental year - excepting the first year and the final semester - at another institution of university status in the United Kingdom or abroad. This study shall replace study at QMUL, and shall be known as an exchange or study abroad period. Permission to undertake an exchange or study abroad period shall be granted in accordance with procedures approved by Senate, or its delegated authority.
- 2.97. Results achieved for modules taken during an exchange or study abroad period shall count towards the award of the University or QMUL for which a student is registered. In some cases, and as approved by Senate or its delegated authority, the results achieved may be subject to rescaling and weighting to bring them into line with equivalent marks and results awarded by QMUL; scaling and weighting methods shall be approved by Senate, or its delegated authority, and shall be subject to frequent periodic review.

### Regulations for Assessment Offences

- 2.98. In these regulations, the term 'Academic Registrar' shall include any member of the Academic Registry and Council Secretariat nominated by the Academic Registrar, either through delegated authority, or for individual cases.
- 2.99. In these regulations, the term 'Heads of Schools' shall include the Vice-Principal (Health). A Head of School may delegate authority to act on assessment offences to a named member of academic staff within the school.
- 2.100. In these regulations, the term 'invigilator' shall include any member of staff supervising in-class tests. In-class tests shall not be covered by the section of the regulations relating to 'Invigilated examinations' except where the assessment represents 31 per cent or more towards the overall mark for any module.
- 2.101. In these regulations, the term 'Chair of the Assessment Offences Panel' shall include the Deputy Chair of the Assessment Offences Panel.
- 2.102. There shall be no statute of limitations on applying the *Regulations on Assessment Offences*. The *Regulations on Assessment Offences* shall be applied retrospectively if a graduate of QM is alleged to have committed an assessment offence whilst a student of QMUL. Under certain circumstances this may result in the reclassification or revocation of an award.
- 2.103. The Academic Registrar shall present an annual report to Senate on all assessment offences, however resolved.

### Definitions

- 2.104. Allegations of any of the following shall be dealt with according to the *Regulations for Assessment Offences*:
- breach of any section of the Academic Regulations relating to the conduct of assessment;
  - offences relating to an invigilated examination:
    - unauthorised access to an examination paper before an examination;
    - forgery of an examination timetable produced by QMUL;
    - removal of an examination paper, answer script or other examination stationery from an examination venue;
    - causing a disturbance during an examination, either physically, verbally, or through an electronic device;
    - refusal to cooperate with an invigilator, or to follow an invigilator's instructions;
    - possession of unauthorised materials whilst under examination conditions, or leaving unauthorised material in an examination venue (including cloakrooms and toilets);
    - access, possession or use of unauthorised material on a computer, mobile telephone, or other electronic device during an examination;
    - communicating with another candidate while under examination conditions;
    - copying, or attempting to copy, the work of another candidate;
    - having writing on the body in an examination venue;
  - plagiarism;
  - the fraudulent reporting of source material;
  - the fraudulent reporting of experimental results, research, or other investigative work;
  - collusion in the preparation or production of submitted work, unless such joint or group work is explicitly permitted;
  - use, or attempted use, of ghost writing services for any part of assessment;
  - submission of work, or sections of work, for assessment in more than one module or assignment (including work previously submitted for assessment at another institution);
  - impersonation of another student in an examination or assessment, or the employment of an impersonator in an examination or assessment.
- 2.105. QMUL defines plagiarism as presenting someone else's work as one's own irrespective of intention. Close paraphrasing; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement; and repeating work that you have previously submitted – at QMUL or at another institution - without properly referencing yourself (known as 'self plagiarism') shall also constitute plagiarism.

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### Allegations of assessment offences in invigilated examinations (excluding in-class tests)

- 2.106. Invigilators who suspect a student of breaching the regulations shall immediately inform the Academic Registrar, who shall be responsible for investigating the allegation.
- 2.107. A student accused of committing an assessment offence in an invigilated examination shall be invited to attend an interview with the Academic Registrar, and shall be given copies of all evidence submitted in support of the allegation.

- 2.108. A student shall be considered to have admitted to an offence if they fail to attend this interview, or to contact the Academic Registrar to make alternative arrangements within five working days of notification of the allegation.
- 2.109. Where the Academic Registrar concludes that there is no case to answer, the Academic Registrar shall report this to the Chair of the appropriate examination board and notify the student that the matter is closed.
- 2.110. Where an investigation reveals evidence of a potential assessment offence, the Academic Registrar shall refer the matter to the Chair of the Assessment Offences Panel, and notify the student to this effect.

**Allegations of assessment offences in major elements of assessment, and second or subsequent offences**

- 2.111. This section relates to elements of assessment that contribute 31 per cent or more towards the overall mark for any module, and to allegations of second, or subsequent, assessment offences.
- 2.112. Where a member of staff suspects that an assessment offence has been committed, they shall immediately notify the Head of School responsible for the module or programme. Where the Head of School concludes that there is no case to answer, they shall notify the student that the matter is closed.
- 2.113. Where the Head of School determines that a student attempted to acknowledge their sources fully and/or comply with the regulations for assessment, but a minor oversight or error has given cause for concern, this shall be deemed an offence of a technical nature.
- 2.114. Where an investigation reveals an offence of a technical nature, the Head of School may decide that no further action shall be taken or that a corrected version of the assessment shall be submitted. Where the Head of School determines that there is evidence of an assessment offence, the Head of School shall notify the Academic Registrar, who shall be responsible for investigating the case.
- 2.115. As part of an investigation, a student may be tested on subject knowledge by a *viva voce* examination. In such cases, the viva shall be conducted by two members of academic staff who shall submit a report on the viva to the Assessment Offences panel for consideration.
- 2.116. A student accused of committing an assessment offence in a major element of assessment, or of a second or subsequent offence, shall be invited to attend an interview with the Academic Registrar and shall be given copies of all evidence submitted in support of the allegation.
- 2.117. A student shall be considered to have admitted to an offence if they fail to attend this interview, or to contact the Academic Registrar to make alternate arrangements within five working days of notification of the allegation.
- 2.118. On completion of the investigation, the Academic Registrar shall refer the matter to the Chair of the Assessment Offences Panel and notify the student as to the outcome of the case.

**Allegations of assessment offences in other elements of assessment**

- 2.119. This section relates to elements of assessment that contribute 30 per cent or less towards the overall mark for any module.

- 2.120. Where a member of staff suspects that an assessment offence has been committed, they shall immediately notify the Head of the School responsible for the module or programme.
- 2.121. Where the Head of School concludes that there is no case to answer, they shall notify the student that the matter is closed.
- 2.122. Where the Head of School determines that a student attempted to acknowledge their sources fully and/or comply with the regulations for assessment, but a minor oversight or error has given cause for concern, this shall be deemed an offence of a technical nature.
- 2.123. Where an investigation reveals an offence of a technical nature, the Head of School may decide that no further action shall be taken, or that corrected versions of the assessment shall be submitted.
- 2.124. Where an investigation reveals evidence of an assessment offence, the Head of School may either deal with the offence, or report it to the Academic Registrar for referral to the Chair of the Assessment Offences Panel. Where a student has previously been found guilty of an assessment offence, the case must always be reported to the Academic Registrar for referral to the Chair of the Assessment Offences Panel.
- 2.125. Where a Head of School elects to deal with an offence, they shall give the student an opportunity to explain the circumstances and present any circumstances in mitigation. Where the Head of School is then satisfied that an offence has been committed, they shall impose one or more of the following penalties:
- i. a formal reprimand;
  - ii. a requirement for the student to resubmit the relevant element of assessment by a specified deadline, with the maximum mark limited to the minimum pass mark;
  - iii. failure with a mark of 0 for the relevant element of assessment, with no right to resubmit.
- 2.126. Where the penalty involves resubmission of an element of assessment, this shall take place during the current academic year. Where a student does not resubmit, a mark of 0 shall be given for the element of assessment.
- 2.127. All offences must be reported to the Academic Registrar.

**Assessment Offences Panel**

- 2.128. There shall be an Assessment Offences Panel with responsibility for determining whether assessment offences have been committed and determining penalties.
- 2.129. The Chair of the Panel shall have authority to act on behalf of the Panel in cases where a student admits or does not deny an offence.
- 2.130. The Chair of the Assessment Offences Panel may, at any point, decide to call a full meeting of the Panel.

- 2.131. The Assessment Offences Panel shall comprise:
- a Chair, appointed by Senate from among the academic staff to hold office for a term of three years. If for any reason the Chair or Deputy Chair is unable to act, the Principal shall appoint an Acting Chair;
  - a member of the academic staff of a cognate department to that of the student (normally in the same faculty), drawn from the membership of Senate;
  - a member of the academic staff, drawn from the membership of Senate;
  - one student member, normally the President of the Students' Union (or nominee).
- 2.132. The quorum of the Panel shall be 75 per cent (three members).
- 2.133. The Assessment Offences Panel shall follow the procedures approved by Senate.
- 2.134. The student may be assisted or represented by any one person. Both the student and the Academic Registrar may submit written evidence and call witnesses. If the Panel determines that an assessment offence has been committed, the student shall have the right to address the Panel in mitigation.
- 2.135. The Academic Registrar shall nominate a member of staff as Secretary to the Panel. The Secretary is responsible for advising the Panel on the Regulations.
- 2.136. In the event of the Panel being divided over a decision to be taken, the Chair shall have a second and casting vote to determine the decision.

#### Penalties

- 2.137. If it is determined that an offence has been committed, the Chair or the Panel shall impose one or more of the following penalties:
- a formal reprimand;
  - failure (a mark of 0) in the element of assessment in which the offence occurred, with the maximum mark of the resubmission limited to the minimum pass mark;
  - failure (a mark of 0X) in the module of which the assessment forms a part, with the maximum mark on any resit or retake limited to the minimum pass mark;
  - failure (a mark of 0X) in the module which the assessment forms a part, with no permission to resit or retake the module;
  - failure (with marks of 0X) of the whole diet of modules taken during the academic year in which the offence occurred, but with no limit on the mark that may be awarded on a resit, irrespective of the regulations for that programme of study;
  - failure (with marks of 0X) of the whole diet of modules taken during the academic year in which the offence occurred, with the maximum mark on any resits or retakes limited to the minimum pass mark;
- 2.138. The following penalties may only be applied following a full hearing of the Assessment Offences Panel:
- recommendation to the Principal that the student be suspended from the programme for a period of up to one academic year with all modules taken during the academic year in which the offence occurred recorded with a module result of 0X;
  - recommendation to the Principal that the student be expelled from QMUL with all modules taken during the academic year in which the offence occurred recorded with a module result of 0X.

- 2.139. Where a penalty involves failure in a module but the student is not prohibited from resitting or retaking the module, any reattempt shall be in the subsequent academic year.
- 2.140. Where a penalty involves the reworking or resubmission of an element of assessment, this shall take place during the current academic year. If the student does not resubmit, a mark of 0 shall be given for the element of assessment.

#### Appeal Regulations

- 2.141. The *Appeal Regulations* provide a single process for students who wish to appeal against outcomes arising from the following procedures:
- decisions of examination boards or research degree examination panels on assessment, progression or award (academic appeals);
  - Regulations for Assessment Offences*;
  - decisions to terminate the registration of a student (including research students);
  - Professional Capability and Fitness to Practise Procedure*, as detailed in the *Code of Student Discipline*;
  - Student Disciplinary Procedure*, as detailed in the *Code of Student Discipline*;
  - disciplinary actions taken under the Library Regulations;
  - disciplinary actions taken under the Residences Regulations;
  - decisions on student bursaries, scholarships and grants administered by QMUL.
- 2.142. Chairs and Deputy Chairs of Appeal Panels shall be appointed by Senate, normally for a term of three years. Deputy Appeal Chairs shall have the authority to act in situations where the Chair is absent, has a conflict of interest, or requests that the Deputy Chair acts.
- 2.143. Senate shall appoint Chairs and Deputy Chairs to the following categories:
- Queen Mary Appeals Panel, including:
    - academic appeals;
    - decisions to terminate the registration of a student (including research students);
    - decisions on student bursaries, scholarships and grants administered by Queen Mary;
    - decisions arising from the application of regulations other than those detailed above.
  - Assessment Offences;
  - Professional Capability and Fitness to Practise, for students registered for primary qualifying medical and dental qualifications and Foundation Year One doctors;
  - Student Disciplinary Committee.

#### Definitions

- 2.144. In the *Appeal Regulations*:
- Outcome of a procedure* refers to a decision, result or other outcome from the relevant procedures and regulations;
  - Academic appeal* refers to a request for the review of an examination board decision or research degree examination panel on assessment, progression or award;
  - Completion of Procedures letter* refers to the letter provided at the end of QMUL's internal procedures. The Completion of Procedures letter provides details of the appeal, a summary of the evidence submitted and considered, the decision of QMUL to uphold or reject the appeal, and the reason for the decision.
  - Where the *Academic Registrar* is referred to, this includes the Academic Registrar or their nominee.

### Authority and delegations

- 2.145. Senate shall be responsible for the approval of the *Appeal Regulations*.
- 2.146. The Principal shall assume overall responsibility and authority for the operation of QMUL's regulations. The Principal shall normally delegate authority for the operation of the *Appeal Regulations* to the Academic Registrar. The Principal may authorise substitutes to act where any person referred to in these regulations is unable to do so.
- 2.147. The Academic Registrar may delegate authority to a senior member of administrative staff.

### Grounds for appeal

- 2.148. A student may appeal on one or more of the following grounds:
- procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with QMUL's procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.
  - that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account.
- 2.149. 'Good reason' requires a student to demonstrate that circumstances beyond their control prevented the disclosure of the relevant facts at the appropriate time. Personal embarrassment or unwillingness to disclose personal circumstances shall not count as 'good reason' for the purposes of these regulations.
- 2.150. In all cases, the original outcome is final and not varied until and unless a successful appeal results in an alternative decision. For example, where a student is excluded due to academic failure, the student shall not be reinstated until the appeals process is complete and the outcome of the appeal results in an amendment to the original decision. Similarly, a student issued with notice to quit their room in halls of residence must leave QMUL accommodation on the prescribed date; extensions to the notice period shall not be granted, and the student shall be re-housed only in the event that the notice to quit is revoked as a result of the appeal process.

### Submitting an appeal

- 2.151. A student must submit an appeal to the Academic Registrar in writing by completing the appeal form. In the appeal form, the student must detail the decision being appealed against, present the grounds on which the appeal is made, outline the supporting evidence to be submitted and state whether an interview with the Academic Registrar is requested.
- 2.152. An appeal must be received within 14 days of the formal notification of the decision being appealed against. This shall normally be the date given on the decision letter, or else the official publication of results date. The Academic Registrar may exercise discretion to consider and allow a late request where a student demonstrates good reason for delay.
- 2.153. Supporting evidence must be submitted by the student together with the appeal request or within seven calendar days of submission of the appeal, and must provide evidence of the points covered in the written request for appeal (for example, medical certification). The Academic Registrar may exercise discretion to allow late submission of evidence where a student demonstrates good reason for delay.

### Actions on receipt of a request for appeal

- 2.154. On receipt of an appeal request, the Academic Registrar shall first determine if the appeal was submitted in time, as specified above.
- 2.155. If an appeal is determined to be out of time then a Completion of Procedures letter shall be issued to reflect this decision. Where an appeal is deemed to be out of time, the substance of an appeal shall not be considered.
- 2.156. Where an appeal is deemed to be submitted in time, the Academic Registrar shall be responsible for investigating the substance of the appeal. These enquiries may involve consulting documentation from the process leading to the original decision, discussions with those responsible for the original decision, interviewing the student, and other relevant enquiries.
- 2.157. The Academic Registrar and the Chair of the relevant Appeal Panel shall consider the appeal to determine whether it should be upheld or rejected based on the grounds for appeal specified above.
- 2.158. Where the Academic Registrar and appropriate Chair cannot agree upon a course of action, or the case is deemed to be more complex, cases shall be referred to the Appeal Panel for consideration.
- 2.159. The Academic Registrar and the Chair shall consider all appeals on their merit; however, the following shall not be deemed legitimate grounds for appeal. Any appeal founded exclusively on one or more of these grounds shall be rejected automatically:
- appeals against the academic judgement of internal or external examiners;
  - appeals based upon the informal assessment of a student's work by members of academic staff;
  - retrospective reporting of extenuating circumstances that might reasonably have been made known at the proper time;
  - marginal failure to attain a higher classification of award;
  - in the case of disciplinary matters, the provision of an apology by a student for their actions shall not be deemed reason for an appeal to be heard;
  - lack of awareness by a student of the relevant procedure or regulations;
  - vexatious or frivolous appeals.

### Notification of outcome of an appeal

- 2.160. A student shall normally be notified of the outcome of their appeal within two calendar months of the date of submission of their appeal. Where a case is likely to take longer than two months, students shall be notified to this effect. The outcome of an appeal shall be contained in the Completion of Procedures letter.

### Actions where an appeal is upheld

- 2.161. Where an appeal is upheld, and the grounds of appeal are of either an administrative or regulatory nature, the Academic Registrar and appropriate Chair may take action to remedy the situation without referral to the original decision making body.
- 2.162. Where an appeal is upheld and there is substantive evidence that extenuating circumstances were either not considered appropriately, or for good reason could not have been made known at the time of the original decision, the Academic Registrar and appropriate Chair shall refer the case back to the body that made the original decision for reconsideration.

- 2.163. For appeals where the decision is referred back to the examination board, the Chair of the examination board shall consult with the relevant internal examiner and the Academic Registrar. Chair's action may be employed where decisions are beneficial to students (that is, less severe than the original decisions). Otherwise, the examination board shall be reconvened to consider the case.

#### Actions where an appeal is not upheld

- 2.164. If the Chair and Academic Registrar are in agreement that there are no grounds for appeal then the appeal shall not be upheld and a Completion of Procedures letter shall be issued. A student whose appeal is not upheld may submit an application to the OIA (see below).

#### Appeal Panel composition

- 2.165. The membership of the Appeal Panel shall be as follows:
- a Chair, appointed by Senate for the relevant category of appeal. If for any reason the Chair or Deputy Chair is unable to act, the Principal shall appoint an Acting Chair;
  - a member of academic staff of a cognate department to that of the student (normally in the same faculty), drawn from the membership of Senate;
  - a member of the academic staff, drawn from the membership of Senate;
  - one student member, normally the President of the Students' Union.
- 2.166. There shall be a Secretary to the Panel, who shall be present throughout the hearing including the deliberations of the Panel. The Secretary may provide advice to the Panel with regard to the *Academic Regulations*, but the Secretary shall not be involved in the decision making process.
- 2.167. For appeals against a decision of the Professional Capability and Fitness to Practise Committee, for students undertaking primary medical or dental qualifications including Foundation Year 1, an additional member shall be appointed. This member shall either be drawn from the Postgraduate Deanery, or else be a senior member of staff from another medical or dental school. The additional member shall be a registered practitioner of the profession in question.
- 2.168. Members of the Appeal Panel shall not have been involved in making the decision being appealed against.
- 2.169. Excepting appeals against decisions of the Professional Capability and Fitness to Practise Committee, and excepting all Chairs, Appeal Panels shall be individually constituted for each case or group of cases by Chairs, on the advice of the Academic Registrar, drawing upon the categories of membership identified above.

#### Appeal Panel terms of reference

- 2.170. The terms of reference of Appeal Panels are:
- to hear the student's submission;
  - to hear QMUL's submission;
  - to consider and determine whether or not the appeal is upheld or not upheld, based on the permitted grounds of appeal specified above;
  - to agree:
    - to uphold the original decision; *or*,
    - to refer the original decision back to the relevant body for reconsideration; *or*,
    - to uphold the appeal and agree an appropriate course of action for the case. Where a range of penalties were available to the original decision making body, Appeal Panels may impose more severe penalties than those that were originally imposed.

#### Appeal Panel procedure

- 2.171. The student shall receive at least ten calendar days' notice, in writing, of the date, time and location of the Appeal Panel hearing.
- 2.172. The Appeal Panel shall receive the original documentation considered by the decision making committee, and any relevant additional documentation relating to the appeal; this shall include the written appeal request and any response to the request from QMUL.
- 2.173. The student shall receive the same set of documentation as the Appeal Panel.
- 2.174. All papers and proceedings shall be confidential.
- 2.175. The student may be accompanied, or represented, by any one person of their choosing.
- 2.176. A QMUL representative shall put QMUL's case to the Panel, and shall be present throughout the hearing but not during the Panel's deliberations.
- 2.177. Witnesses may be called to the Appeal Panel where permitted by the Chair.
- 2.178. The Appeal Panel meeting shall normally follow the following format:
- the members of the panel shall be introduced to those present;
  - the student (or representative) shall be asked to address the Appeal Panel as to the substance of their appeal. The student and the QMUL representative may remain present throughout. The Appeal Panel members shall ask the student questions relevant to the case;
  - the QMUL representative shall put forward QMUL's case. The Appeal Panel shall ask the QMUL representative questions relevant to the case;
  - the Appeal Panel shall meet alone with the Secretary to consider its decision.
- 2.179. The Appeal Panel shall inform the student of its decision and the reasons for it within three working days of the meeting. The decision shall be confirmed in writing within seven days of the meeting, in a Completion of Procedures letter.

#### Review by the Office of the Independent Adjudicator for Higher Education

- 2.180. A student not satisfied with the outcome provided by QMUL following receipt of their Completion of Procedures letter may submit a complaint to the Office of the Independent Adjudicator (OIA).
- 2.181. Information on submitting a complaint to the OIA shall be contained in the Completion of Procedures letter. Information on how to submit a complaint to the OIA can also be found on their website: [www.oiahe.org.uk](http://www.oiahe.org.uk).
- 2.182. The OIA will consider whether QMUL followed its policy correctly, and whether the outcome is reasonable in the light of the facts of the case. Please note that the OIA will not normally consider a submission until a student has completed QM's internal procedures.

## Academic Regulations 2014-15

### 3: Regulations for the Conduct of Assessment

#### Scope

- 3.1. These regulations shall apply to all students enrolled and registered for undergraduate or postgraduate programmes of study of QMUL; they shall not apply to research programmes. These regulations shall also apply to students registered as associated students of QM; Ordinance C1 designates these individuals as students of QMUL.

#### Applicability

- 3.2. These regulations shall take effect from 1 August 2014, and shall supersede all previous regulations and policies for the areas detailed herein, except where it is specifically stated that the regulations in force at the time of a student's enrolment apply.

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#### General

- 3.3. The structure, learning aims and outcomes, and type and format of assessment and reassessment (including relevant weightings) for each module shall be set out in the approved module specification and regulations approved by Senate, or its delegated authority.
- 3.4. Students shall be informed of the arrangements for teaching and learning, the module syllabus, and the assessment and reassessment requirements at the start of the academic year and in accordance with the approved module specification and regulations.
- 3.5. Where modules are no longer taught, assessment shall normally be offered for only one year after the discontinuation date. Subject Examination Boards may impose alternative forms of assessment beyond that point.
- 3.6. All material submitted for assessment, including formative assessment, shall be the student's own work (except where group work specifically forms part of the assignment). All quotations from the published or unpublished work of other persons must be properly attributed, both at the appropriate point in the text and in the bibliography.
- 3.7. Where an examiner or invigilator suspects a student of committing an assessment offence, the allegation shall be investigated in accordance with the *Regulations for Assessment Offences* (see Section 2 of the *Academic Regulations*).

#### Invigilated examinations

##### Setting examination papers

- 3.8. Senate, or its delegated authority, shall approve minimum prescribed standards for the production and security of examination papers. Examination question papers, including front pages, shall be produced to meet these standards.

- 3.9. Head of Schools and Institutes shall be responsible for ensuring that appropriate mechanisms are in place for the production of examination papers. Procedures for the setting, scrutiny, and security of examination papers shall be the responsibility of the relevant Subject Examination Board Chair. Internal examiners and module organisers shall be responsible for the production of the specific examination papers for their modules.
- 3.10. All examination papers shall be approved by the appropriate internal and external examiners, and by the SEB Chair (or nominee).
- 3.11. The Chair of the appropriate SEB and the individual internal examiner for each examination shall be responsible for ensuring the security of examination papers. Students must not gain access to any examination paper before it is sat. Breaches of this regulation shall be deemed assessment offences, and dealt with under the *Regulations for Assessment Offences*.

##### Examination timetable

- 3.12. QMUL shall make individual examination timetables available for students, detailing the dates, times, and venues of all invigilated examinations for their registered modules. QMUL shall publish the full examination timetable at least three weeks before the first examination occurs; any necessary amendments may be made to the published timetable, and shall be published alongside.
- 3.13. Students shall be responsible for: informing themselves of the dates, times, and venues of their examinations; checking the details of their personal timetables and making enquiries on possible errors or omissions; and checking for amendments to the full examination timetable.
- 3.14. Forgery of an examination timetable produced by QMUL is an assessment offence and shall be dealt with under the *Regulations for Assessment Offences*.
- 3.15. Where an examination clash occurs and cannot be resolved, the affected student shall sit both examinations on the same day; the student shall be quarantined during the interim period.

##### Invigilation and the presence of internal examiners

- 3.16. One senior invigilator shall be assigned to each examination venue, plus one additional invigilator for every 50 additional students. Students must be under continuous supervision for the duration of each examination.
- 3.17. An internal examiner familiar with the examination subject must normally be present for the first 30 minutes of each invigilated examination to provide any clarifications needed through the senior invigilator. Where no internal examiner is present (including after the first 30 minutes), students must log queries on Student Report Forms, which shall be attached to their answer scripts. Senior invigilators shall also note any queries in their reports.
- 3.18. The clarification of examination questions shall be limited to the correction of misprints or typographical errors, and shall be announced to all students. Under no circumstances shall examiners or invigilators seek to elucidate questions.

- 3.19. All incidents or abnormalities that occur during an examination shall be noted by the senior invigilator, using the appropriate *pro forma*.

#### Special arrangements

- 3.20. A student may apply to sit their examinations under special arrangements, before the published deadline and in accordance with the stated procedure. All such applications shall be considered by the Disability and Dyslexia Service, which shall agree the arrangements and notify the student, academic school or institute, and Academic Registry. Only students whose applications have been approved by the Disability and Dyslexia Service shall be permitted to sit examinations under special arrangements.

#### Arrival and departure

- 3.21. Students shall arrive in good time to be able to consult the seating lists displayed outside examination venues. Students shall normally be admitted to venues five minutes before the scheduled start time, so that they can find their desks. Students must only sit at their allocated desks.
- 3.22. Examinations shall begin at the prescribed times. Where this is not possible, the senior invigilator shall record this in their report. Once examinations commence, students shall be under examination conditions until an invigilator terminates the examination or until students complete their attempts and leave the venue.
- 3.23. Students shall be permitted admittance to the examination venue up to 30 minutes after the start of the examination. After this period, a student may only be admitted if no other student for the same examination has left the venue. No additional time shall be given to latecomers.
- 3.24. Students shall not be permitted to leave an examination venue unaccompanied within the first 30 or final 15 minutes of an examination. In exceptional circumstances, an invigilator may permit a student to leave a venue within these periods on the grounds of illness or similar unexpected cause, where they are accompanied by an invigilator. Senior invigilators shall record such cases in their reports.

#### Equipment and personal items

- 3.25. Excepting writing materials, students shall only bring to their examination desks the equipment authorised in the rubric of the question paper. Bags, coats, jackets and non-religious or medical headwear shall be left in a space within the venue designated by the senior invigilator. Wallets, purses, mobile telephones, [electronic watches](#) and other electronic devices may be placed beneath students' desks for the duration of an examination, but may *not* be kept in pockets *or worn*. Possession of such items shall be investigated under the *Regulations for Assessment Offences*.
- 3.26. Mobile telephones and other electronic devices, regardless of location, must be switched off and deactivated for the duration of an examination so that they cannot be used or cause disturbances. Devices causing disturbances shall be confiscated by senior invigilators, who shall record the incidents in their reports. Owners shall be informed that such incidents shall be investigated under the *Regulations for Assessment Offences*.

- 3.27. QMUL shall accept no responsibility for the loss or theft of a student's personal belongings during an examination; students are therefore advised not to bring unnecessary valuable items to examinations.
- 3.28. Students must wear clothing that shows the full head and face, for the purposes of identity checks. There must be no head or face coverings unless these are worn for religious or medical reasons. Where head or face coverings are religious or medical, students still must prove their identity by checking against the student identity card upon request, in an appropriate manner.
- 3.29. Students shall bring with them all writing and drawing materials necessary for an examination. These must be kept loose on desks, or be contained in clear plastic bags or clear pencil cases.
- 3.30. Students may not bring food or drink other than bottled still water into an examination venue, except for medical reasons.
- 3.31. Any items brought into an examination venue may be inspected by an invigilator in the presence of the student. A student may be required to empty their pockets upon the request of an invigilator. Refusal to cooperate shall be recorded by invigilators and treated as an assessment offence.

#### Start of an examination

- 3.32. At the start of an examination the senior invigilator shall make the required announcements to students, as published by QMUL.

#### Identification of students

- 3.33. Each student must place their QMUL Student Identity Card face-up on their desk in each examination, as instructed by the senior invigilator, so that identity checks can be conducted and attendance lists checked. Invigilators may check the identity of any student by comparing the photograph on the Student Identity Card with the student's face.
- 3.34. A student unwilling to prove their identity may be prevented from continuing with the examination.
- 3.35. A student not in possession of a QMUL Student Identity Card shall not be permitted to sit an invigilated examination, unless they are issued with a temporary examination permit by Academic Registry on production of alternative photographic identification.
- 3.36. Students are only required to give their Student Identity Numbers, names, and signatures in the appropriate places on answer scripts, and in accordance with the given instructions. Any exceptions shall be clearly stated on answer scripts and shall be announced by senior invigilators at the start of examinations, and repeated when necessary.
- 3.37. During the marking process, only Student Identity Numbers shall be visible to internal examiners.

### During the examination

- 3.38. A student may not have in their possession - or make use of - any materials not specifically mentioned in the rubric of the examination paper. A student in possession of, or using, unauthorised materials at any time whilst under examination conditions (even if not physically in the examination venue) shall be considered under the *Regulations for Assessment Offences*.
- 3.39. Mathematical tables shall be provided where appropriate. The use of electronic calculators may be permitted in certain examinations, and students shall be informed in advance where this applies, as well as on the question paper rubric. Students must comply with any requirements regarding types of calculators that may be used. Examination paper rubrics may specify permitted models; where no specific guidance is given, calculators must be of the hand-held type, quiet in operation and compact, and have their own power supplies. Students shall be responsible for ensuring that machines are in working order, and for providing in advance for alternative means of calculating in the event of calculators failing during examinations. Where students use electronic calculators in examinations, they must state the name and type of machine clearly on their answer scripts. The use or possession of prepared programs and stored information shall not be permitted in examinations, and shall constitute an assessment offence. Any calculator used by or in the possession of a student during an examination must not form part of a communications or electronic entertainment device (e.g., a mobile telephone or MP3 player).
- 3.40. Students must complete all work, including rough work, on the stationery provided. Work that is not intended to be assessed shall be clearly crossed through. Correction fluid shall not be used.
- 3.41. Unless directed by the rubric, students shall not write their answers upon question papers.
- 3.42. Students must write legibly. Illegible handwriting shall not normally be transcribed, nor shall students be permitted to dictate the contents. Any part of a script deemed illegible by an examiner shall normally be awarded no marks.
- 3.43. All answers must be written in English, except where question papers specify otherwise. The use of English-foreign language dictionaries is prohibited, except where specifically authorised in the question paper rubric.
- 3.44. Students must not communicate, or attempt to communicate, with any persons other than invigilators or members of staff invited to do so by invigilators. A student wishing to attract the attention of invigilators must do so without causing a disturbance.
- 3.45. A student who causes an unnecessary disturbance in an examination venue may be required to leave. Such incidents shall be recorded by senior invigilators in their reports, and treated as assessment offences.
- 3.46. Students may not leave their seats without the permission of invigilators. A student who completes their attempt before the end of an examination may leave the venue quietly once their answer script has been collected, but not during the first 30 or final 15 minutes of an examination.
- 3.47. A student who wishes to leave an examination venue temporarily may do so with the permission of invigilators, provided they are accompanied.
- 3.48. A student may not remove any examination stationery (used or unused) or question paper from an examination venue.

### Emergency evacuation

- 3.49. In the event of the emergency evacuation of an examination venue, students shall remain under examination conditions at all times, to enable the examinations to recommence. Students shall leave their question papers, answer scripts, and any personal items in the examination venue. The examination venue shall be locked by the senior invigilator, and students shall be supervised and escorted by invigilators to the nearest assembly point.
- 3.50. Where disruption lasts for more than 15 minutes, or where 25 per cent or less of the examination duration remains, examinations shall be terminated early. Once deemed safe to do so, invigilators shall collect question papers and answer scripts before permitting students to return to the venue and collect personal belongings. For interruptions of less than 15 minutes, examinations may be resumed. Decisions to resume or end examinations shall be taken by the Chief Invigilator. Decisions to reschedule terminated examinations shall be taken by the Chief Invigilator in consultation with the Academic Registrar.

### End of the examination

- 3.51. At the end of an examination students must stop writing promptly when directed, and remain quietly in their seats until all answer scripts and question papers are collected and permission to leave is given.
- 3.52. Students shall be responsible for ensuring:
- that all answer scripts are clearly labelled with their Student Identity Number or name (as directed), and firmly tied together;
  - that all answers are clearly labelled with the number of the question;
  - that the required information on the front covers of answer scripts is given in full;
  - that all completed answer scripts are handed to the invigilator: any script or part thereof that is not handed in by the end of the examination shall not normally be marked.

### Suspected assessment offences in examinations

- 3.53. Where invigilators suspect a student of committing an assessment offence, they shall inform the student, endorse the student's answer script with their initials, provide a brief note of the circumstances, and impound any prohibited materials. The student shall be permitted to continue with the examination, using a new answer script if necessary. Invigilators shall prepare written reports of such incidents as soon as possible after the end of the examination. Allegations shall be investigated in accordance with the *Regulations for Assessment Offences*.

### Illness and extenuating circumstances for invigilated examinations

- 3.54. A student who is unwell shall not sit an examination. Instead, the student shall submit an extenuating circumstances claim using the appropriate *pro forma* and documentary evidence (such as medical certification). It shall be the responsibility of the student to submit any extenuating circumstances claim at least three working days before the meeting of the appropriate examination board's extenuating circumstances sub-board.
- 3.55. In attending an examination, students declare themselves 'fit to sit'. Any subsequent claim for extenuating circumstances shall not normally be considered.



- 3.56. Where a student is taken ill during an examination, the senior invigilator shall record this in their report. In such cases, the student must submit an extenuating circumstances claim with supporting documentary evidence in the normal manner if they wish the circumstances to be considered. Such claims shall only be accepted if the student was fit to sit on entering the examination venue, but – for unforeseen reasons - became ill during the examination. Where a student leaves the venue in these circumstances, any work completed up to the point of departure shall become null and void, irrespective of whether the extenuating circumstances claim is subsequently upheld; the student shall be treated as if they had never attended the examination.

#### Invigilated examinations using virtual learning environments (VLE)

- 3.57. All computers used for invigilated examinations must be in 'kiosk mode', so that students cannot access the Internet, or resources on the machine other than the examination itself and any relevant permitted materials. Accessing or using prohibited sources of information shall be considered an assessment offence, and shall be dealt with under the *Regulations for Assessment Offences*.
- 3.58. Internal examiners must provide any necessary instructions for invigilated examinations using a virtual learning environment.
- 3.59. Internal examiners must provide paper copies of question papers, both for students unable to sit examinations at computers, and so that in the event of computer failure examinations may continue using paper.

#### Other assessments

##### Coursework

- 3.60. The design and setting of coursework assessment shall be the responsibility of the relevant internal examiners and module organisers, in accordance with the approved module specifications and regulations. Where required, coursework shall also be subject to the approval of the relevant Subject Examination Board and external examiner. A definition of 'coursework' is given in the *Definitions* of the *Academic Regulations*.
- 3.61. Students shall be informed of the arrangements, dates, and deadlines for coursework assessment at the start of each semester.
- 3.62. Students must adhere to all published dates and deadlines for coursework assessment.
- 3.63. The School or Institute responsible for a module shall inform students of any penalties applied to the late submission of coursework and to assignments that go over a specified word limit.
- 3.64. 'Coursework' shall include both assessments that must be submitted by set deadlines (essays, reports, etc), and assessments taken on specific dates (tests, orals excluding language orals, etc). The term 'non-completion' therefore refers both to non-submission and non-attendance.
- 3.65. A student unable to complete coursework by, or on, the specified date due to medical or other reasons beyond their control, shall submit a claim for extenuating circumstances supported by appropriate documentary evidence.

#### Practical assessment

- 3.66. The design and setting of practical assessment shall be the responsibility of the relevant internal examiners and module organisers, in accordance with the approved module specifications and regulations. Where required, practical assessment shall also be subject to the approval of the relevant Subject Examination Board and external examiner. A definition of 'practical assessment' is given in the *Definitions* of the *Academic Regulations*; this includes oral assessments in languages.
- 3.67. Students shall be informed of the arrangements and rules under which practical assessments shall be conducted at least three weeks in advance.
- 3.68. Students must adhere to any published dates and deadlines for practical assessments.
- 3.69. A student unable to participate in any practical assessment on the specified date due to medical or other reasons beyond their control shall submit a claim for extenuating circumstances, supported by appropriate documentary evidence.

#### Oral examinations

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- 3.70. Oral examinations shall normally only be used where they form part of the formal, approved assessment for modules. They must be conducted by at least two examiners. Students may only bring authorised materials to oral examinations. The possession or use of unauthorised material shall constitute an assessment offence.
- 3.71. In exceptional situations where oral examinations do not form part of the formal assessment for a module, the examination may be conducted by a single examiner.
- 3.72. Oral examinations for research students shall be covered by separate regulations. These may be found in Section 8 of the *Academic Regulations*.

#### Dissertations and projects

- 3.73. The design and setting of dissertation and project assessment shall be the responsibility of the relevant internal examiners and module organisers in accordance with the approved module specifications and regulations. Where required, dissertation and project assessment shall also be subject to approval of the relevant Subject Examination Board and external examiner. Definitions of 'dissertations and projects' are given in the *Definitions* of the *Academic Regulations*.
- 3.74. Students shall be informed of the arrangements, dates, and deadlines for dissertation and project assessment at the start of each academic year.
- 3.75. Students must adhere to any published deadlines for dissertation and project submissions.
- 3.76. A student unable to submit a dissertation or project on the specified date due to medical or other reasons beyond their control shall submit a claim for extenuating circumstances, supported by appropriate documentary evidence.

### Professional capability

- 3.77. The design and setting of professional capability assessment shall be the responsibility of the relevant internal examiners and module organisers in accordance with the approved module specifications and regulations. Where required, assessment shall also be subject to approval from the relevant Subject Examination Board, external examiners, and professional body. A definition of 'professional capability' is given in the *Definitions* of the *Academic Regulations*.
- 3.78. Students must adhere to any published deadlines or dates for assessments to measure professional capabilities.
- 3.79. A student unable to submit or sit assessments designed to measure professional capabilities due to medical or other reasons beyond their control shall submit a claim for extenuating circumstances, supported by appropriate documentary evidence.

### Extenuating circumstances

- 3.80. Extenuating circumstances are circumstances that are outside a student's control which may have a negative impact on a student's ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student's achievement.
- 3.81. Students shall be responsible for submitting assessments on time, presenting themselves for examinations at the appropriate times and venues, and submitting information on extenuating circumstances. Events such as misreading timetables, forgetting to set alarm clocks, computer failure, employment commitments, or misjudging the time needed to revise shall not be considered extenuating circumstances.
- 3.82. The occurrence of multiple examinations in close succession shall not be considered an extenuating circumstance; this situation is bound to occur with over 1,000 examinations timetabled over a six week period.
- 3.83. Students must present extenuating circumstances claims - in writing - as soon as possible after the assessment (if not known in advance), and in any case no less than three working days before the meeting of the appropriate examination board's Extenuating Circumstances Sub-board. Submissions by staff or other students cannot be accepted on behalf of a student.
- 3.84. Submissions must be supported by documentary evidence; where evidence is awaited, examination boards may defer decisions, and authorise their Chairs to act.
- 3.85. QMUL operates a 'fit to sit' policy. If an assessment of any type is attempted or submitted, that attempt will be marked and counted as the student is deemed to be fit to sit (or submit). Any subsequent claim for extenuating circumstances shall not normally be considered.
- 3.86. Where a student is taken ill during a timetabled assessment such as an examination or in-class test, the invigilator shall record this in their report. In such cases, the student must submit an extenuating circumstances claim with supporting documentary evidence in the normal manner if they wish the circumstances to be considered. Such claims shall only be accepted if the student was fit to sit on entering the examination venue, but – for unforeseen reasons - became ill during the

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- examination. Where a student leaves the venue in these circumstances, any work completed up to the point of departure shall become null and void, irrespective of whether the extenuating circumstances claim is subsequently upheld; the student shall be treated as if they had never attended the examination.
- 3.87. Where an undergraduate student cannot meet their progression requirements due to non-completion of assessment and there are valid, accepted extenuating circumstances, Subject Examination Boards may award first sits in the affected modules, which shall be taken during the late summer examination period. Non-completion of assessment refers both to absence from invigilated examinations, practical assessments, coursework assessments and assessments of professional capabilities, and to non-submission of coursework assessments, professional capability assessments, and dissertations and projects.
- 3.88. Where a student cannot meet their award requirements due to non-completion of assessment and there are valid, accepted extenuating circumstances, Subject Examination Boards may award first sits or recommend first takes in the affected modules to be taken during the following academic year.
- 3.89. Where a student meets the requirements for award but, due to valid, accepted extenuating circumstances, was unable to sit or submit some or all of the final year assessments, a Subject Examination Board may recommend to the Degree Examination Board that:
- the award shall be postponed, and first sits or first takes permitted at the next available opportunity; or,
  - where permitted by the award regulations, the award shall be agreed but the module marks from the affected modules shall be discounted from the calculation of the College Mark; the value of discounted modules must not exceed 30 credits. (SEBs should note that the College Mark displayed at the DEB will not include this discounting, as the decision to discount is only taken at the DEB (on the SEB's recommendation). SEBs are advised to calculate the revised College Mark and classification outside of the SIS and to bring that to the DEB; otherwise, the revised mark will be calculated after the DEB, and the award made by Chair's Action.)

## Academic Regulations 2014-15

### 4: Regulations for Undergraduate & Graduate Programmes

#### Scope

- 4.1. These regulations shall apply to all students enrolled and registered for undergraduate or graduate programmes of study of QMUL. These regulations shall also apply to students registered as associated students of QMUL; Ordinance C1 designates these individuals as students of QMUL. Undergraduate and graduate programmes shall lead to awards of QMUL or of the University of London.
- 4.2. The processes of enrolment and registration shall confirm a student's acceptance of QMUL's charter, ordinances, regulations, rules and other policies and codes of practice. This shall form the basis of the contract between QMUL and the student.
- 4.3. The awards covered by these regulations are as follows:

- [Certificate of Higher Education \(CertHE\)](#)
- [Diploma of Higher Education \(DipHE\)](#)
- [Graduate Certificate \(GradCert\)](#)
- [Graduate Diploma \(GradDip\)](#)
- [Foundation Degree in Arts \(FdA\)](#)
- [Foundation Degree in Science \(FdSc\)](#)
- [Bachelor of Arts \(BA\)](#)
- [Bachelor of Dental Surgery \(BDS\)](#)
- [Bachelor of Engineering \(BEng\)](#)
- [Bachelor of Laws \(LLB\)](#)
- [Bachelor of Medical Science \(BMedSci\)](#)
- [Bachelor of Medicine and Bachelor of Surgery \(MBBS\)](#)
- [Bachelor of Science \(BSc\)](#)
- [Bachelor of Science \(Economics\) \(BSc \(Econ\)\)](#)
- [Bachelor of Science \(Engineering\) \(BSc \(Eng\)\)](#)
- [Master of Engineering \(MEng\)](#)
- [Master in Science \(MSci\)](#)

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#### Applicability

- 4.4. These regulations shall apply to all students registering for the first year of an undergraduate or graduate programme from 1 August 2014, with the exception of the following:
- students admitted with advanced standing to a subsequent (for example, second) developmental year of a programme. The regulations for the cohort joined shall apply;
  - students transferred from other programmes within QMUL to a subsequent (for example, second) year of a different programme. The regulations for the cohort transferred to shall apply;
  - students changing programme duration (for example, from a four year programme to a three year programme). The regulations for the cohort joined shall apply;
  - where programmes have existing, approved special regulations;
  - where it is otherwise specified in these regulations.

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#### Academic credit

- 4.5. A module worth 15 academic credits represents one eighth of one developmental year for all undergraduate and graduate programmes excepting the Graduate Certificate, for which one 15 credit module represents one quarter of the programme. Normally, dissertation and research project modules shall be valued at 30 academic credits.

#### General requirements

- 4.6. Students shall be enrolled with QMUL and registered for programmes and modules in accordance with the requirements set out in Section 2 of the *Academic Regulations*. Students shall meet all other general requirements as specified in Section 2 of the *Academic Regulations*.
- 4.7. A student must undertake an approved programme of study, or approved combination of modules under the programme regulations, and meet the compulsory and core elements for progression from one developmental year to the next and for award.
- 4.8. Students who have been awarded qualifications of QMUL or the University may not subsequently present themselves for re-examination for that award in the same subject or branch of study.

#### Normal duration of a programme of study

- 4.9. Each programme of study shall have an approved normal duration related to the modes of study available for the programme. Where a normal duration is not specified at approval, it shall be deemed to be the minimum period of time in which the programme can be completed where full module loads are taken according to the mode of study.

#### Minimum and maximum registration periods

- 4.10. A student must be registered for a minimum of one third of the normal duration of a programme of study in order to be eligible for award.
- 4.11. A student must not be registered for a programme of study for a period longer than double the normal duration for the programme of study.

#### Developmental years

- 4.12. The term 'developmental year' refers to one year of full-time study, or the equivalent workload where study is not full-time. Where study is not full-time, developmental years may be taken over longer periods than one academic year.
- 4.13. One developmental year comprises modules to the value of 120 academic credits. The progression points within programmes of study shall normally occur at the end of each developmental year.
- 4.14. Students shall take modules to the value of 120 credits in a full-time academic year.

### Compulsory years abroad and compulsory placement years

- 4.15. Where programmes include compulsory years abroad or compulsory placement years, those years shall have values of 120 credits, unless the approved programme regulations state otherwise. The credit awarded shall contribute towards the classification of the degree, unless the approved programme regulations state otherwise.

### Marks and grades for student performance in individual modules

- 4.16. Module marks shall be held to one decimal place.
- 4.17. Module marks shall be awarded for performance in individual modules as follows:

Module Mark	Grade
70.0 to 100.0	A
60.0 to 69.9	B
50.0 to 59.9	C
45.0 to 49.9	D
40.0 to 44.9	E
0.0 to 39.9	F (Fail)

- 4.18. Other grades may be awarded where there are, for example, accepted extenuating circumstances or proven assessment offences.

### Requirements to pass a module

- 4.19. The pass mark for all forms of assessment and undergraduate modules shall be 40.0 for all undergraduate awards except the MBBS and BDS, and Level 7 modules taken as part of an MEng or MSci. The pass mark for all forms of assessment and undergraduate modules for the MBBS and BDS, and for Level 7 modules taken as part of an MEng or MSci shall be 50.0.
- 4.20. A module may comprise a number of elements of assessment and requirements that must be completed in order to pass. The module regulations shall specify the elements of assessment that must be passed, those that must be taken, and those that are optional.
- 4.21. In order to pass a module, a student must undertake the approved assessment for the module, meet all requirements for a pass as specified in the module regulations, and achieve a module mark of 40.0 or more for all undergraduate awards except the MBBS and BDS, or a module mark of 50.0 or more for MBBS and BDS and level 7 MSci/MEng modules.
- 4.22. Where a module comprises multiple elements of assessment, the marks for those elements shall normally be aggregated to one overall module mark, and may be weighted as specified in the approved module regulations. Where a student is required to pass individual elements of assessment, the pass mark shall match that of the module unless the approved module regulations specify otherwise.
- 4.23. A student may not resit, first sit, retake or first take a module that has been passed.

### Number of attempts

- 4.24. The appropriate examination board must always agree failure before any resit occurs.
- 4.25. For all undergraduate and graduate awards except for the LLB there shall be a maximum of two permitted attempts to pass each module. The two attempts shall comprise one first attempt (or first sit), and one resit attempt.
- 4.26. For the LLB there shall be a maximum of three permitted attempts to pass each module. The three attempts shall comprise one first attempt (or first sit) and two resit attempts or referrals.
- 4.27. For the MBBS and BDS, exceptionally, a third attempt may be permitted at the discretion of the Subject Examination Board or Degree Examination Board.

### Failure of a module

- 4.28. A student who does not meet the requirements to pass a module shall fail that module (normally because the module mark is lower than the pass mark).
- 4.29. It is possible to achieve a module mark higher than the pass mark but still fail a module, where not all requirements are met (as specified in the approved module regulations). In such cases, the module mark shall be recorded as FQ (qualified fail).
- 4.30. Where a student fails to take an element of assessment required for a module (whatever its form), the mark for that element shall be 0NS. This mark shall be used and aggregated, according to the prescribed methods, to determine the module mark.
- 4.31. In all cases where award requirements are met, awards shall be made. There shall be no further opportunities for students to resit failed modules in order to attempt to achieve higher marks.

### Resits

- 4.32. Resits do not involve attendance at classes and do not count towards the value of academic credit for which a student is registered during the academic year of the resit. Resit module marks shall count towards the developmental year in which the module was taught, and not the developmental year in which the resit was taken.
- 4.33. Excepting the LLB, where resits result in passes the module marks shall be capped at the minimum pass mark, regardless of the standard achieved by a student. LLB results shall not be capped, and the marks achieved shall stand.
- 4.34. Excepting the LLB, where a student fails on all attempts the highest module mark ('best fail') shall be used. For the LLB, the most recent module mark shall stand.
- 4.35. In the event of failure, the Subject Examination Board may impose alternative forms of assessment for resits. Alternative assessment must test the same learning outcomes and be of comparable complexity to the original assessment.
- 4.36. There shall be two modes of reassessment; standard reassessment, and synoptic reassessment. Each module specification shall state whether standard or synoptic reassessment applies. Where synoptic reassessment is used, students failing the modules shall normally take a single assessment weighted at 100 per cent for the resit (individual module regulations may specify more than one element). Where

- standard reassessment is used, students shall resit the failed elements of assessment, and the marks for any elements that were passed on the first attempt shall stand unless the programme or module regulations state otherwise.
- 4.37. A student due to resit must do so at the next available opportunity. Interruption or deferral of resits shall not be permitted. Where a student is abroad as part of their programme at the next available opportunity, the student may resit at the next opportunity upon their return without penalty.
- 4.38. Resit and first sit registrations for enrolled students in attendance must be confirmed by the published deadline, and in accordance with the stated procedure. Any such student who opts-out or does not confirm their registration by the published deadline shall forfeit any remaining attempts to pass the relevant module.
- 4.39. Resit and first sit registrations for students designated 'resitting out of attendance' must be confirmed by the published deadline, and in accordance with the stated procedure. Any such student who opts-out or does not confirm their registration by the published deadline shall forfeit any remaining attempts to pass the relevant module, and may have their registration terminated and cease to be a student.
- 4.40. Where a student is registered for resits or first sits but does not attempt the required assessment, the registration shall count as one of the permitted attempts at the module; for a student designated 'resitting out of attendance', the Subject Examination Board may also recommend that the student's registration and enrolment be terminated.
- 4.41. Students shall not be permitted to resit passed elements of assessment. Where a module has been passed but some elements of assessment were failed, a student shall not be permitted to resit any elements of assessment. Synoptic reassessment may sometimes prove an exception to this rule, where specifically approved in a module's regulations.

#### First sits

- 4.42. Where a student submits evidence of extenuating circumstances that impacted negatively upon their performance, and these are accepted, Subject Examination Boards may grant first sits in the affected assessments. First sit elements of assessment and module marks shall not be capped at the pass mark; the mark achieved shall stand.
- 4.43. Resit attempts may be 'first sit resits'. The standard resit provisions shall apply in such cases, including capped marks where applicable.
- 4.44. First sits replace one of the attempts permitted for a module, replacing the attempt discounted due to extenuating circumstances.

#### Retakes and first takes

- 4.45. Where a student submits a valid and accepted claim for extenuating circumstances that impacted upon their attendance and performance and there is good reason why the student did not interrupt their studies at the time, meaning the student is unable to progress, Subject Examination Boards may recommend and Degree Examination Boards may agree that the student can reattempt the affected modules as 'first takes'. This may require the student to be enrolled on a part time basis. First takes shall involve attendance at classes and the completion of all elements of assessment, whether previously failed or not.

- 4.46. Retakes that are not first takes shall not be permitted for undergraduate students, excepting the MBBS, BDS and LLB awards, where special provisions apply.
- 4.47. Marks for first takes shall not be capped at the module pass mark; the mark achieved shall stand, and shall replace the mark from the original attempt.
- 4.48. Resit provision for first takes shall operate as though the modules were taken for the first time during the first take.
- 4.49. Where a first take is granted, the student must attempt the same module that was originally attempted; no substitution shall be permitted except where the original module has been discontinued, or where there has been an approved change to the title or code of the original module, where the original module is not running in the year of the first take, or where there is an unavoidable clash with another module (in which case a core or compulsory module(s) may take precedence over the first take module(s)).
- 4.50. For the LLB, MBBS, and BDS, permission to retake shall normally require the student to retake an entire academic year. Permission to retake shall be recommended by Subject Examination Boards and agreed by Degree Examination Boards.
- 4.51. Where a student fails to take a first take or retake at the next available opportunity the missed first take shall count as one permitted attempt, regardless of whether or not the student formally registered. Additionally, Subject Examination Boards may recommend that a student's registration and enrolment be terminated if they do not register for first takes or retakes at the first available opportunity.
- 4.52. Transcripts shall list all takes of modules, including both first attempts and first takes.

#### Drapers' Skills Award

- 4.53. The Drapers' Skills Award is a level six module with a value of 15 academic credits, and shall be regulated for as such in accordance with the *Academic Regulations*. Students may register for the Drapers' Skills Award and take it in addition to the number of modules normally permitted for an undergraduate programme. The Drapers' Skills Award shall be assessed in accordance with the requirements set out in the module regulations and approved by Senate, or its delegated authority.
- 4.54. A student who passes the module shall receive the Drapers' Skills Award. The module shall not count towards the requirements for any other award of QMUL or the University, unless this is specified in the programme regulations or special regulations for that programme. The Drapers' Skills Award shall appear on the student's transcript.

#### Discretion in classification

- 4.55. A Subject Examination Board may recommend to a Degree Examination Board that a small degree of discretion be used in the classification of a student, within the permitted scope of QMUL policy. There is no discretion at the pass/fail borderline.

#### Aegrotat award

- 4.56. Aegrotat awards are unclassified honours degrees.

- 4.57. A Subject Examination Board may recommend an aegrotat award to a student who has taken the full number of modules required for award but was absent from the final assessment for the programme due to illness or other medical cause judged sufficient by the Subject Examination Board. Exceptionally, this may also apply to a student who was present at the assessments but considers that their performance was adversely affected by serious illness or other cause judged sufficient by the Subject Examination Board, or where a student has died. An aegrotat award shall only be made where there is no reasonable prospect of the student being able to return to complete the programme of study.
- 4.58. A student who meets the requirements for the award for which they are registered cannot be considered for an aegrotat award. Subject Examination Boards shall recommend award classifications for such students in the normal manner, but may use discretion to take account of the students' circumstances when doing so (*Academic Regulations 2013-14*, Section 3: Extenuating Circumstances).
- 4.59. Where a student has not taken the full quota of academic credit, Subject Examination Boards shall consider the evidence available from other assessments to determine the likelihood of the student achieving the required standard for award. Where a Subject Examination Board agrees that a student would have achieved the required standard, a recommendation for an aegrotat award shall be made.
- 4.60. Where a student is offered an aegrotat award, the student may accept the offer and the award shall be conferred. Alternatively, the student may decline the offer and take the missed or failed assessments as first sits, where applicable. A student who elects to take the assessments ceases to be eligible for the aegrotat award. A student who elects to accept the aegrotat award ceases to be eligible to take the missed or failed assessments.

#### Revocation of awards

- 4.61. QMUL may revoke an award made under these regulations, in accordance with the relevant procedures of QMUL or the University. Such cases shall be considered on a case-by-case basis by Senate, or its delegated authority.

#### Progression and award regulations: BA, BSc, BSc(Econ), BEng, BSc(Eng)

##### Progression

- 4.62. To progress from one developmental year to the next, a student must meet any programme and pathway requirements and take and pass modules as follows:
- foundation year to developmental year one: take modules to the value of 120 credits and pass modules to the value of 90 credits;
  - developmental years one to two: take modules to a value of 120 credits and pass modules (excluding modules at Level 3) to the value of 90 credits from developmental year one;
  - developmental years two to three: take modules to the value of 120 credits and pass modules (excluding modules at Level 3) to the value of 180 credits from developmental years one and two.

- 4.63. For programmes with a compulsory year abroad or compulsory placement year, the progression requirement from the year abroad or placement year to the next developmental year shall be to take and complete modules to the credit value prescribed in the appropriate programme regulations. Individual programme regulations may specify exceptions to this rule.
- 4.64. A student who meets the progression requirements shall be permitted to resit any failed modules while studying for the next developmental year (resitting in attendance), where attempts remain.
- 4.65. For programmes with an associated MEng or MSci, the SEB may recommend the transfer of a student to these programmes where the approved requirements have been met.

##### Failure to meet progression requirements

- 4.66. A student who fails to progress shall be permitted to resit failed modules as approved by the SEB, up to the permitted number of attempts.
- 4.67. A student who passes the required value of academic credits but does not meet the programme or pathway requirements for progression due to failure in core modules may, subject to the approval of the Subject Examination Board:
- transfer to another pathway or programme for which they meet the requirements.
  - resit the required modules at the next available opportunity, where attempts remain.
- 4.68. Exceptionally, at the discretion of the Subject Examination Board, a student with outstanding first sits who has passed modules to the value of 75 credits at the end of developmental year one or passed modules to the value of 165 credits at the end of developmental year two may be permitted to progress and take the first sit while studying for the next developmental year.

##### Eligibility for awards

- 4.69. To be eligible for award of BA, BSc, BSc (Econ), BEng, or BSc (Eng) a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - take the required total credit value for the award (see below);
  - meet the minimum credit value at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - meet the progression requirements at the end of each developmental year, and be in the final developmental year;
  - achieve a minimum College Mark of 40.0.

##### Academic credit requirements for awards

- 4.70. To be eligible for award of BA, BSc, BSc (Econ), BEng, or BSc(Eng), a student must:
- take modules to a total value of 360 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 90 credits at Level 6;
  - take modules to a maximum value of 150 credits at Levels 3 and 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 270 credits (excluding modules at Level 3).

- 4.71. To be eligible for award, a student registered for programmes with a compulsory year abroad or compulsory placement year (except in the School of Languages, Linguistics and Film and the School of Electronic Engineering and Computer Science) must:
- take modules to a total value of 480 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 90 credits at Level 6;
  - take modules to a maximum value of 150 credits at Level 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 390 credits (excluding modules at Level 3).
- 4.72. To be eligible for award, a student registered for programmes with a compulsory year abroad in the School of Languages, Linguistics and Film must:
- take modules to a total value of 480 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 90 credits at Level 6;
  - take modules to a maximum value of 150 credits at Level 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 270 credits (excluding modules at Level 3 and the compulsory year abroad module).
- 4.73. To be eligible for award, a student registered for a programmes with a compulsory placement year in the School of Electronic Engineering and Computer Science must:
- take modules to a total value of 390 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 90 credits at Level 6;
  - take modules to a maximum value of 150 credits at Level 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 270 credits (excluding modules at Level 3).
- 4.74. Provisions for advanced standing may apply where individual cases allow for it and the advanced standing has been approved; in such cases the required value of academic credit shall be reduced accordingly.

#### Classification of awards

- 4.75. Each student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark.
- 4.76. The College Mark shall provide a weighted average across the modules taken by a student. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 4.77. The College Mark shall be calculated by one of the following methods:

Award	Weighting of each developmental year			
	Year 1	Year 2	Year 3	Year 4
BSc, BA, BEng, BSc(Eng),BSc(Econ) <sup>1</sup>	1 (10%)	3 (30%)	6 (60%)	-
BEng/BSc programmes in SEECS with a compulsory placement year	1 (10%)	3 (30%)		6 (60%)
BA programmes in SLLF with a compulsory year abroad	1 (9.1%)	3 (27.3%)	1 (9.1%)	6 (54.5%)

<sup>1</sup> The year three weighting of 60% for BEng/BSc(Eng) programmes in Electronic Engineering shall comprise 'Project: 20%' and 'other modules: 40%', weighting the project at 20% of the degree.

- 4.78. The College Mark shall be calculated to one decimal place and presented to the Subject Examination Board and Degree Examination Board in that form.
- 4.79. The classification of honours shall be made according to the following scale:

College Mark	Classification
70.0 - 100.0	First Class Honours
60.0 - 69.9	Second Class Honours, Upper Division
50.0 - 59.9	Second Class Honours, Lower Division
40.0 - 49.9	Third Class Honours
0.0 - 39.9	Fail (no award)

- 4.80. A student who passes the required value of academic credits but does not meet the programme or pathway requirements for award due to failure in core modules may, subject to the approval of the Subject Examination Board:
- be awarded the degree for which they meet the requirements;
  - resit the required modules at the next available opportunity, where attempts remain.

#### Field of study

- 4.81. The field of study or title of award for a given programme (and, where applicable, pathway within that programme), shall be the title approved by Senate or its delegated authority. Alternative arrangements apply to cohorts from 2007-08 and earlier; refer to the relevant iteration of the *Academic Regulations* for details.

#### Failure to meet award requirements

- 4.82. A student who does not meet the requirements for a BA, BSc, BSc(Econ), BEng or BSc(Eng), but meets the requirements for the lower level award of Diploma of Higher Education, Certificate of Higher Education, or Foundation Certificate, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

#### Award regulations: Intercalated BSc and BMedSci

Deleted: degrees

- 4.83. The award of BMedSci or BSc shall be made to a student who successfully completes an intercalated programme of study.
- 4.84. The programme leading to an intercalated BMedSci or BSc shall only be available to a student currently registered for an MBBS, BDS or BVetMed degree of the University of London (or equivalent programme at another institution in the UK or European Union), where there is no break in studies between the other programme and the intercalated programme. Additional admissions requirements may also apply; these shall be approved by Senate, or its delegated authority.
- 4.85. To undertake an intercalated BSc or BMedSci, a student must have completed modules to the value of at least 240 credits of the MBBS, BDS or BVetMed (or equivalent).

### Eligibility for award

- 4.86. To be eligible for the award of intercalated BSc or BMedSci, a student must:
- meet the requirements for the approved programme on which they are registered;
  - meet the requirements for the duration of registration;
  - take the required total credit value for the award (see below);
  - meet the minimum credit value at the level of the award (see below);
  - achieve a minimum College Mark of 40.0.

### Academic credit requirements for awards

- 4.87. To be eligible for the award of intercalated BSc or BMedSci, a student must:
- take modules to the value of 120 credits over a period of one academic year;
  - take a minimum of 90 credits at Level 6;
  - take a maximum of 30 credits at Level 4 or 5;
  - pass modules to the value of 90 credits.

### Classification of award

- 4.88. The classification of award shall be based upon the College Mark. The College Mark provides a weighted average across all modules taken by a student. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 4.89. The College Mark shall be calculated to one decimal place, and presented to the Subject Examination Board and Degree Examination Board in that form.
- 4.90. The classification of honours shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	First Class Honours
60.0 – 69.9	Second Class Honours (Upper Division)
50.0 – 59.9	Second Class Honours (Lower Division)
40.0 – 49.9	Third Class Honours
0.0-39.9	Fail (no award)

### Progression and award regulations: MEng and MSci

#### Progression

- 4.91. To progress from one developmental year to the next, a student must meet any programme and pathway requirements and take and pass modules as detailed below.
- foundation year to developmental year one: take modules to the value of 120 credits, and pass modules to the value of 105 credits;
  - developmental years one to two: take modules to the value of 120 credits, pass modules (excluding modules at Level 3) to the value of 105 credits from developmental year one, and meet any specified threshold mark requirement;
  - developmental years two to three: take modules to the value of 120 credits, pass modules (excluding modules at Level 3) to the value of 210 credits from developmental years one and two, and meet any specified threshold mark requirement;
  - developmental years three to four: take modules to the value of 120 credits, pass modules (excluding modules at Level 3) to the value of 315 credits from developmental years one, two, and three, and meet any specified threshold mark requirement;

- 4.92. There shall be an approved threshold requirement, requiring an average mark of 60.0 (weighted to the scale 1:3:6:6) to progress to the next year of the integrated masters. This threshold will always apply for progression to either or both of year three and year four. It may also apply to progression to year two; consult the *Special Regulations* for details of specific programmes.
- 4.93. A student who meets the progression requirements shall be permitted to resit any failed modules while studying for the next developmental year (resitting in attendance) where attempts remain.
- 4.94. Where a student meets the progression requirements for an associated bachelors programme and transfers to an MEng or MSci, the progression requirements for the programme on which the student was previously registered shall be deemed sufficient up to the point of transfer.
- 4.95. For programmes with a compulsory year abroad or compulsory placement year, the progression requirement from the year abroad or placement year to the next developmental year shall be to take and complete modules to the credit value prescribed in the appropriate programme regulations. Individual programme regulations may specify exceptions to this rule.

### Failure to meet requirements for progression

- 4.96. A student who fails to progress shall be permitted to resit failed modules as approved by the Subject Examination Board, up to the permitted number of attempts.
- 4.97. A student who passes the required value of academic credit but does not meet the programme or pathway requirements for progression, due to failure in core modules or failure to meet the threshold requirements for the programme, may, subject to the approval of the Subject Examination Board:
- transfer to a pathway or programme for which they meet the requirements;
  - resit the required modules at the next available opportunity, where attempts remain.
- 4.98. Exceptionally, at the discretion of the Subject Examination Board, a student with outstanding first sits who has passed modules to the value of 90 credits at the end of developmental year one, or passed modules to the value of 205 credits at the end of developmental year two, or passed modules to the value of 300 credits at the end of developmental year three may be permitted to progress and take the first sit while studying for the next developmental year.

### Transfer to BEng, BSc(Eng), or BSc

- 4.99. An SEB may recommend transfer to BEng, BSc(Eng) or BSc where a student does not meet the progression requirements for MEng or MSci, but does meet the approved requirements for BEng, BSc(Eng), or BSc. Transfer may result in the discounting of some modules for the purposes of meeting the requirements of the new programme.

### Award of BEng, BSc(Eng), or BSc

- 4.100. SEBs may recommend the award of BEng, BSc(Eng), or BSc to a student who does not meet the requirements for progression from developmental year three to the final developmental year, but does meet the award requirements for BEng, BSc(Eng) or BSc.



- 4.101. A student in developmental year three may request to exit with BEng, BSc(Eng), or BSc. This may result in the discounting of some modules for the purposes of meeting the requirements of the new programme.
- 4.102. A student who joins the third year of an MEng or MSci with advanced standing, and who fails to progress at the end of developmental year three shall not be eligible for the award of BEng, BSc(Eng), or BSc.

#### Eligibility for award

- 4.103. To be eligible for the award of MEng or MSci a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - take the total required credit value for the award (see below);
  - meet the minimum credit value at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - meet the progression requirements at the end of each developmental year, and be in the final developmental year;
  - achieve a minimum College Mark of 40.0.

#### Academic credit requirements for awards

- 4.104. To be eligible for the award of MEng or MSci, a student must:
- take modules to a total value of 480 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 120 credits at Level 7;
  - take modules to a maximum value of 150 credits at Levels 3 and 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 420 credits (excluding modules at Level 3).
- 4.105. Provision for advanced standing may apply where individual cases allow for it and the advanced standing has been approved. In such cases, the value of academic credit required shall be reduced accordingly.

#### Classification of awards

- 4.106. A student shall be classified when the requirements for award are met. The classification of award shall be based on the College Mark.
- 4.107. The College Mark provides a weighted average across the modules taken by a student. In all cases, the College Mark shall be calculated as though the required value of academic credit was taken.
- 4.108. The College Mark shall be calculated as follows:

Award	Developmental year weightings (and percentage weightings)			
	Year 1	Year 2	Year 3	Final
MEng, MSci <sup>1</sup>	1 (6.25%)	3 (18.75%)	6 (37.5%)	6 (37.5%)

<sup>1</sup>The year four weighting of 37.5% for MEng programmes in Electronic Engineering shall comprise 'project: 20%', and 'other modules: 17.5%', weighting the project at 20% of the degree.

- 4.109. The College Mark shall be calculated to one decimal place, and presented to the Subject Examination Board and Degree Examination Board in that form.
- 4.110. The classification of honours shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	First Class Honours
60.0 – 69.9	Second Class Honours, Upper Division
50.0 – 59.9	Second Class Honours, Lower Division
40.0 – 49.9	Third Class Honours
0.0 – 39.9	Fail (no award)

#### Failure to meet award requirements

- 4.111. A student who does not meet the requirements for MEng or MSci, but does meet the requirements for the lower level award of either BSc, BEng, BSc(Eng), Diploma of Higher Education, or Certificate of Higher Education shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

#### Award regulations: Intercalated MSci

- 4.112. [The award of MSci shall be made to a student who successfully completes an intercalated programme of study.](#)
- 4.113. [The programme leading to an intercalated BMedSci or BSc shall only be available to a student currently registered for an MBBS, BDS or BVetMed degree of the University of London \(or equivalent programme at another institution in the UK or European Union\), where there is no break in studies between the other programme and the intercalated programme. Additional admissions requirements may also apply; these shall be approved by Senate, or its delegated authority.](#)
- 4.114. [To undertake an intercalated MSci, a student must have completed modules to the value of at least 360 credits of the MBBS, BDS or BVetMed \(or equivalent\).](#)

#### Eligibility for award

- 4.115. To be eligible for the award of intercalated MSci, a student must:
- [meet the requirements for the approved programme on which they are registered;](#)
  - [meet the requirements for the duration of registration;](#)
  - [take the required total credit value for the award \(see below\);](#)
  - [meet the minimum credit value at the level of the award \(see below\);](#)
  - [achieve a minimum College Mark of 50.0.](#)

#### Academic credit requirements for awards

- 4.116. To be eligible for the award of intercalated BSc or BMedSci, a student must:
- [take modules to the value of 120 credits over a period of one academic year;](#)
  - [take modules to the value of 120 credits at Level 7;](#)
  - [pass modules to the value of 90 credits.](#)

### Classification of award

4.117. The classification of award shall be based upon the College Mark. The College Mark provides a weighted average across all modules taken by a student. The College Mark shall always be calculated as though the required value of academic credit was taken.

4.118. The College Mark shall be calculated to one decimal place, and presented to the Subject Examination Board and Degree Examination Board in that form.

4.119. The classification of honours shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	First Class Honours
60.0 – 69.9	Second Class Honours (Upper Division)
50.0 – 59.9	Second Class Honours (Lower Division)
0.0-49.9	Fail (no award)

### Progression and award regulations: LLB

4.120. These regulations shall apply to the following programmes leading to the award of LLB or, in the case of Law and Politics, the award of BA (the 'undergraduate law programmes'):

- i. Bachelor of Laws (LLB);
- ii. Bachelor of Laws in English and European Law (LLB English and European Law);
- iii. Bachelor of Laws Senior Status (LLB Senior Status);
- iv. Bachelor of Arts in Law and Politics (BA Law and Politics).

4.121. The Undergraduate Law Examination Board shall combine the functions of Subject and Degree Examination Board, and shall be referred to simply as 'the Examination Board' throughout these regulations.

### Number of attempts

4.122. For the LLB there shall be a maximum of three permitted attempts to pass each module. The three attempts shall comprise one first attempt (or first sit) and two resit attempts or referrals. Each resit or referral shall count as one attempt.

### Resits

4.123. A student who, without good reason (in the view of the Examination Board), has attended none of the examinations of the relevant developmental year in the main examination period shall not be permitted to resit in the following late summer examination period and must resit all modules in the main examination period of the following year.

4.124. Where resits are passed that entitle a student to progress, or which satisfy the criteria for eligibility for award:

- i. module marks shall not be capped at the minimum pass mark;
- ii. previous marks for the modules, whether passed or failed, shall be disregarded for the purposes of classification.

4.125. Where modules are assessed only by a dissertation, 'resit' means resubmission of the dissertation through reworking. The Examination Board may require a student to submit a dissertation on a new topic in exceptional circumstances. In that latter situation, the student must 'retake' the module in the following academic year. These retakes shall be treated as resits for progression and award purposes.

4.126. Where a student is required to resit modules that are assessed partly by examination and partly by in-course assessment, the student may elect to carry forward marks obtained for the in-course assessment elements (whether or not a pass mark was obtained for those elements) to be aggregated with the marks obtained at the second or subsequent attempt at the examination components.

4.127. Where a student achieves a pass in a module which is assessed wholly by in-course assessment, the mark shall stand and there shall be no resit in that module.

### Referral

4.128. A 'referral', in relation to the undergraduate law programmes, is an opportunity to resit up to 30 credits of modules at the next available opportunity. Referrals are exceptions to the requirement that all modules taken in a developmental year must be passed in one sitting. A student who fails modules to a maximum value of 30 credits in developmental year one of the LLB Senior Status, or developmental years one or two of the other undergraduate law programmes, may be referred in the failed modules, where:

- i. the mark obtained in the failed module (or where two modules are failed, the average mark) is at least 30.0; and,
- ii. no module mark in the relevant developmental year is below 20.0; and,
- iii. the Examination Board agrees there is sufficient countervailing strength in the passed modules.

4.129. A student who fails one or more modules in which the student has been referred may be referred once more in that module or those modules regardless of the mark or marks achieved on the referral as long as the maximum number of attempts has not been reached.

### First sits

4.130. First sits in the undergraduate law programmes shall be available in the following circumstances.

- i. where a student does not attempt the prescribed assessment in one or several modules due to valid extenuating circumstances, the Examination Board may grant first sits in only the affected assessments provided that at least 60 credits have been passed in the relevant developmental year;
- ii. where a student does not attempt the prescribed assessment in modules to a value of more than 60 credits due to valid extenuating circumstances, the Examination Board shall grant first sits in all modules and the student shall be deemed not to have attempted any module at the missed sitting.

### Progression

4.131. To progress from one developmental year to the next on the undergraduate law programmes, a student must meet any programme requirements, and take and pass modules to the value of 120 credits in each developmental year (135 credits for LLB Senior Status).

- 4.132. All modules assessed wholly or partly by means of examinations taken in a developmental year must be passed in one sitting (subject to the provisions relating to referrals and first sits).
- 4.133. To progress from developmental year three (the year abroad) to developmental year four of the LLB English and European Law, a student must pass a programme of study at the exchange institution, approved by that institution and by the Head of the School of Law (or nominee).
- i. developmental year three of this programme has a value of 120 credits;
  - ii. courses of study and examinations at host institutions shall be governed by the regulations of those institutions rather than the present regulations.
- 4.134. A student who fails the year abroad shall automatically be transferred from the LLB English and European Law programme to the final developmental year of the LLB programme.

#### Eligibility for award

- 4.135. To be eligible for award of LLB, LLB English and European Law, LLB Law with a Year in Hong Kong, BA Law and Politics, or BA Law and Economics, a student must:
- i. take modules to the value of 360 credits (480 for LLB English and European Law), equivalent to 120 credits per developmental year; and,
  - ii. either:
    - a. pass modules to the value of 360 credits (480 for LLB English and European Law); or,
    - b. pass modules to the value of at least 330 credits (450 credits for the LLB English and European Law), and obtain an aggregate mark of no less than 30.0 across the remaining modules with no mark lower than 20.0 in any module, provided that - in the view of the Examination Board - there is sufficient countervailing strength in the passed modules in the final developmental year.
- 4.136. To be eligible for award of LLB Senior Status, a student must:
- i. take modules to the value of 270 credits, equivalent to 135 credits per developmental year; and,
  - ii. either:
    - a. pass modules to the value of 270 credits; or,
    - b. pass modules to the value of at least 240 credits, and obtain an aggregate mark of no less than 30.0 in the remaining modules with no mark lower than 20.0 in any module, provided that - in the view of the Examination Board - there is sufficient countervailing strength in the passed modules in the final developmental year.
- 4.137. Regulation 4.132 shall apply to the final year.
- 4.138. Where a student meets all other requirements for award but, due to valid, accepted extenuating circumstances, was unable to sit or submit and pass some or all of the final year assessments in 30 credits or less, the Undergraduate Law Examination Board may decide that an award should be made. In such a case, the affected modules shall be discounted from the calculation of the College Mark.

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#### Classification of awards

- 4.139. For the purposes of classification module marks shall be considered according to the following scale:

Module mark	Module classification
70.0 – 100.0	First Class
60.0 – 69.9	Second Class (Upper Division)
50.0 – 59.9	Second Class (Lower Division)
45.0 – 49.9	Third Class
40.0 – 44.9	Pass
0.0 – 39.9	Fail

- 4.140. A student shall be classified when the requirements for award are met.
- 4.141. The classification of award shall be primarily based upon the prevailing quality of a student's performance as reflected in the classes to which relevant module marks belong, and the overall profile of those marks:
- i. for LLB, BA Law and Politics, and BA Law and Economics, the classification of the award shall be based upon the modules taken in the second and third developmental years;
  - ii. for LLB with a Year in Hong Kong the classification of the award shall be based upon the modules taken in the second and third developmental years spent at QMUL (the first year and the year abroad shall not count towards classification);
  - iii. for LLB Senior Status, the classification shall be based upon modules taken in both developmental years;
  - iv. for LLB English and European Law, the classification shall be based upon modules taken in the second and fourth developmental years
- 4.142. The College Mark may also be considered. The College Mark provides a weighted average across all the modules taken by a student. The College Mark shall be calculated to one decimal place, and presented to the Examination Board in that form.
- 4.143. The College Mark shall be based on the developmental years specified above, which shall be weighted equally. All other developmental years shall be weighted at zero.
- 4.144. The minimum profiles of module marks needed to obtain classifications are set out in the following table for students on the LLB, LLB English and European Law, BA Law and Politics, and BA Law and Economics programmes:

Classification	Normal minimum mark profile
First Class Honours	(i) Firsts in 120 credits, unless there are particularly poor marks in other modules; or, (ii) Firsts in 90 credits, and no mark below 60.0 in any module; or, (iii) Firsts in 90 credits and Upper Seconds in 30 credits in the final developmental year, provided that over the final two developmental years: (a) There are no more than 30 credits below 60.0; and, (b) No module mark is below 50.0.
Second Class Honours (Upper Division)	(i) Upper Seconds in 120 credits, unless there are particularly poor marks in other modules; or, (ii) Upper Seconds in 90 credits in the final developmental year and a profile of marks which in the Examination Board's discretion merits the award of Upper Second Class Honours.

Second Class Honours (Lower Division)	(i) Lower Seconds in 120 credits unless there are particularly poor marks in other modules; or, (ii) Lower Seconds in 90 credits in the final developmental year, and a profile of marks which in the Examination Board's discretion merits the award of Lower Second Class Honours.
Third Class Honours	All other cases.

4.145. The minimum profile of module marks needed to obtain classifications is set out in the following table for students on the LLB Senior Status:

Classification	Normal minimum mark profile
First Class Honours	(i) Firsts in 120 credits, unless the student presents a particularly poor performance in other modules; or, (ii) Firsts in 105 credits and no mark below 60.0 in any module; or, (iii) Firsts in 105 credits, and Upper Seconds in 30 credits in the final developmental year, provided that over both developmental years: (a) There are no more than 30 credits below 60.0; and, (b) No module mark is below 50.0.
Second Class Honours, Upper Division	(i) Upper Seconds in 120 credits, unless the student presents a particularly poor performance in other modules; or, (ii) Upper Seconds in 105 credits, 90 of which are in the final developmental year, and a profile of marks which in the Examination Board's discretion merits the award of Upper Second Class Honours.
Second Class Honours, Lower Division	(i) Lower Seconds in 120 credits, unless the student presents a particularly poor performance in other modules; or, (ii) Lower Seconds in 105 credits, 90 of which are in the final developmental year, and a profile of marks which in the Examination Board's discretion merits the award of Lower Second Class Honours.
Third Class Honours	All other cases.

4.146. In applying the minimum module profiles, the Examination Board may use its discretion and take into account the following when agreeing classification:

- i. a significant improvement in the module marks achieved in the final developmental year;
- ii. a College Mark close to, or higher than, the borderline of the class indicated by the module profile;
- iii. in relation to the LLB English and European Law, a strong performance in the year abroad;
- iv. that one or more modules (up to 30 credits) were failed in the final developmental year;
- v. that one or more module marks in the relevant years were obtained on a resit or referral.

4.147. The Examination Board may depart from the minimum module profiles when exercising its discretion in cases of extenuating circumstances.

### Progression and award regulations: BDS

4.148. These regulations shall also be approved by the General Dental Council (GDC).

#### Definitions

4.149. The following definitions apply to the award of BDS:

- i. **Stage:** A discrete period of the programme of study. There are three Stages in the programme that leads to BDS. Stage 1 is the first three months of the programme; Stage 2 is the next four calendar years, and Stage 3 is the final six months of the programme;
- ii. **Part:** A constituent part of the examinations and assessment leading to the degree of BDS;
- iii. **Section:** A component of the Part; either Section A, or Section B;
- iv. **Core studies:** Compulsory elements of the BDS programme, which are organised as modules and threads;
- v. **Module:** A discrete portion of the programme within a stage;
- vi. **Thread:** A subject discipline that relates closely to the practice of dentistry;
- vii. **Selected study modules and electives (SSMs):** Modules that provide opportunities for choice of study area, for study in depth and for study periods spent outside the school. The range of SSMs available may vary from year to year. SSMs shall be assessed as part of continuous assessment;
- viii. **Elective:** A period of up to two weeks of selected study related to the programme;
- ix. **Continuous assessment:** In-course assessment and assessed coursework.

#### Programme requirements for award

4.150. A student must take, complete and pass all stages of the programme, and must pass all five Parts of the BDS degree. The programme shall extend over a minimum period of 56 months.

#### Exemptions

- 4.151. A student who has pursued in this or another university or institution in the United Kingdom, a programme of study that covers the material contained in Stage 1, Stage 2A and Stage 2B, and has passed the examinations for these stages, may be admitted directly to the remainder of Stage 2.
- 4.152. No exemptions are permissible for Stages 2C, 2D and 3, or Parts 3, 4 and 5.
- 4.153. A student who enters the Graduate Entry Programme shall be exempt from Part 1 of the BDS, but must complete continuous assessment in the first year in accordance with the programme regulations for the GEP.

#### Attendance and professional attitude and conduct

- 4.154. Students must attend all classes and clinical practice, and must submit work by the prescribed deadlines.
- 4.155. Professional behaviour encompasses personal honesty and integrity, self-awareness and thoughtful conduct towards patients, teaching and hospital staff and fellow students. It also includes attendance, punctuality, reliability, appropriate dress, and personal health and hygiene.

- 4.156. Professional attitude and conduct may be assessed at various points in the course using a variety of assessment, appraisal, self-evaluation and reporting techniques. A student whose professional behaviour is deemed to be less than satisfactory may be required to attend a specific remedial programme, or be referred for counselling or health care, or be required to repeat a Stage of the programme to demonstrate improved performance.
- 4.157. A student whose attendance, professional attitude and conduct, or quality of work is formally assessed as unsatisfactory may have their registration terminated.

#### Structure of examinations

- 4.158. Examinations for the award of BDS shall be in five Parts. Each Part shall be in two Sections: Section A and Section B. Each section shall comprise one or more compulsory assessments.

#### Compensation

- 4.159. Limited compensation may be permitted in elements in each Section A or B. The mark scheme for the relevant Part shall state whether compensation may apply, and give details of the mechanism for weighting and combining marks from Section A Papers or Section B sub-sections. A threshold mark must be achieved in all examination papers for limited compensation to be permissible. Where one paper only has a mark between threshold and the pass standard and the mark for Section A overall is a pass, then Section A is '*passed by compensation*'.
- 4.160. Compensation between Section A and Section B is not permitted in any part of the BDS programme.

#### Requirements to pass a Section, Part and Stage

- 4.161. The requirements to pass a Part shall be set out in the mark scheme for that Part which specifies:
- the minimum requirements for satisfactory performance in continuous assessment;
  - whether limited compensation is permitted between any or all of the sections of Section A or B and the mechanism for such compensation;
  - the requirements for resit examinations in the event of failure.
- 4.162. **To pass Section A**, a student shall normally be required to pass separately in each written paper and in continuous assessment.
- 4.163. **To pass Section B**, a student shall normally be required to pass the examinations for the Section, which may be divided into sub-sections with weighted marks. Section B shall not normally comprise continuous assessment.
- 4.164. A student who fails to reach the threshold of the continuous assessment sub-section shall fail that component, and fail the whole Part. Incomplete assessment may also lead to failure. Any such failure may lead to exclusion from the Section A and B examinations for that Part. A student who has been excluded from the examinations for the non-completion or failure of continuous assessment may be required to repeat the Part or Stage, with attendance, or may have their registration terminated.

- 4.165. Where a student has been unable to complete the required continuous assessment due to acceptable extenuating circumstances, the Examination Board has the discretion to waive the minimum requirement subject to:
- the student having completed sufficient in-course assessments to satisfy the examiners that they have achieved an adequate command of the material; *and*,
  - the quality of the completed in-course assessments being of a satisfactory standard; *and*,
  - the student passing any specified course work or written element.

#### Progress review

- 4.166. A progress review shall be conducted in December of each year. The progress review shall consider individual students in terms of their academic progress, professional standards and clinical practice. A student whose performance is considered to be unsatisfactory at the progress review shall be warned and, if performance does not improve, may be withdrawn from the programme.

#### Progression for BDS

- 4.167. Progression shall take place at the end of each Part.
- 4.168. To progress from Part 1 to Part 2, a student must pass Section A and Section B of Part 1.
- 4.169. To progress from Part 2 to Part 3, a student must pass Section A and Section B of Part 2. A student who fails Part 2 may, at the discretion of the Subject Examination Board, be permitted to proceed to the first three months of the following stage pending the outcome of the resit examinations, but shall not be permitted to progress further until they pass Part 2.
- 4.170. To progress from [Part 3](#) to [Part 4](#), a student must pass Section A and Section B of Part 3. A student who fails Part 3 may, at the discretion of the Subject Examination Board, be permitted to proceed to the first three months of the following stage pending the outcome of the resit examinations, but shall not be permitted to progress further until they pass Part 3.
- 4.171. To progress from [Part 4](#) to [Part 5](#), a student must pass Section A and Section B of Part 4. A student who fails Part 4 may, at the discretion of the Subject Examination Board, be permitted to proceed to the first three months of the following stage pending the outcome of the resit examinations, but shall not be permitted to progress further until they pass Part 4.

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#### Eligibility for award

- 4.172. To be eligible for the award of BDS, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the Stage and Part requirements for the award;
  - meet the progression requirements at the end of each Part, and be in Part 5 (the final year).

4.173. A student who fails Part 5 may be permitted to resit any examination or assessment that has been failed. Permission to resit shall be granted by the Subject Examination Board, and shall be subject to the student following additional studies as required by the Subject Examination Board. A student who fails the resit for Part 5 may exceptionally be permitted to resit all, or individual, Part 5 elements on one further occasion at the next opportunity (with or without further attendance), or may be required to withdraw from the programme.

#### Classification of award

- 4.174. The Subject Examination Board may award the degree 'with Honours'.
- 4.175. Honours shall be awarded on the basis of the aggregate marks achieved for each Part of the Degree. A student with a failure in any Part of the BDS programme shall not be eligible for distinction.
- 4.176. Merits and Distinctions shall be awarded in any Part to students who achieve an aggregate mark of 60 per cent or more (Merit) or 70 per cent or more (Distinction) for the Part. Limited compensation may be permitted in Section A only for some parts of the BDS. The mark scheme for the relevant Part shall state whether compensation may apply, and shall give details of the mechanism for weighting and combining marks. A threshold mark must be achieved in all examination papers for limited compensation to be permissible. Where one paper only has a mark between threshold and the pass standard and the mark for Section A overall is a pass, then Section A is 'passed by compensation'.
- 4.177. Compensation between Section A and Section B shall not be permitted in any part of the BDS programme.

#### Failure to meet award requirements

- 4.178. A student who does not meet the requirements for BDS, but meets the requirements for the lower level award of BSc (Hons), DipHE, or CertHE shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award. Where an exit award is conferred upon a student registered on the BDS programme, the field of study shall be 'Dental Sciences'.
- 4.179. BDS exit awards shall be classified according to the following scale, using a College Mark calculated by taking a flat average of the most recently passed 120 (CertHE), 240 (DipHE), or 360 (BSc) credits:

College Mark	CertHE/DipHE classification	BSc (Hons) classification
70.0+	Distinction	First Class
60.0-69.9	Merit	Second Class (Upper Division)
50.0-59.9	Pass	Second Class (Lower Division)
0.0-49.9	Fail (no award)	Fail (no award)

#### Professional registration

- 4.180. A student who has been awarded BDS shall be recommended for full registration by the General Dental Council only when they successfully meet the criteria for professional development and undergraduate study that QMUL regards as acceptable.

#### Progression and award regulations: MBBS

4.181. These regulations shall also be approved by the General Medical Council (GMC).

#### Definitions

- 4.182. The following definitions apply to the award of MBBS:
- i. **Stage:** A discrete period of the programme of study. There are four Stages in the programme that leads to MBBS: Stage 1 is Year 1; Stage 2 is Year 2; Stage 3 is Years 3 and 4; and Stage 4 is Year 5 of the programme. Each full year of study has a progression point at the end of the year;
  - ii. **Part:** A constituent part of the examinations and assessment leading to MBBS. There are five Parts to the MBBS;
  - iii. **Section:** A component of the Part: either Section A, B, C, D or E. Each Section broadly assesses the following:
    - a. Section A: Continuous and in-course assessment, and any other requirements for in-course performance, as specified in the mark schemes;
    - b. Section B: Core knowledge and its application;
    - c. Section C: Data interpretation (including image recognition) and related core knowledge;
    - d. Section D: Clinical, communication and practical skills;
    - e. Section E: The annual hurdle for the successful completion of non-core, Student-Selected Components of the programme;
  - iv. **Core studies:** Elements of the MBBS programme studied by all students, which are organised as studies of biomedical systems and of people and populations;
  - v. **System:** Subjects and study of clinical medicine and its related disciplines. The five systems are: cardiorespiratory; metabolism; locomotor; human development; and brain and behaviour. Some elements of the programme may combine systems with other subjects or disciplines for integrated study;
  - vi. **People and populations:** Subjects or disciplines that relate to individuals and communities. People and population studies may be included within systems modules and/or delivered separately;
  - vii. **Student-Selected Components (SSCs):** Short periods of study that are selected by students and provide for in-depth study. SSCs may occupy no more than 30 per cent overall of the five-year curriculum, and SSCs may contribute to each year and Stage. Normally, one specified SSC may comprise up to six weeks of selected study related to the programme, which may be undertaken elsewhere in the UK or abroad;
  - viii. **Scheme for selected study:** The guidelines for, and organisation of, SSCs across the whole programme of study;
  - ix. **Continuous assessment:** In-course assessment and assessed course work, which may be scored or graded. In addition, continuous assessment shall require satisfactory completion of any personal and professional development portfolio requirements and any other mandatory measures of performance;

#### Programme requirements for award

- 4.183. A student must take and complete all four Stages of the programme, and must pass all five Parts of the MBBS degree to be eligible for the award of MBBS.

#### Programme duration

- 4.184. The programme shall extend over a minimum period of 56 months.

### Exemptions

- 4.185. A student who has pursued, in this or another university or institution in the United Kingdom, a programme of study that covers the material contained in the first two academic years (that is, Stages 1 and 2) of the MBBS and has passed the examinations for this, may be admitted directly to the third year at the start of Stage 3.
- 4.186. A dentist with Diploma Membership of the Joint Dental Faculties of the Royal College of Surgeons of England (MJDF), Diploma Membership of the Faculty of Dental Surgery of the Royal College of Surgeons of England (MFDS), Diploma Membership of the Faculty of Dental Surgery of the Royal College of Surgeons of Edinburgh and Glasgow (MFDS), or Diploma Membership of the Faculty of Dental Surgery of the Royal College of Surgeons of Ireland (MFD), may be admitted directly to the third year at the start of Stage 3. Such a student may be required to undertake additional elements of study and assessment, if their prior educational experience deems this necessary.
- 4.187. A graduate at a standard acceptable to QMUL and from an appropriate programme at an overseas university with which QMUL has established a memorandum of understanding may be admitted directly to the third year at the start of Stage 3.

### Attendance and professional attitude and conduct

- 4.188. Students are expected to attend all classes and clinical attachments, and to submit work by the prescribed deadlines. Students are also required to demonstrate the highest standards of professional attitude and conduct throughout the programme.
- 4.189. Professional behaviour encompasses honesty, integrity, avoidance of plagiarism, self-awareness and thoughtful conduct towards patients, teaching and hospital staff and fellow students. It also includes attendance, punctuality, reliability, appropriate dress, and personal health and hygiene. The professional conduct of students is expected to be in accordance with the General Medical Council guidance: *Medical Students: professional behaviour and fitness to practice*.
- 4.190. Professional attitude and conduct will be monitored throughout the programme by using a variety of assessment, appraisal, self-evaluation and reporting techniques. A student whose professional behaviour or compliance with the programme requirements is deemed to be unsatisfactory may be required to attend a specific remedial programme or be recommended to undertake counselling or health care, or be required to repeat a year of the programme to demonstrate improved performance.
- 4.191. A student whose attendance, professional attitude and conduct and/or quality of work is formally assessed as unsatisfactory, may have their registration and enrolment terminated. A student who fails to comply with any policy put in place by the School that applies to them may have their registration and enrolment terminated.

### Structure of examinations

- 4.192. Examinations for the award of MBBS shall be in five Parts. Each Part shall examine core studies and also require passes in all SSCs covered by the Part.
- 4.193. Each Part shall normally be in five Sections. Section A, Section B, Section C and Section D assess core studies. Each of Sections A, B, C and D comprises one or more compulsory assessments. Section E is the annual progression hurdle for SSCs.

### Compensation

- 4.194. No compensation is permitted between Sections A, B, C, D or E for any Part of the Degree.
- 4.195. For Section A, which comprises continuous and in-course assessment, the mark scheme shall specify the requirements for a pass, which may be determined by aggregate marks from all assessments, or by separate passes in each and all elements of assessment, or by a combination of aggregate and separate passes. The mark scheme shall further specify which elements of the course or assessments require compliance with requirements rather than a passing score (for example: portfolio work and appraisal; attitude and conduct measures), and shall specify any conditions under which any mild failure for in-course assessments and course work may be condoned.

### Requirements to pass a Section, Part and Stage

- 4.196. The pass mark for the MBBS is 50 per cent, following standard-setting and marks' adjustment.
- 4.197. The requirements to pass a Part shall be set out in the Mark Scheme for that Part, which shall specify:
- the requirements for satisfactory performance in Section A;
  - the consequences of failure to meet the requirements for Section A, which may include:
    - barring from the first sitting (and failure) in Sections B, C and D and loss of the first attempt;
    - a requirement for successful completion of remedial work to complete Section A before taking Sections B, C and D, which may include repeating the year of study;
    - a recommendation for deregistration from the programme;
  - the nature and number of papers or examinations for Sections B and C;
  - any requirements for a pass in Section D in addition to an overall passing score and, if Section D is subdivided into sub-sections, the nature and number of sections and weighting of sections;
  - the requirements for resit examinations in the event of failure in Sections B, C and D;
  - the requirements for the SSC programme. Normally these shall include the successful completion of all SSCs covered in the Part. For successful completion of Section E, SSCs must either be passed outright, or remedial work (or additional assessment) completed by the date of the resit Subject Examination Board.
- 4.198. Where a student has been unable to complete the requirements for any Section A due to acceptable extenuating circumstances, the Subject Examination Board shall have the discretion to waive the minimum requirement subject to:
- The student having completed sufficient in-course assessments to satisfy the examiners that they have achieved an adequate command of the material;
  - the quality of the completed in-course assessments being of a satisfactory standard; *and*,
  - the student passing any specified coursework or written element.

### Number of attempts

- 4.199. On successful completion of Section A, a student shall normally be allowed two attempts at examinations in Sections B, C and D: one first attempt or first sit, and one resit attempt.

### Resits

- 4.200. Failure of any element at resit examinations shall normally lead to deregistration from the programme. Resit marks shall normally be capped at the pass mark.
- 4.201. The Subject Examination Board may recommend remedial work following any failure at the first sitting. This work must be satisfactorily completed before a student may take any resit. This may mean that a student will have a resit deferred until remediation is completed.

### Extenuating circumstances

- 4.202. The SMD operates the fit to sit policy. Students wishing to claim extenuating circumstances must not sit the examination, and must submit an extenuating circumstances form as described in the *MBBS Extenuating Circumstances Policy*. Where a student submits evidence of extenuating circumstances prior to the examination and these are accepted, the Subject Examination Board may allow the student to preserve their sit status for the next sitting of the examinations in Sections B, C or D. Where a student attempts an element of assessment as a first sit, the mark achieved stands; a first sit mark is not capped. Where a student attempts an element of assessment as a resit, the mark achieved is capped.
- 4.203. Extenuating circumstances should normally be considered prior to the Subject Examination Board and late submission will only be considered under exceptional circumstances and at the discretion of the Examination Board Chair and the Dean for Education.

### Retakes

- 4.204. In exceptional circumstances the Subject Examination Board may give further consideration to any student who is to be deregistered, or at risk of deregistration, from the programme, as follows:
- where a student, otherwise in good standing, has failed to pass any or all Sections of a Part within the permitted number of attempts and has a well-documented record of severe difficulties during the year, the Board may permit the student to retake the year without penalty with resit provisions operating as if the student is taking the year for the first time. Marks achieved during the retake year shall not be capped;
  - in a very limited number of cases, where a student has failed to pass any or all Sections of a Part at the second attempt and does not meet the requirements of (i), above, but is deemed to have sufficient potential to succeed, the Board may permit the student to re-take the year for a third and final attempt with strict conditions imposed by the Subject Examination Board (such conditions shall be to retake all elements [including those passed] in full attendance and take and pass all assessments in Sections A, B, C, D and E as required by the mark scheme). Such students shall be closely monitored and unsatisfactory performance may lead to deregistration at any point in the year. On passing the Part, such students shall not have their marks capped to the pass mark.

4.205. Normally, a student shall be permitted to restart and/or retake a year only once during the programme of study.

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### Assessment of Student-Selected Components

- 4.206. Individual SSCs may be assessed either by continuous assessment, by a final report, or by a combination of continuous assessment and final examination. A student who fails to complete the assessment for each SSC by the end of the timetabled period of that SSC shall normally be failed in that SSC.
- 4.207. Performance in an SSC shall be graded on the scale of A to E, where A to C are passing grades, grade D is a marginal fail, and grade E is a clear fail.
- 4.208. At the discretion of the Subject Examination Board, a student who fails an SSC may resubmit coursework or repeat the assessment at a subsequent offering, with attendance if required, or may elect to take a different SSC as an alternative - this notwithstanding the requirements to pass Section E (the annual SSC hurdle) given in the *Requirements to pass a Section, Part and Stage* (above).
- 4.209. Resit examinations shall not normally be held for SSC assessments.
- 4.210. Where a student submits extenuating circumstances that are accepted, the Subject Examination Board has the discretion to waive the SSC requirements for the purposes of progression only, subject to the student having not more than one SSC outstanding at any point in the programme.
- 4.211. The examiners may require a student to make use of the six-week SSC, normally undertaken elsewhere in the UK or abroad, to remedy any deficit in other SSCs, or to remedy any deficit in core studies for Part 5.

### Progression

- 4.212. To progress from Stage 1 to Stage 2, a student must pass Sections A, B, C, D and E of Part 1.
- 4.213. To progress from Stage 2 to Stage 3, a student must pass Sections A, B, C, D and E of Part 2.
- 4.214. To progress from Stage 3 to Stage 4, a student must pass Sections A, B, C, D and E of Parts 3 and 4. A student must also pass Sections A, B, C, D and E of Part 3 to progress from Year 3 to Year 4 within Stage 3.

### Eligibility for award

- 4.215. To be eligible for the award of MBBS, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the Year, Stage and Part requirements for the award;
  - meet the progression requirements at the end of each Stage, and be in Stage 4 (the final year).

### Classification of award

- 4.216. The Subject Examination Board may award passes 'with Distinction', or 'with Merit' at each Part.



- 4.217. Distinctions shall be cited on the degree certificate, as they may form a part of the University of London award. Merits shall not be cited on the degree certificate, as they do not form a part of the University of London award.
- 4.218. A student with a failure in any assessment used to calculate the award of Distinction shall not be eligible for that Distinction.
- 4.219. The criterion for Distinction shall be sustained excellence over a defined period of time. The standards required for the award of Distinctions shall be determined by the Subject Examination Board. The Board shall only use marks obtained at first sittings, and shall apply either a criterion-referencing or ranking system to target the top ten per cent of the cohort for the award.
- 4.220. The following Distinctions may be awarded to a student:
- Distinction in Part 1 MBBS;
  - Distinction in Part 2 MBBS;
  - Distinction in Part 3 MBBS;
  - Distinction in Part 4 MBBS;
  - Distinction in Part 5 MBBS.
- 4.221. A Merit may be awarded to a student for any Part (1 to 5) of the MBBS programme. Merits shall be awarded by the Degree Examination Board for the relevant Part of the MBBS degree. The Board shall only use marks obtained at first sittings, and shall apply either a criterion-referencing or ranking system to target the top 15 per cent of the cohort for the award.

#### Failure to meet award requirements

- 4.222. A student who does not meet the requirements for MBBS, but meets the requirements for the lower level award of BSc (Hons), DipHE, or CertHE shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award. Where an exit award is conferred upon a student registered on the MBBS programme, the field of study shall be 'Medical Sciences'.
- 4.223. MBBS exit awards shall be classified according to the following scale, using a College Mark calculated by taking a flat average of the most recently passed 120 (CertHE), 240 (DipHE), or 360 (BSc) credits:

College Mark	CertHE/DipHE classification	BSc(Hons) classification
70.0+	Distinction	First Class
60.0-69.9	Merit	Second Class (Upper Division)
50.0-59.9	Pass	Second Class (Lower Division)
0.0-49.9	Fail (no award)	Fail (no award)

#### Progression and award regulations: FdA and FdSc

##### Progression

- 4.224. To progress from developmental year one to developmental year two of a foundation degree, a student must meet any programme or pathway requirements, and take and pass modules to the value of 120 academic credits.

- 4.225. Exceptionally, at the discretion of the Subject Examination Board, a student who has passed modules to the value of 105 credits may be permitted to progress from developmental year one to developmental year two, and resit the failed modules while studying for the next developmental year.
- 4.226. A student who fails to progress shall be permitted to resit failed modules as approved by the SEB, up to the permitted number of attempts.

#### Eligibility for award

- 4.227. To be eligible for the award of FdA or FdSc a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - meet the progression requirements at the end of each developmental year, and be in the final developmental year;
  - achieve a minimum College Mark of 40.0.

#### Academic credit requirements for awards

- 4.228. To be eligible for the award of FdA or FdSc, a student must:
- be registered on the programme for a minimum of two years;
  - take modules to a total value of 240 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 90 credits at Level 5;
  - take modules to a maximum value of 150 credits at Level 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 240 credits.
- 4.229. Provision for advanced standing may apply where individual cases allow for it and the advanced standing has been approved; in such cases the required value of academic credit shall be reduced accordingly.

#### Classification of award

- 4.230. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark.
- 4.231. The College Mark provides a weighted average across all the modules taken by a student. In all cases the College Mark shall be calculated as though the required value of academic credit was taken.
- 4.232. The College Mark shall be calculated by the following weighting:

Award	Weighting of each developmental year (percentage weightings)	
	Year 1	Year 2
FdA, FdSc	1 (25%)	3 (75%)

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<#>A student who fails modules on three occasions shall be deemed to have failed the programme, and cannot achieve the award.¶

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- 4.233. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 4.234. The foundation degree shall be classified according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
40.0 – 59.9	Pass

#### Failure to meet requirements for award

- 4.235. A student who does not meet the requirements for FdA or FdSc, but meets the requirements for the lower level award of Foundation Certificate shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

#### Progression to honours degree programmes

- 4.236. A student who achieves merit or distinction in the FdA or FdSc shall be offered admission to the appropriate developmental year of an associated honours degree programme.

#### Award regulations: FdCert

##### Eligibility for award

- 4.237. To be eligible for the award of Foundation Certificate (FdCert), a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the total credit value for the award (*see below*);
  - meet the minimum credit requirements at the level of the award (*see below*);
  - not exceed the maximum credit value at the lowest level for the award (*see below*);
  - achieve a minimum College Mark of 40.0.

##### Academic credit requirements

- 4.238. To be eligible for the award of Foundation Certificate, a student must:
- take modules to a total value of 120 credits during one developmental year;
  - take modules to a maximum value of 120 credits all of which must be at Level 3;
  - pass modules to the value of 90 credits.

##### Classification of award

- 4.239. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark.
- 4.240. The College Mark provides a weighted average across all the modules taken by a student. The College Mark shall always be calculated as though the required value of academic credit was taken.

- 4.241. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 4.242. The classification of the Foundation Certificate shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
40.0 – 59.9	Pass

#### Progression and award regulations: DipHE and CertHE

- 4.243. The Diploma of Higher Education (DipHE) and Certificate of Higher Education (CertHE) shall normally be used as interim (or 'exit') awards. These may be recommended by Subject Examination Boards where a student fails to meet the requirements for the award of the relevant degree.
- 4.244. Where a Diploma of Higher Education or Certificate of Higher Education is used as an exit award, the College Mark shall be calculated using the marks from the best 120 (CertHE) or 240 (DipHE) credits of modules across the student's period of registration. Alternative provisions apply to MBBS and BDS exit awards; refer to the relevant regulations for details.
- 4.245. Students may request to exit from QMUL with a Diploma of Higher Education or Certificate of Higher Education where they do not intend to continue with the degree programme. In such cases, some modules may be discounted for the purpose of meeting the award requirements.
- 4.246. Where an approved programme leads to the award of Diploma of Higher Education or Certificate in Higher Education as its highest award, the requirements set out below shall apply.

#### Progression: Diploma of Higher Education

- 4.247. To progress from one developmental year to the next, a student must meet any programme or pathway requirements and take and pass modules as follows:
- foundation year to developmental year one: take modules to the value of 120 credits and pass modules to the value of 90 credits.
  - developmental year one to developmental year two: take modules to the value of 120 credits and pass modules to the value of 90 credits from developmental year one (excluding modules at Level 3).
- 4.248. Exceptionally, at the discretion of the Subject Examination Board, a student who has passed modules to the value of 75 credits taken in developmental year one may be permitted to progress and resit the failed modules while studying for developmental year two.
- 4.249. A student who fails to progress may resit failed modules up to the permitted number of attempts, as approved by the SEB.

- 4.250. A student who passes the required value of academic credit, but does not meet the programme or pathway requirements for progression due to failure in a core module, may, subject to the approval of the Subject Examination Board:
- transfer to another pathway or programme for which they meet the requirements;
  - resit the required modules at the next available opportunity, where attempts remain;
- 4.251. A student who meets the progression requirement but fails modules up to the value of 30 academic credits shall be permitted to resit those failed modules in order to improve the mark achieved, as approved by the SEB. The maximum module mark achievable shall be the minimum pass mark.

#### Eligibility for award: Diploma of Higher Education

- 4.252. To be eligible for the award of Diploma of Higher Education, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - meet the progression requirements at the end of each developmental year, and be in the final developmental year;
  - achieve a minimum College Mark of 40.0.

#### Academic credit requirements: Diploma of Higher Education

- 4.253. To be eligible for the award of Diploma of Higher Education, a student must:
- take modules to a total value of 240 credits, equivalent to 120 credits per developmental year;
  - take modules to a minimum value of 90 credits at Level 5;
  - take modules to a maximum value of 150 credits at Level 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 180 credits (excluding modules at Level 3).
- 4.254. Provision for advanced standing may apply to Diploma of Higher Education students where individual cases allow for it and the advanced standing has been approved; in such cases, the required value of academic credit shall be reduced accordingly.

#### Eligibility for award: Certificate of Higher Education

- 4.255. To be eligible for the award of Certificate of Higher Education, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below).

#### Academic credit requirements: Certificate of Higher Education

- 4.256. To be eligible for award of Certificate of Higher Education, a student must:
- take modules to a total value of 120 credits during one developmental year;
  - take modules to a minimum value of 90 credits at Level 4;
  - take modules to a maximum value of 120 credits at Level 4, of which 30 credits may be at Level 3;
  - pass modules to the value of 90 credits (excluding modules at Level 3).

#### Classification of awards

- 4.257. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark.
- 4.258. The College Mark provides a weighted average across all the modules taken by a student. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 4.259. For DipHE and CertHE, the developmental years shall be weighted as follows:

Award	Weighting of each developmental year (percentage weightings)	
	Year 1	Year 2
DipHE	1 (25%)	3 (75%)
CertHE	1 (100%)	N/A

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- 4.260. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 4.261. Classification of the CertHE and DipHE shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
40.0 – 59.9	Pass

#### Failure to meet requirements for award of DipHE

- 4.262. A student who does not meet the requirements for DipHE and who is entitled to resits may elect to exit with the award of CertHE, where the requirements for that award are met. Any such student shall then be ineligible to resit any failed modules in order to meet the requirements for the DipHE.
- 4.263. A student for the DipHE who does not meet the requirements for award and has exhausted all attempts, but who meets the requirements for award of CertHE, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

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### Progression and award regulations: GradCert and GradDip

#### Progression

4.264. The individual programme regulations for Graduate Diploma (GradDip) and Graduate Certificate (GradCert) programmes may specify progression and review points.

#### Eligibility for award

- 4.265. To be eligible for the award of Graduate Diploma or Graduate Certificate, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - take the required total credit value for the award (*see below*);
  - meet the minimum credit value at the level of the award (*see below*);
  - not exceed the maximum credit value at the lowest level of the award (*see below*);
  - achieve a minimum College Mark of 40.0.

#### Academic credit requirements for award: Graduate Certificate

4.266. To be eligible for the award of Graduate Certificate, a student must:

- take modules to a total value of 60 credits during one developmental year;
- take modules to a minimum value of 45 credits at Level 6;
- take modules to a maximum value of 15 credits at Level 4;
- pass modules to the value of 45 credits.

#### Academic credit requirements for award: Graduate Diploma

- 4.267. To be eligible for the award of Graduate Diploma, a student must:
- take modules to a total value of 120 credits during one developmental year;
  - take modules to a minimum value of 90 credits at Level 6;
  - take modules to a maximum value of 30 credits at Level 4;
  - pass modules to the value of 90 credits.

#### Classification of award

- 4.268. A student shall be classified when the award requirements are met. The classification of award shall be based upon the College Mark.
- 4.269. The College Mark provides a weighted average of all modules taken by a student. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 4.270. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 4.271. The classification of the Graduate Certificate and Graduate Diploma shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
40.0 – 59.9	Pass

#### Failure to meet requirements for award of Graduate Diploma

- 4.272. A student who does not meet the requirements for the award of Graduate Diploma, but meets the requirements for award of Graduate Certificate shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.
- 4.273. A student who does not meet the requirements for Graduate Diploma but is entitled to a resit may elect to exit with the award of Graduate Certificate, where the requirements for award have been met. The student shall then be ineligible to resit failed modules in order to meet the requirements for the Graduate Diploma.
- 4.274. Students who do not meet the requirements for Graduate Diploma and have exhausted all attempts, but who meet the requirements for award of Graduate Certificate, shall be conferred the award for which they are qualified.

## Academic Regulations 2014-15 5: Regulations for Postgraduate Programmes

### Scope

- 5.1. These regulations shall apply to all taught postgraduate programmes of study of QMUL, and to the students registered upon them. These regulations shall not apply to postgraduate research programmes or students.
- 5.2. The processes of enrolment and registration shall confirm a student's acceptance of QMUL's charter, ordinances, regulations, rules and other policies and codes of practice. This shall form the basis of the contract between QMUL and the student.
- 5.3. The awards covered by these regulations are as follows:
- [Postgraduate Certificate \(PGCert\)](#)
  - [Postgraduate Diploma \(PGDip\)](#)
  - [Master of Arts \(MA\)](#)
  - [Master of Business Administration \(MBA\)](#)
  - [Master of Clinical Dentistry \(MClinDent\)](#)
  - [Master of Laws \(LLM\)](#)
  - [Master of Public Administration \(MPA\)](#)
  - [Master of Research \(MRes\)](#)
  - [Master of Science \(MSc\)](#)

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### Applicability

- 5.4. These regulations shall apply to those students registering for the first year of a programme from 1 August 2014, with the exceptions of the following:
- i. Students entering with advanced standing, and students who have changed duration or interrupted; the regulations for the cohort joined shall apply.
  - ii. Where programmes have existing approved special regulations.

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### General requirements

- 5.5. Students shall enrol with QMUL, and register for programmes and modules in accordance with the requirements set out in Section 2 of the *Academic Regulations*. Students shall meet all other general requirements as set out in Section 2 of the *Academic Regulations*.
- 5.6. Students must undertake an approved programme of study and meet any compulsory and core elements for progression and award.
- 5.7. Students who have been awarded qualifications of QMUL or the University may not subsequently present themselves for re-examination for that award in the same subject or branch of study.

### Normal duration of a programme of study

- 5.8. All programmes of study shall have approved normal durations that relate to the modes of study available. Where a normal duration is not specified at approval, it shall be deemed to be the minimum period of time in which the programme can be completed if a full module load is taken according to the mode of study.

### Minimum and maximum registration periods

- 5.9. A student must be registered for a minimum of one third of the normal duration of the programme of study in order to be eligible for the award.
- 5.10. A student may not be registered for a programme of study for a period longer than double the normal duration for the programme of study.
- 5.11. Programmes with a flexible study mode shall specify the minimum and maximum durations of study as part of the programme regulations.

### Academic credit

- 5.12. A module worth 15 points of academic credit represents the following:
- i. for an MA, MSc, MRes, MPA, MBA or LLM, one twelfth of the master's degree and one eighth of the taught component; normally, the dissertation or research project comprises 60 credits;
  - ii. one twenty-fourth of the MSc Euromasters;
  - iii. one thirty-sixth of the MClinDent;
  - iv. one eighth of the Postgraduate Diploma;
  - v. one quarter of the Postgraduate Certificate.

### Taught component

- 5.13. The term 'taught component' shall refer to those elements of postgraduate programmes that comprise approved modules that are not research projects or dissertations. The taught component shall normally comprise modules to the value of 120 credits, excepting MSc by Research, MA by Research, and MRes programmes where it shall normally comprise modules to the value of 60 credits or fewer.

### Research projects and dissertations

- 5.14. The terms 'research project' and 'dissertation' refer to the approved modules of postgraduate programmes that comprise independent study and the production of projects or dissertations. The project or dissertation module shall normally have a value of 60 credits, excepting MSc by Research, MA by Research, and MRes programmes where it shall normally have a value of 120 credits.

### Marks and grades for student performance in individual modules

- 5.15. Module marks shall be held to one decimal place.
- 5.16. Module marks shall be awarded for student performance as follows:

Module mark	Module grade
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass
0.0 – 49.9	Fail

### Requirements to pass a module

- 5.17. The pass mark for modules for postgraduate programmes shall be 50.0. This shall be irrespective of the academic level of the module.
- 5.18. Modules may comprise a number of elements of assessment and requirements that must be completed in order to pass. The pass mark for any element of assessment for a postgraduate module shall be 50.0. The module regulations shall specify those elements of assessment that must be passed, those that must be taken and those that are not compulsory.
- 5.19. To pass a module, a student must undertake the approved assessment for the module, meet all requirements for a pass as specified in the module regulations, and achieve a mark of 50.0 or more. Where the module comprises more than one element of assessment, these elements of assessment shall normally be aggregated to one overall mark for the module. The elements of assessment may be weighted, as specified in the module regulations.
- 5.20. A student may not resit, first sit, retake or first take a module that has been passed.

### Number of attempts

- 5.21. A maximum of two attempts shall be permitted to pass a module: a first attempt (or first sit or first take), and one resit attempt.
- 5.22. Failure must be agreed by the Subject Examination Board before any resit occurs.

### Failure of a module

- 5.23. A student who does not achieve the requirements to pass a module shall fail that module. In most cases, this shall be because the module mark is lower than the pass mark of 50.0.
- 5.24. In some cases it may be possible to achieve module marks higher than the pass mark of 50.0, but fail the module where not all of the requirements as set out in the approved module regulations are met. In these instances, the module mark shall be recorded as FQ (qualified fail).
- 5.25. Where a student fails to complete an element of assessment required for a module (whatever its form), the mark for that element shall be 0 NS. This mark shall be used and aggregated according to the prescribed method to determine the module mark.
- 5.26. In all cases where the requirements for award are met, the award shall be made. There shall be no further opportunity for a student to resit failed modules in an attempt to achieve a higher mark.

### Condoned failure

- 5.27. Examination boards may normally condone failure in the taught component of modules up to the value of 30 credits (or 15, for PGCert) where:
  - i. the student has achieved a module mark of 30.0 or more; *and*,
  - ii. the average achieved across all modules is 50.0 or greater.
- 5.28. This outcome shall be known as 'fail condoned, academic credit awarded'.

- 5.29. The rules on condoned failure described above shall not apply where the regulations for the award or special regulations do not permit condoned failure, or specify an alternative requirement. This includes the universal rule that core modules (those that must be taken and passed) cannot be condoned. This has implications for progression and award, as students who fail core modules shall not meet the requirements of the programme.

- 5.30. Condoned failure shall not be permitted for core modules, research projects, or dissertations.

### Resits

- 5.31. Resits do not involve attendance at classes, and shall not count towards the total value of academic credit for which students are registered during the academic year of the resit.
- 5.32. Where a resit results in a pass, the module mark shall be capped at the minimum pass mark regardless of the standard achieved by the student. The LLM is an exception; LLM resits shall not be capped, and the mark achieved shall stand.
- 5.33. In the event of failure in all attempts, the highest module mark ('best fail') shall stand. The LLM is an exception; for the LLM, the most recent mark shall always stand.
- 5.34. In the event of failure, the Subject Examination Board may determine alternative forms of assessment for resits.
- 5.35. A student due to resit must do so at the next available opportunity. Interruption or deferral of resits shall not be permitted.
- 5.36. Resit and first sit registrations for enrolled students in attendance must be confirmed by the published deadline, and in accordance with the stated procedure. Any such student who opts-out or does not confirm their registration by the published deadline shall forfeit any remaining attempts to pass the relevant module.
- 5.37. Resit and first sit registrations for students designated 'resitting out of attendance' must be confirmed by the published deadline, and in accordance with the stated procedure. Any such student who opts-out or does not confirm their registration by the published deadline shall forfeit any remaining attempts to pass the relevant module, and may have their registration terminated and cease to be a student.
- 5.38. Where a student is registered for resits or first sits but does not attempt the required assessment, the registration shall count as one of the permitted attempts at the module; for a student designated 'resitting out of attendance', the Subject Examination Board may also recommend that the student's registration and enrolment be terminated.
- 5.39. A student shall not be permitted to resit elements of assessment that have been passed. Where a module has been passed but some elements of assessment were failed, the student shall not be permitted to resit any element of assessment.

### First sits

- 5.40. Where a student submits evidence of extenuating circumstances that impacted negatively upon their performance and these are accepted, the Subject Examination Board may grant a first sit in the affected assessment. Where a student attempts an element of assessment as a first sit, the mark achieved stands (i.e. first sit marks are not capped).

- 5.41. A resit attempt may be a first sit resit. In any such cases, resit provisions shall apply, including capped marks where the regulations require this.
- 5.42. A first sit shall replace one of the two attempts permitted for the module, replacing the attempt discounted due to extenuating circumstances.

#### Retakes

- 5.43. Subject Examination Boards may require a student to retake a module. Retakes shall only normally be recommended where a module cannot be reattempted by a resit (i.e. where attendance to use, for example, laboratory facilities is required). Retakes involve attendance at classes and completion of all elements of assessment, whether previously failed or not. Where a student retakes a module, this shall count towards the value of academic credit for which the student is registered during the year of the retake.
- 5.44. The mark for a module that has been retaken following failure shall be capped at the pass mark; the LLM is an exception in that its retake marks shall not be capped. Each retake shall count as one of the two attempts permitted for the module.
- 5.45. Where a student fails to retake at the next available opportunity, the missed retake shall count as one of the permitted attempts, regardless of whether or not the student formally registered. Additionally, Subject Examination Boards may recommend that a student's registration and enrolment be terminated when the student does not register to retake at the first available opportunity.
- 5.46. Where a retake is granted, the student must attempt the same module that was originally attempted; no substitution shall be permitted except where the original module has been discontinued, or where there has been an approved change to the title or code of the original module, where the original module is not running in the year of the first take, or where there is an unavoidable clash with another module.
- 5.47. A retake shall count as one of the two permitted attempts at a module (and therefore as the second and final attempt).
- 5.48. Where a student fails to take a retake at the next available opportunity the missed retake shall count as one permitted attempt, regardless of whether or not the student formally registered. Additionally, Subject Examination Boards may recommend that a student's registration and enrolment be terminated if they do not register for first takes or retakes at the first available opportunity.
- 5.49. Transcripts shall list all takes of modules, including both first attempts and first takes.

#### First takes

- 5.50. Where a student submits a valid and accepted claim for extenuating circumstances that impacted upon their performance and attendance and there is good reason why the student did not interrupt their studies at the time, Subject Examination Boards may recommend and Degree Examination Boards may agree that the student can reattempt the affected modules as 'first takes'. First takes shall involve attendance at classes and the completion of all elements of assessment, whether previously failed or not. Where a student is granted a first take of a module, this shall count towards the number of modules for which the student is registered in the academic year of the first take.

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- 5.51. A first take shall replace one of the two attempts permitted for a module, replacing the attempt discounted due to extenuating circumstances. Marks for first takes shall not be capped.
- 5.52. Where a first take is granted, the student must attempt the same module that was originally attempted; no substitution shall be permitted except where the original module has been discontinued, or where there has been an approved change to the title or code of the original module, where the original module is not running in the year of the first take, or where there is an unavoidable clash with another module (in which case a core of compulsory module(s) may take precedence over the first take module(s)).
- 5.53. Resit provision for first takes shall operate as though the modules were taken for the first time during the first take.
- 5.54. Where a student fails to take a first take at the next available opportunity the missed first take shall count as one permitted attempt, regardless of whether or not the student formally registered. Additionally, Subject Examination Boards may recommend that a student's registration and enrolment be terminated if they do not register for first takes or retakes at the first available opportunity.
- 5.55. Transcripts shall list all takes of modules, including both first attempts and first takes.

#### Discretion in classification

- 5.56. A Subject Examination Board may recommend to a Degree Examination Board that a small degree of discretion be used in the classification of a student, within the permitted scope of QMUL policy. There is no discretion at the Pass/Fail borderline.

#### Aegrotat award

- 5.57. A Subject Examination Board may recommend an aegrotat award to a student who has taken the full complement of modules required for award, but was absent from the final examinations for the programme due to illness or other medical cause judged sufficient by the Subject Examination Board. Exceptionally, this may also apply to a student who was present at the examinations but whose performance was adversely affected by serious illness or other cause judged to be sufficient by the Subject Examination Board, or where a student has died. An aegrotat award shall only be made where there is no reasonable prospect of the student being able to return to complete the programme of study.
- 5.58. A student who meets the requirements for the award for which they are registered shall not be considered for an aegrotat award. The Subject Examination Board shall classify the award in the normal manner, but may use its discretion to take account of the circumstances of the student when doing so (*Academic Regulations 2013-14, Section 3: Extenuating Circumstances*).
- 5.59. Where a student has not taken the full complement of modules, the Subject Examination Board may consider the evidence available from other assessments to determine the likelihood of the student achieving the required standard for the award. Where the Subject Examination Board agrees that the student would have achieved the required standard, a recommendation for an aegrotat award shall be made.
- 5.60. Aegrotat awards are unclassified degrees.

- 5.61. Where a student is offered an aegrotat award the student may either accept the offer, upon which the award shall be conferred, or decline the offer and take the missed or failed assessments as first sits where applicable. A student who chooses to take the missed or failed assessments shall cease to be eligible for the aegrotat award. A student who chooses to accept the aegrotat award shall cease to be eligible to take the missed or failed assessments.

#### Revocation of award

- 5.62. QMUL may revoke an award made under these regulations, in accordance with the relevant procedures of QMUL or the University. Such cases shall be considered on a case-by-case basis by Senate or its delegated authority.

#### Progression and award regulations: MA, MSc, MRes, MBA, MPA

##### Progression

- 5.63. In all cases where a formal progression point is a part of the programme regulations, a student who fails to progress may resit or retake failed modules, up to the permitted number of attempts;

##### *Progression from the taught element to the dissertation/project*

- 5.64. Individual programme regulations may specify that the taught component must be taken and passed before a student progresses to the dissertation or project (programmes using the hurdle are listed in the *Special Regulations*). Where this is the case, progression shall be considered and agreed by the relevant Subject Examination Board. In such cases, a student must:
- take modules to the value of 120 credits; and,
  - pass modules to the value of at least 90 credits; and,
  - achieve an average mark of at least 50.0 across all taught modules; and,
  - achieve module marks of at least 30.0 in all modules.

##### *Progression to the second developmental year for part-time students*

- 5.65. Individual programme regulations may specify that a progression hurdle must be passed before a part-time student can progress to the second developmental year (programmes using the hurdle are listed in the *Special Regulations*). Where this is the case, progression shall be considered and agreed by the relevant Subject Examination Board. In such cases, a student must:
- take modules to the value of 60 credits; and,
  - pass modules to the value of at least 30 credits; and,
  - achieve module marks of at least 30.0 in all modules.

##### **Failure to meet progression requirements**

- 5.66. Where a student meets the requirements for progression based on the value of academic credit taken and passed, but does not meet the programme or pathway requirements for progression due to failure in a core module, the student may, subject to the approval of the Subject Examination Board:
- transfer to another pathway or programme for which they meet the requirements; or,
  - resit the required modules at the next available opportunity, where attempts remain. Failure at resit of a core module is likely to lead to deregistration if there is no suitable programme to which the student may transfer.
- 5.67. Students who meet progression requirements but fail modules up to the value of 30 credits shall be permitted to resit or retake those failed modules at the next available opportunity, where attempts remain, to improve the mark achieved, provided that the requirements for award are not met.

##### **Eligibility for award**

- 5.68. To be eligible for the award of MA, MSc, MRes, MBA or MPA a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the progression requirements, where these exist;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - achieve a minimum College Mark of 50.0.

##### **Academic credit requirements for awards**

- 5.69. To be eligible for the award of MA, MSc, MRes, MBA or MPA, a student must:
- take modules to the value of 180 credits - normally comprising a dissertation or project of 60 credits and a taught component of 120 credits (except MRes) - during one developmental year;
  - take modules to a minimum value of 150 credits - including the dissertation or project - at Level 7;
  - take modules to a maximum value of 15 credits at Level 5;
  - pass modules to the value of 180 credits, including the dissertation or project.
- 5.70. Provision for advanced standing may apply where individual cases allow for it, and the advanced standing is approved. In such cases, the value of academic credit required shall be reduced accordingly.
- 5.71. Any modules not at Level 7 must be at Levels 5 or 6.

##### **Classification of award**

- 5.72. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark and achievement in the dissertation or project.
- 5.73. The College Mark provides a weighted average across all modules taken by a student up to the maximum number of modules for the programme. The College Mark shall always be calculated as though the required value of academic credit was taken.



- 5.74. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 5.75. The classification of the degree shall be made according to the following scale:

College Mark	Dissertation or project module mark	Classification
70.0 – 100.0	65.0 or higher	Distinction
60.0 or higher	60.0 or higher	Merit
50.0 or higher	N/A	Pass

- 5.76. A variant classification scheme applies to certain programmes with a dissertation or project valued at fewer than 60 credits. These programmes are detailed in the *Special Regulations*, and shall be classified according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass

#### Failure to meet requirements for award

- 5.77. An MSc, MA, MRes, [MPA](#), or MBA student who does not meet the requirements for award but is entitled to resits or retakes may elect to exit with the award of Postgraduate Diploma or Postgraduate Certificate, where the requirements for that award are met. Any such student shall then be ineligible to resit or retake the failed modules in order to meet the requirements for the MSc, MA, MRes, [MPA](#) or MBA.
- 5.78. An MSc, MA, MRes, [MPA](#), or MBA student who does not meet the requirements for award and has exhausted all attempts, but who meets the requirements for the award of Postgraduate Diploma or Postgraduate Certificate, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

#### Progression and award regulations: LLM

##### Dissertation component

- 5.79. The dissertation shall normally be one module of a value of 45 credits. The dissertation shall normally be 15,000 words. It may be possible for a student to take more than one dissertation module.

##### Condoned failure

- 5.80. The Examination Board may condone failure in modules (including the dissertation) to a maximum total value of 45 credits where:
- a student achieves a module mark of 45.0 or greater; and,
  - the average mark achieved across all modules is 50.0 or greater.

Deleted: ¶  
<#>There are no exit awards for the MPA. An MPA student may not elect to exit with a lower award where attempts remain, and shall not receive an exit award if the MPA award requirements are not met with all attempts exhausted.¶

#### Eligibility for award

- 5.81. To be eligible for the award of LLM, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the progression requirements, where these exist;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - achieve a minimum College Mark of 50.0.

#### Academic credit requirements for award

- 5.82. To be eligible for the award of LLM, a student must:
- take modules to the value of 180 credits, normally where each module has a value of 45 credits, during one developmental year;
  - take modules to a minimum value of 150 credits at Level 7, including the dissertation;
  - take modules to a maximum value of 15 credits at Level 5 or 6;
  - pass modules to the value of 180 credits, including the dissertation.
- 5.83. Provision for advanced standing may apply where individual cases allow for it, and the advanced standing is approved. In such cases, the value of academic credit required shall be reduced accordingly.
- 5.84. Any modules not at Level 7 must be at Levels 5 or 6.

#### Specialisations

- 5.85. A student who obtains at least 135 credits in respect of the modules listed against a specialisation in the annex to the LLM programme regulations (which must include credits in respect of a dissertation on a related topic) may request the award of the LLM in that specialisation.

#### Classification of award

- 5.86. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark.
- 5.87. The College Mark provides a weighted average across all modules taken by a student up to the maximum number of modules for the programme. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 5.88. Where a student resits or retakes one or more modules, the College Mark shall be calculated using the actual mark achieved in the resit or retake assessments.
- 5.89. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 5.90. The classification of the degree shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass

#### Failure to meet requirements for award

- 5.91. An LLM student who fails to meet the requirements for the award of LLM but is entitled to resits may elect to exit with the award of Postgraduate Diploma or Postgraduate Certificate, where the requirements for that award are met. Any such student shall then become ineligible to resit any failed modules to meet the requirements for the LLM.
- 5.92. An LLM student who does not meet the requirements for award and has exhausted all attempts, but who meets the requirements for the award of Postgraduate Diploma or Postgraduate Certificate, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

#### Progression and award regulations: MCLinDent

##### Advanced standing

- 5.93. A student who obtains an MSc degree in the same specialist area of dentistry from the University of London or elsewhere, which contains taught and dissertation components equivalent to those for the MCLinDent, may be admitted with advanced standing equivalent to the first year and Part 3. All such students must complete Part 2 of the programme.
- 5.94. In other cases considered appropriate by the Dean for Dentistry, advanced standing may be granted for up to 25 per cent of the taught element of the programme (normally Part 1 and Part 2).

##### Period of study

- 5.95. The normal period for full-time study shall be a minimum of two calendar years, or the equivalent period of part-time study.
- 5.96. The MCLinDent programme shall have three parts:
- Part 1: The scientific basis of dental care;
  - Part 2: Combined dental and other dental therapy;
  - Part 3: Assessment of a report or dissertation of up to 20,000 words.
- 5.97. Part 1 of the MCLinDent shall be taken during the first year, and shall comprise modules to the value of 120 credits. Marks for Part 1 modules shall not be included in the calculation of the College Mark.
- 5.98. Parts 2 and 3 shall be taken during the second year, and shall comprise modules to the value of 240 credits.

##### Condoned failure

- 5.99. Condoned failure shall not be permitted for the MCLinDent.

#### Progression

- 5.100. To progress from year one (Part 1) to year two (Parts 2 and 3) a student must meet any programme or pathway requirements and take and pass modules to the value of 120 credits.

#### Failure to meet progression requirements

- 5.101. A student who fail to progress may resit or retake failed modules, up to the permitted number of attempts.
- 5.102. A student who meets the requirement for progression based on the value of academic credits taken and passed, but does not meet the programme or pathway requirements for progression due to failure in a core module may, subject to the approval of the Subject Examination Board:
- transfer to another pathway or programme for which they meet the requirements;
  - resit the required modules at the next available opportunity, where attempts remain. Failure at resit of a core module is likely to lead to deregistration if there is no suitable programme to which the student may transfer.

#### Eligibility for award

- 5.103. To be eligible for the award of MCLinDent, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the period of study;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - meet the progression requirements (see below);
  - pass all modules and parts of the programme;
  - achieve a minimum College Mark of 50.0.

#### Academic credit requirements for award

- 5.104. To be eligible for the award of MCLinDent, a student must:
- take modules to the value of 360 credits;
  - take modules to a minimum value of 330 credits at Level 7;
  - where modules are not at Level 7, take a maximum of 30 credits at Levels 5 or 6;
  - pass modules to the value of 360 credits.
- 5.105. Provision for advanced standing may apply where individual cases allow for it, and the advanced standing is approved. In such cases, the value of academic credit required shall be reduced accordingly.
- 5.106. Any modules not at Level 7 must be at Levels 5 or 6.

#### Classification of award

- 5.107. A student shall be classified when the requirements for award are met. The classification of award shall be based on the College Mark.

- 5.108. The College Mark provides a weighted average across the modules taken in Parts 2 and 3 by a student, up to the maximum number of modules for the programme. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 5.109. The College Mark shall be weighted in accordance with the programme regulations.
- 5.110. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 5.111. The classification of the degree shall be made according to the following scale:

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass

#### Failure to meet requirements for award

- 5.112. An MClintDent student who does not meet the requirements for award but is entitled to resits or retakes may elect to exit with the award of MSc, Postgraduate Diploma, or Postgraduate Certificate, where the requirements for the award are met. Any such student shall then be ineligible to resit or retake any failed modules in order to meet the requirements for the MClintDent.
- 5.113. An MClintDent student who does not meet the requirements for award and has exhausted all attempts, but who meets the requirements for the award of MSc, Postgraduate Diploma, or Postgraduate Certificate, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

#### Progression and award regulations: MSc designated Euromasters

##### Period of study

- 5.114. The normal period for full-time study shall be a minimum of two academic years, or the equivalent period of part-time study.

##### Condoned failure

- 5.115. The examination board may condone failure in the taught component modules up to the value of 30 credits, where:
- a module mark of 30.0 or more is achieved; and,
  - the average achieved across all modules is 50.0 or greater.
- 5.116. This outcome shall be known as 'fail condoned, academic credit awarded'.
- 5.117. Failure in core modules or the dissertation or project shall not be condoned.

##### Progression

- 5.118. To progress from developmental year one to developmental year two, a student must meet any programme or pathway requirements, take modules to the value of 120 academic credits, pass modules to the value of 90 credits, have no module marks below 30.0 and have an overall average mark of at least 50.0..

#### Failure to meet progression requirements

- 5.119. A student who fails to progress may resit or retake failed modules, up to the permitted number of attempts.
- 5.120. A student who meets the requirement for progression based on the value of academic credits taken and passed, but does not meet the programme or pathway requirements for progression due to failure in a core, or key, module may, subject to the approval of the Subject Examination Board:
- transfer to another pathway or programme for which they meet the requirements;
  - resit the required modules at the next available opportunity, where attempts remain. Failure at resit of a core module is likely to lead to deregistration if there is no suitable programme to which the student may transfer.
- 5.121. A student who meets the progression requirement but fails modules up to the value of 30 credits may resit or retake those failed modules during the at the next available opportunity, where attempts remain, to improve the mark achieved, provided that the requirements for award have not been met. The maximum module mark achievable shall be the minimum pass mark.

#### Eligibility for award

- 5.122. To be eligible for the award of Masters Degree designated Euromasters, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the progression requirements, where these exist;
  - meet the total credit value for the award (see below);
  - meet the minimum credit requirements at the level of the award (see below);
  - not exceed the maximum credit value at the lowest level for the award (see below);
  - achieve a minimum College Mark of 50.0.

#### Academic credit requirements for award

- 5.123. To be eligible for the award of Masters Degree designated Euromasters, a student must:
- take modules to the value of 240 credits, normally comprising a research project or dissertation of 90 credits and taught component of 150 credits, during two developmental years;
  - take modules to a minimum value of 210 credits at Level 7, including the dissertation or project;
  - take modules to a maximum value of 15 credits at Level 5;
  - pass modules to the value of 240 credits, including the dissertation or project.
- 5.124. Provision for advanced standing may apply where individual cases allow for it, and the advanced standing is approved. In such cases, the value of academic credit required shall be reduced accordingly.
- 5.125. Any modules not at Level 7 must be at Levels 5 or 6.

### Classification of award

- 5.126. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark and achievement in the dissertation or project.
- 5.127. The College Mark provides a weighted average across all the modules taken by students up to the maximum number of modules for the programme. The College Mark shall always be calculated as though the required value of academic credit was taken.
- 5.128. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- 5.129. The classification of the degree shall be made according to the following scale:

College Mark	Dissertation or project module mark	Classification
70.0 – 100.0	65.0 or higher	Distinction
60.0 or higher	60.0 or higher	Merit
50.0 or higher	N/A	Pass

### Failure to meet requirements for award

- 5.130. A student for a Masters Degrees designated Euromasters who does not meet the requirements for award but is entitled to resits or retakes may elect to exit with the award of Postgraduate Diploma or Postgraduate Certificate, where the requirements for those awards are met. The student shall then be ineligible to resit or retake the failed modules to meet the requirements for the Masters Degree designated Euromasters.
- 5.131. A student for a Masters Degrees designated Euromasters who does not meet the requirements for award and has exhausted all attempts, but who meets the requirements for the award of Postgraduate Diploma or Postgraduate Certificate shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

### Progression and award regulations: PGCert and PGDip

- 5.132. The Postgraduate Diploma and Postgraduate Certificate shall normally be used as interim (or 'exit') awards that may be recommended by Subject Examination Boards where a student fails to meet the requirements for the award of the relevant degree.
- 5.133. A student may request to exit QMUL with a Postgraduate Diploma or Postgraduate Certificate where they do not intend to continue with the degree programme. In such cases, some modules may be discounted for the purpose of meeting award requirements.
- 5.134. Where a Postgraduate Diploma or Postgraduate Certificate is offered or conferred as an interim award, only modules to the required value of academic credit shall be considered for meeting the requirements for award and for classification.
- 5.135. Where approved programmes lead to Postgraduate Diplomas or Postgraduate Certificates as the highest award, the requirements set out below shall apply.

### Taught component

- 5.136. For the Postgraduate Certificate, all modules taken shall form part of the taught component.
- 5.137. For the Postgraduate Diploma, the modules taken may comprise either the taught component of a master's programme or a combination of taught modules and the research project or dissertation.

### Condoned failure

- 5.138. Examination boards may condone failure in the taught component of modules up to the value of 30 credits (PGDip) or 15 credits (PGCert) where:
- a module mark of 30.0 or higher has been achieved; and,
  - the average mark over all taught modules is 50.0 or greater.
- 5.139. This outcome shall be known as 'fail condoned, academic credit awarded'.

### Progression

- 5.140. Individual programme regulations may specify progression and review points.

### Eligibility for awards

- 5.141. To be eligible for the award of Postgraduate Certificate or Postgraduate Diploma, a student must:
- meet the requirements for the approved programme for which they are registered;
  - meet the requirements for the duration of registration;
  - meet the progression requirements where they exist;
  - meet the total credit value for the award;
  - meet the minimum credit requirements at the level of the award;
  - not exceed the maximum credit value at the lowest level for the award;
  - achieve a minimum College Mark of 50.0.

### Academic credit requirements for award: Postgraduate Certificate

- 5.142. To be eligible for the award of Postgraduate Certificate, a student must:
- take modules to the value of 60 credits;
  - take modules to a minimum value of 45 credits at Level 7;
  - take modules to a maximum value of 15 credits at Levels 5 or 6;
  - pass modules to the value of 60 credits.
- 5.143. Provision for advanced standing may apply where individual cases allow for it, and the advanced standing is approved. In such cases, the value of academic credit required shall be reduced accordingly.
- 5.144. Any modules not at Level 7 must be at Levels 5 or 6.

### Academic credit requirements for award: Postgraduate Diploma

- 5.145. To be eligible for the award of Postgraduate Diploma, a student must:
- take modules to the value of 120 credits;
  - take modules to a minimum value of 90 credits at Level 7;
  - take modules to a maximum value of 15 credits at Level 5;
  - pass modules to the value of 120 credits.

5.146. Provision for advanced standing may apply where individual cases allow for it, and the advanced standing is approved. In such cases, the value of academic credit required shall be reduced accordingly.

5.147. Any modules not at Level 7 must be at Levels 5 or 6.

#### Classification of awards

5.148. A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark.

5.149. The College Mark provides a weighted average across all modules taken by a student. The College Mark is always calculated as though all modules were taken.

5.150. The College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.

5.151. The classification of Postgraduate Diploma and Postgraduate Certificate shall be made according to the following scale.

College Mark	Classification
70.0 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass

#### Failure to meet requirements for award of Postgraduate Diploma

5.152. A student who does not meet the requirements for the award of Postgraduate Diploma but is entitled to resits or retakes may elect to exit with the award of Postgraduate Certificate, where the requirements for that award are met. The student shall then be ineligible to resit or retake the failed modules in order to meet the requirements for the Postgraduate Diploma.

5.153. A student who does not meet the requirements for the award of Postgraduate Diploma and has exhausted all attempts, but who meets the requirements for award of Postgraduate Certificate, shall be conferred the award for which the requirements have been met, unless the student has been deregistered. Where a student has been deregistered, the nature of the deregistration shall be considered in deciding whether to recommend an exit award.

## Academic Regulations 2014-15 6: Special Regulations

### Scope

- 6.1 These Special Regulations shall detail those individual programmes regulations that diverge from the standard *Academic Regulations*.
- 6.2 In all cases, only the elements of the regulations that are different shall be recorded as special regulations; all other regulatory requirements for the programmes shall follow those detailed in the *Academic Regulations*.
- 6.3 Collaborative programmes between QMUL and other institutions shall normally have approved special regulations. These shall generally be rather fuller and more detailed than the differences detailed in this section, and may be found in Section 7 of the *Academic Regulations* – the *Special Regulations for Collaborative Programmes*.
- 6.4 The programmes in this section shall be ordered by faculty, then alphabetically by school or institute.

### Faculty of Humanities and Social Sciences

#### School of Business and Management

#### All taught postgraduate programmes

##### *Progression to dissertation or project*

- 6.5 To progress to the dissertation or project module, a student must:
  - i. take modules to the value of 120 credits; *and*,
  - ii. pass modules to the value of at least 90 credits; *and*,
  - iii. achieve an average mark of at least 50.0 across all taught modules; *and*,
  - iv. achieve module marks of at least 30.0 in all modules.

### School of Geography

#### MSci programmes

##### *Progression*

- 6.6 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits	210 credits <i>and</i> Y1+2 mark of 60.0+ (weighted 1:3)	315 credits

## School of Law

### BA in Law and Politics

6.7 The LLB award and progression regulations shall apply to the BA in Law and Politics.

### LLB in English and European Law

#### Period of study at a European university

6.8 The third year of the LLB in English and European Law shall be spent at a European university. During this period students shall follow courses of study approved by the host institutions and by the Head of the School of Law at QMUL. Students may not select subjects that correspond to, or substantially overlap with, subjects offered at the Intermediate or Part I examinations.

6.9 The courses of study in Europe shall be governed by the regulations of the host institutions.

6.10 Students must satisfy the examiners of the host institutions in the examinations that form part of the year in Europe in order to proceed with the LLB in English and European Law. Notwithstanding this provision, students may be permitted to provisionally embark upon the programme leading to the Part II examinations pending completion of the examinations of the European host institutions by no later than 30 November of the year in question.

6.11 A student who satisfactorily completes Part I of the LLB, but who either fails to progress to the year in Europe or fails the year in Europe, shall be permitted to transfer to the third year of the programme for the award of LLB.

### MA in Law by Research

#### Condoned failure

6.12 The examination board may condone failure in modules to a maximum value of 45 credits, where:

- i. the student achieves a module mark of 45.0 or higher; and,
- ii. the student achieves an average mark of 50.0 or higher across all modules.

## School of Law: Centre for Commercial Law Studies

### LLM/PGDip/PGCert Computer & Communications Law (Distance Learning)

#### Duration of study

6.13 The normal and maximum permitted durations of study for the Computer and Communications Law by Distance Learning programmes shall be as detailed below. All study shall normally be part time.

	Normal duration (years)	Maximum duration (years)
LLM	3	6
PGDip	2	6
PGCert	1	2

### Study load

6.14 Students may progress through the degree at their own pace, but it is expected that each student will normally attempt modules or dissertations to the value of at least 30 credits in each year of study.

#### Condoned failure

6.15 The examination board may condone failure in modules (including dissertations) to a maximum value of 30 credits (LLM/PGDip) or 15 credits (PGCert), where:

- i. a student achieves a module mark of 45.0 or higher; and,
- ii. the student achieves an average mark of 50.0 or higher across all modules at the date of the examination board.

#### Resits

6.16 A student who fails a module or dissertation at the second attempt and whose failure is not condoned may carry that failure and take additional modules or dissertations to achieve the credits required for the award of the LLM or PGDip, provided that the total credit value of all modules or dissertations failed by that student (not including condoned failures) does not exceed 30 credits. A student who fails modules or dissertations in excess of 30 credits shall fail the programme.

### MSc in Management of Intellectual Property Law

#### Condoned failure

6.17 The examination board may condone failure in modules to a maximum value of 45 credits, including dissertation modules, where:

- i. a student achieves a module mark of 45.0 or higher; and,
- ii. the student achieves an average mark of 50.0 or higher across all modules.

### PGDip programmes in CCLS (except International Arbitration/International Mediation)

#### Condoned failure

6.18 The examination board may condone failure in modules (including dissertations) to a maximum value of 45 credits, where:

- i. a student achieves a module mark of 45.0 or higher; and,
- ii. the student achieves an average mark of 50.0 or higher across all modules.

### PGCert programmes in CCLS (except Intellectual Property Law)

#### Condoned failure

6.19 The examination board may condone failure in modules (including dissertations) to a maximum value of 22.5 credits, where:

- i. a student achieves a module mark of 45.0 or higher; and,
- ii. the student achieves an average mark of 50.0 or higher across all modules.

### PGCert in Intellectual Property Law

- 6.20 There are two pathways leading to the award of Postgraduate Certificate in Intellectual Property Law, with separate examination boards:
- Pathway A: Students follow a full programme of study and complete all assessments;
  - Pathway B: Students do not follow a programme, and take a special examination.

#### Pathway A (programme of study and examinations)

##### Additional entry qualifications

- 6.21 Applicants shall be eligible to sit the Trade Mark, Patent and/or Common Foundation papers relating to the Register of Patent Agents and the Register of Trade Mark Agents, as specified in the current regulations of those bodies. Persons with previous experience deemed an equivalent preparation for the programme may also be admitted.

##### Assessment

- 6.22 For the purpose of classification, the Paper A and Paper B marks for modules IPLC021 (Trade Mark Law) and IPLC023 (Patent Law) shall be treated as a single module mark by dividing each paper mark between two and adding both paper A and paper B marks together. The two modules are each valued at 15 academic credits.

##### Condoned failure

- 6.23 The examination board may condone failure in modules (including dissertations) to a maximum value of 15 credits, where:
- a student achieves a module mark of 45.0 or higher; and,
  - the student achieves an average mark of 50.0 or higher across all modules.

#### Pathway B (special examination)

##### Eligibility

- 6.24 Those who hold, or have been recommended for award of, the University of London's MSc Management of Intellectual Property following study at QMUL and who, as part of the MSc, achieved passes in *Law of Trade Marks and Unfair Competition I* and *II* and *Patent Law I* and *II* shall be eligible for the special examination.

##### Condoned failure

- 6.25 The examination board may condone failure in modules (including dissertations) to a maximum value of 30 credits, where:
- a student achieves a module mark of 45.0 or higher; and,
  - the student achieves an average mark of 50.0 or higher across all modules.

##### Classification

- 6.26 The PGCert in Intellectual Property Law (Pathway B) shall be classified as follows (there is no classification of merit or distinction for Pathway B):

College Mark	Other requirements	Classification
50.0 or higher	N/A	Pass

## Faculty of Science and Engineering

### School of Biological and Chemical Sciences

#### MSci programmes (except Pharmaceutical Chemistry with a Year in Industry)

##### Progression

- 6.27 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits	210 credits <i>and</i> Y1+2 mark of 60.0+ (weighted 1:3)	315 credits <i>and</i> Y1+2+3 mark of 60.0+ (weighted 1:3:6)

#### MSci Pharmaceutical Chemistry with a Year in Industry

##### Progression

- 6.28 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits <i>and</i> Y1 average mark of 60.0+	210 credits <i>and</i> Y1+2 mark of 60.0+ (weighted 1:3)	315 credits <i>and</i> Y1+2+3 mark of 60.0+ (weighted 1:3:6)

#### PGDip in Chemical Research

##### Condoned failure

- 6.29 The examination board may condone failure in modules to a maximum value of 15 credits, where:
- a student achieves a module mark of 30.0 or higher; and,
  - the student achieves an average mark across all modules of 50.0 or higher.

#### MSc in Chemical Research

##### Timing of resits

- 6.30 The timetabling of reassessment shall be at the discretion of the SEB, but in no case shall this be more than 12 months after the initial failed attempt.

##### Condoned failure

- 6.31 The examination board may condone failure in modules to a maximum value of 15 credits, where:
- a student achieves a module mark of 40.0 or higher; and,
  - the student achieves an average mark across all modules of 50.0 or higher.

## School of Electronic Engineering and Computer Science

### MEng and MSci programmes

#### Progression

6.32 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits and Y1 average mark of 60.0+	210 credits and Y1+2 mark of 60.0+ (weighted 1:3)	315 credits and Y1+2+3 mark of 60.0+ (weighted 1:3:6)

### MSc programmes with a period in industry

#### Eligibility for award

6.33 To be eligible for the award of MSc with a period in industry, a student must:

- i. take modules to the value of 210 credits - normally comprising a project of 60 credits, a taught component of 120 credits (except MRes) - during one developmental year, and a 30 credit industrial placement;
- ii. take modules to a minimum value of 180 credits - including the project and the placement - at Level 7;
- iii. take modules to a maximum value of 15 credits at Level 5;
- iv. pass modules to the value of 210 credits, including the dissertation or project and the industrial placement;
- v. a student who fails the industrial placement but meets all other requirements shall be considered for the award of the standard MSc, without the period in industry.

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## School of Engineering and Materials Science

### BEng programmes with Industrial Experience

#### Progression

6.34 To progress to developmental year two, students on these programme must meet the standard BEng progression requirements and achieve a year one average mark of 55.0 or higher.

### MEng programmes

#### Progression

6.35 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits and Y1 average mark of 60.0+	210 credits and Y1+2 mark of 60.0+ (weighted 1:3)	315 credits and Y1+2+3 mark of 60.0+ (weighted 1:3:6)

6.36 To progress from year three to year four, a student must also pass the core module DEN318 (for Engineering programmes) or MAT500 (for Materials programmes). A student who fails to meet this requirement shall automatically be considered for the award of BSc (Eng) where the requirements for that award are met, with no right of resit in DEN318/MAT500.

### All taught postgraduate programmes

#### Progression to dissertation or project

6.37 To progress to the dissertation or project module, a student must:

- i. take modules to the value of 120 credits; *and*,
- ii. pass modules to the value of at least 90 credits; *and*,
- iii. achieve an average mark of at least 50.0 across all taught modules; *and*,
- iv. achieve module marks of at least 30.0 in all modules.

#### Progression for part-time students

6.38 To progress to the second developmental year, a part-time student must:

- i. take modules to the value of 60 credits; *and*,
- ii. pass modules to the value of at least 30 credits; *and*,
- iii. achieve module marks of at least 30.0 in all modules.

## School of Mathematical Sciences

### MSc programmes

#### Progression

6.39 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits and Y1 average mark of 60.0+	210 credits and Y1+2 mark of 60.0+ (weighted 1:3)	315 credits and Y1+2+3 mark of 60.0+ (weighted 1:3:6)

### MSc in Mathematics (not applicable to other PGT programmes in SMS)

#### Condoned failure

6.40 The examination board may condone failure in the taught component of modules up to a maximum value of 30 credits, where:

- i. A student achieves a module mark of 0.0 or higher; *and*,
- ii. The student achieves an average mark of 50.0 or higher across all modules.

#### Academic credit requirements for award

6.41 A student may take a maximum of 30 credits of taught modules at Levels 4, 5, or 6. These shall be selected from a list of modules approved by the Head of School.



### Resits

- 6.42 Where a student resits modules or elements of assessment, the resit mark shall not be capped; the mark achieved shall stand.

### Degree title

- 6.43 Exceptionally, and at the discretion of the examination board, a student may request an alternative degree title that reflects the content of the taught modules and dissertation or project undertaken. The title shall be selected from a list approved by the Programme Director, and the student must make the request in writing to the Programme Director at the time of entry to the examinations.

## School of Physics and Astronomy

### MSc in Astrophysics

#### Condoned failure

- 6.44 The examination board may condone failure in the taught component of modules up to a maximum value of 30 credits, where:
- A student achieves a module mark of 0.0 or higher; and,
  - The student achieves an average mark of 50.0 or higher across all modules.

### MSci programmes

#### Pass mark for level 7 modules

- 6.45 The pass mark for level 7 modules on MSci programmes in Physics shall be 50.0 (applicable to all cohorts, rather than only cohorts from 2012/13 and later as elsewhere).

#### Progression

- 6.46 To progress from one developmental year to the next, a student must meet any programme or pathway requirements, and accumulate credits and marks as follows:

Foundation year to year one	Year 1 to 2	Year 2 to 3	Year 3 to 4
105 credits	105 credits	210 credits and Y1+2 mark of 60.0+ (weighted 1:3)	315 credits and Y1+2+3 mark of 60.0+ (weighted 1:3:6)

## Foundation programmes

### Postponement of award to meet QMUL admission or progression requirements (FGHZ and FGHY variants of the SEFP, and the FdCert Humanities and Social Sciences)

- 6.47 A student who has met the conditions for the award after the May examinations may opt to defer the award and then take resits in any failed modules (or first sits if appropriate) during the late summer examination period, provided they submit a written request for deferment of the award to the Academic Director (or nominee) by no later than 24 hours before the scheduled start of the Undergraduate Sciences DEB meeting.

- 6.48 Where a student elects to accept the award of Foundation Certificate in these circumstances, the student shall become ineligible to resit or retake the failed modules in order to meet the specified progression or admission requirements.

## Faculty of Medicine and Dentistry

### Barts Cancer Institute

#### All taught postgraduate programmes

##### Progression to dissertation or project

- 6.49 To progress to the dissertation or project module, a student must:
- take modules to the value of 120 credits; *and*,
  - pass modules to the value of at least 90 credits; *and*,
  - achieve an average mark of at least 50.0 across all taught modules; *and*,
  - achieve module marks of at least 30.0 in all modules.

### Blizard Institute

#### MRes/PGDip/PGCert in Clinical Research

##### Transfer to higher programmes

- 6.50 PGCert Clinical Research students wishing to transfer to the PGDip or MRes must complete two modules (for PGDip) or three modules (MRes) in order to be considered. The PGCert must not have been awarded prior to the transfer.

### MSc in Gastroenterology

##### Progression to dissertation or project

- 6.51 To progress to the dissertation or project module, a student must:
- take modules to the value of 120 credits; *and*,
  - pass modules to the value of at least 90 credits; *and*,
  - achieve an average mark of at least 50.0 across all taught modules; *and*,
  - achieve module marks of at least 30.0 in all modules.

##### Alternative pathways

- 6.52 The MSc in Gastroenterology permits differently named pathways (and degree awards). All students shall register initially for the MSc in Gastroenterology. However, where a student achieves at least a pass in the relevant module (neurogastroenterology, hepatology, or paediatric gastroenterology), they may change their pathway (and therefore the name of their final degree) to either:

- MSc Gastroenterology (Neurogastroenterology)
- MSc Gastroenterology (Hepatology)
- MSc Gastroenterology (Paediatric)

## MSc in Regenerative Medicine

### Progression to project

6.53 To progress to the dissertation or project module, a student must:

- i. take modules to the value of 120 credits; *and*,
- ii. pass modules to the value of at least 90 credits; *and*,
- iii. achieve an average mark of at least 50.0 across all taught modules; *and*,
- iv. achieve module marks of at least 30.0 in all modules.

## Institute of Dentistry

### DipHE in Dental Hygiene and Therapy

#### Pass mark

6.54 The pass mark for assessments, modules and award shall be 50.0.

## School of Medicine (Undergraduate)

### MBBS Graduate Entry Programme (GEP)

#### Entry requirements and exemptions

6.55 The minimum entry qualification for entry to Stage 1 of the GEP shall be a Second Class (Upper Division) Honours Degree in a science-based discipline.

#### Programme of study

6.56 The Graduate Entry Programme of study for the award of MBBS shall extend over a minimum period of 48 months, and shall comprise four stages:

- i. GEP Stage 1: Systems in Health and Disease (39 weeks);
- ii. GEP Stage 2: Integrated Clinical Studies (41 weeks);
- iii. GEP Stage 3: Specialities (41 weeks);
- iv. GEP Stage 4 (39 weeks): Preparation for Clinical Practice.

#### Structure of examinations

6.57 The examinations for the award shall be in five Parts. GEP Parts 1 and 2 shall assess core MBBS studies and inter-professional learning (Stage 1). Parts 2, 3 and 4 shall examine core MBBS studies only (Stages 2 to 4).

#### Classification of the award

6.58 The criteria for distinctions and merits are as per the MBBS programmes, with the exception below.

6.59 The following distinctions may be awarded to students:

- i. Distinction in Part 1 & 2 MBBS;
- ii. Distinction in Part 3 MBBS;
- iii. Distinction in Part 4 MBBS;
- iv. Distinction in Part 5 MBBS.

## William Harvey Research Institute

### MSc in Sports and Exercise Medicine

#### Condoned failure

6.60 The examination board may condone failure in the taught component of modules up to a maximum value of 15 credits, where:

- i. A student achieves a module mark of 30.0 or higher; *and*,
- ii. The student achieves an average mark of 50.0 or higher across all modules.

## Academic Regulations 2014-15

### 7: Special Regulations for Collaborative Programmes

#### Scope

- 7.1 The *Special Regulations for Collaborative Programmes* shall detail those individual regulations for collaborative programmes that diverge from the standard *Academic Regulations*.
- 7.2 The following collaborative programmes are included as having approved special regulations:

Programme	School/Institute	Partner institution
MA in History of Political Thought and Intellectual History	History	University College London (UCL)
<a href="#">MA in Global Shakespeare</a>	<a href="#">English and Drama</a>	<a href="#">University of Warwick</a>
BSc(Eng) in Telecommunications Engineering with Management BSc(Eng) in E-Commerce Engineering with Law BSc(Eng) in Internet of Things Engineering	EECS	<a href="#">Beijing University of Posts and Telecommunications [BUPT]</a>
BSc Biomedical Sciences	SBCS	<a href="#">Nanchang University [NCU]</a>

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#### MA in History of Political Thought and Intellectual History

*Partner institution: University College London*

- 7.3 The MA in the History of Political Thought and Intellectual History shall follow the standard QMUL regulations except in the following particulars.

#### Condoned failure (2012/13 cohort onwards)

- 7.4 The examination board may condone failure in the taught component of modules up to a maximum value of 30 credits (MA/PGDip) or 15 credits (PGCert), where:
- A student achieves a module mark of 40.0 or higher; and,
  - The student achieves an average mark of 50.0 or higher across all modules.

#### Classification (2012/13 cohort onwards)

- 7.5 The MA in History of Political Thought and Intellectual History shall be classified as follows:

College Mark	Dissertation mark	Other criteria	Classification
70.0 – 100.0	70.0 or higher	No condoned failure No resits	Distinction
60.0 or higher	65.0 or higher	No condoned failure No resits	Merit
50.0 or higher	N/A	N/A	Pass

#### MA in Global Shakespeare

*Partner institution: University of Warwick*

- 7.6 [The MA in Global Shakespeare shall follow the standard QMUL regulations in all aspects.](#)

#### BSc(Eng) in Telecommunications Engineering with Management BSc(Eng) in E-Commerce Engineering with Law BSc(Eng) in Internet of Things Engineering

*Partner institution: Beijing University of Posts and Telecommunications (BUPT)*

- 7.7 The following regulations shall apply to the collaborative BSc(Eng) programmes with BUPT (updated May 2014).

#### 1. Introduction

[1.1. These regulations apply to students enrolled on the programmes of study leading to the degrees of BSc\(Eng\) Telecommunications Engineering with Management, BSc\(Eng\) E-Commerce Engineering with Law, and BSc\(Eng\) Internet of Things Engineering. The programmes are offered jointly by Beijing University of Posts and Telecommunications \[BUPT\] and Queen Mary University of London \[QMUL\].](#)

[1.2. The general management of the programme of study, including responsibility for the admission of students, and the organisation of teaching, shall be the responsibility of the Academic Committee, established in accordance with the contract between BUPT and QMUL. The day-to-day management of the programme shall be the responsibility of the Programme Director.](#)

[1.3. The programme consists of two phases:](#)

- [Year 1 is equivalent to a Foundation Year in the United Kingdom;](#)
- [Years 2-4 are equivalent to Years 1-3 of a BEng degree in the United Kingdom](#)

#### 2. Definition of Terms

[2.1. Technical modules:](#) modules prescribed as constituting the core technical knowledge for that Programme (including transferable skills, Business, and Law).

[2.2. Minor programme modules:](#) technical modules taken from another programme to form an additional strand of study outside the core requirements of the degree. These modules do not count towards the QMUL degree but marks are recorded and used towards the BUPT degree.

[2.3. English Language modules:](#) modules teaching English.

[2.4. Chinese compulsory modules:](#) modules that are required by the Chinese Ministry of Education but do not form part of the UK degree.

[2.5. Optional modules:](#) modules that are not related directly to the programme, but are required for students to be awarded a BUPT degree (a minimum of ten Chinese credits (2011/12 and earlier cohorts), or six credits (2012/13 and later cohorts)).

- 2.6. Engineering Environment modules: modules that combine to form the Engineering Environment component of the UK Honours marks; these exclude technical modules.
- 2.7. Project: the independent technical project carried out in the final year. This is a technical module but is treated differently in the UK Honours calculation.
- 2.8. Taught technical modules: technical modules excluding the Project.
- 2.9. Credit: a measure of load that is related to the contact hours in the Chinese system.
- 2.10. Take: the first attempt at a module.
- 2.11. First take: where a student may attempt the module again due to extenuating circumstances, including attending lectures and laboratories. Marks for first takes are not capped.
- 2.12. Retake: where a student fails to progress and must attempt the failed modules again, including attending lectures and laboratories. Marks for retakes are capped.
- 2.13. Resit: where a student may attempt the failed module again without attending lectures and laboratories again. Marks for resits are capped.
- 2.14. Coursework hurdle: the requirement for students to obtain at least 30% (UK scale; 45% CN scale) in the overall mark for assessed coursework in order to pass the module.
- 2.15. Jie Ye Zhengshu: a certificate awarded by BUPT that allows a student to subsequently complete the degree.
- 2.16. Yi Ye Zhengshu: a certificate of incompleteness awarded by BUPT.
- 2.17. Cap on marks (marks are capped): the module mark on resit is "capped" at the minimum pass mark for the UK transcript and calculation of Honours; the Chinese resit mark is shown separately and is not capped.
- 2.18. Year: study years on the JP are numbered 1-4 to follow Chinese practice; these correspond to years 0-3 at QMUL.

### 3. Admission

- 3.1. In order to be eligible for admission to Year 1 of the programme, a candidate shall have obtained the Chinese entry standard for key universities.
- 3.2. Any student who secures admission to the programme on the basis of qualifications, documents or statements that are subsequently found to be false shall have his/her registration terminated, and shall accordingly cease to be a student.

### 4. Programme of Study

- 4.1. The minimum period of study shall be four academic years. The period of study shall normally be continuous.
- 4.2. The maximum period of study is six years.
- 4.3. Periods of study shall include periods of interruption unless, exceptionally, the student is given permission by the Director of the Academic Affairs Office of BUPT to have the interruption excluded from the period of study.
- 4.4. Composition of the Programme of Study
- a. The programme of study will consist of a list of modules published by the Academic Committee and approved by the Chinese Ministry of Education.

- b. The list of modules will show the number of credits allocated to each module.

### 5. Enrolment and Attendance

- 5.1. Students are required to enrol at the beginning of their programme of study at both BUPT and QMUL, and to confirm their enrolment at the beginning of each subsequent academic year. Enrolment procedures include a student making satisfactory arrangements for the payment of his/her fees. A student who fails to make such arrangements, or who subsequently defaults on the payment of fees, shall be deregistered from the programme of study.
- 5.2. Students may not be absent during term-time without the agreement in advance of the Programme Director.
- 5.3. A student whose general attendance and/or submission of work is not considered satisfactory by the Programme Director may have his/her registration terminated.
- 5.4. Students may be required to undertake a medical examination, either as a condition of admission, or at any time during their studies. A student who has been absent as a result of a serious illness, or an infectious or contagious disease, may be required to produce a medical certificate before being permitted to resume study.

### 6. Assessment

- 6.1. The Programme Director (in consultation with the Academic Affairs Office of BUPT or with the Academic Registrar for students studying in London) may approve arrangements for a student who is ill or otherwise disabled to take his/her examination under special conditions.
- 6.2. A student must complete all parts of the assessment for a module in order to receive a final mark for that module. A student who fails to complete part of the assessment, or to meet any prescribed module requirement, without reasons acceptable to the examination board, will be deemed to have failed the module, and a mark of 0 will be awarded.
- 6.3. Different marking scales are used by BUPT and QMUL. The marking scale used for assessment within a module, and for the overall module mark, is determined by the Academic Committee and is specified in the module descriptor. The relationship between the marks is:
- a. A pass mark at BUPT is 60% and for QMUL modules at all levels on the programme it is 40%.
- b. The mark showing distinction performance at BUPT is 85% and QMUL is 70%.
- c. Marks above the pass mark are mapped as:  $9cn = -0.05uk^2 + 13uk + 100$ .
- d. Marks below the pass mark are mapped as<sup>†</sup>:  $cn = 1.5uk$
- e. Irrespective of the scale being used, no mark can be greater than 100%, or less than 0%.
- f. The implementation of the mapping between scales is through a lookup table (Appendix) with marks specified as integers. A separate mapping table is used for each direction.
- g. Total coursework marks and examination marks are each specified as an integer out of 100; when combining to give the total module mark the result is rounded to

<sup>†</sup> Where  $cn$  is the mark on the BUPT scale and  $uk$  is the mark on the QMUL scale.

<sup>†</sup> Where  $cn$  is the mark on the BUPT scale and  $uk$  is the mark on the QMUL scale.

- the nearest integer.
- 6.4. Where a student has failed a module, s/he can resit only the parts that have been failed (synoptic reassessment may be used in some cases). Students shall not be permitted to resit passed elements of assessment.
- The overall module mark attainable for any resit shall be capped at the minimum pass mark [2.17].
  - Where a student is required to only resit the examination component, the highest existing coursework mark for that module will be combined with the new examination mark, to produce a new overall mark, and this is capped [2.17].
  - Where a student is required to only resit the coursework component, the highest existing examination mark for that module will be combined with the new coursework mark, to produce a new overall mark, and this is capped [2.17].
  - The final overall module mark shall be the highest overall mark of all attempts.
- 6.5. Where a student is required by the Examination Board to retake the year (due to academic failure), the marks are capped. Where a student is granted a first take (due to extenuating circumstances), the marks are not capped.
- 6.6. Resits shall be taken at the next available opportunity except that, in extenuating circumstances, the Chair of the Examination Board shall have discretion to permit a student to defer his/her resit(s) by not more than one academic year.
- 6.7. The "next available opportunity" for resit examinations will coincide with normal BUPT resit examinations.
- 6.8. Number of resit attempts:
- Students will be permitted three resit attempts before the end of Year 4, except for modules first taken in semester 7 where there will be two resit attempts.
  - Students who fail to graduate at the end of semester 8 will be permitted to take further resit attempts as available up until the end of the maximum period of 6 years.
- 6.9. Format of resit examination:
- The first resit examination will be on the syllabus as taught to the student for their first sit.  
Subsequent resit examinations will be on the syllabus as taught to first-sit students during that year, but all lecture material will be made available to resit students.
- 6.10. Where a module is withdrawn, examinations will be set to give students three resit attempts.
- 6.11. For all technical modules students must pass the coursework hurdle [2.14] in order to pass the module.
- Students who fail the coursework hurdle are required to resit the coursework.
  - Students who fail the module overall but achieve a pass mark in the coursework are not permitted to resit the coursework.
  - Students who fail the module with overall coursework mark between 30% and 40%, can choose to take the next coursework resit opportunity.

- 6.12. Resits in English Language are implemented as the national Chinese examination CET4. A pass in CET4 will be taken as a capped resit pass in any English Language module previously failed.
- 6.13. Extenuating circumstances:
- A student who, through illness or other cause acceptable to the examination board, is prevented from attending or completing any assessment may be permitted to re-present him/herself at the next available opportunity as if for the first time.
  - Requests for extenuating circumstances shall be considered by the university teaching that module in accordance with its own policy, and the decisions reported to the examination board.
    - For modules taught by BUPT requests will be considered by the Programme Director.
    - For modules taught by QMUL requests will be considered by an Extenuating Circumstances Committee that will include at least one Chinese speaker<sup>‡</sup>.
  - All requests must be made at least five working days before the examination board (for examinations) and within one week of the student's return from being ill (or other cause) for coursework.
- 6.14. The organisation of assessments for each module on the programme shall be governed by the regulations of the institution responsible for teaching that module.
- 6.15. The conduct of assessments for each module on the programme shall be governed by the regulations of the institution responsible for conducting that assessment.
- 6.16. The consideration of any allegation of an examination offence is specified in 11.1.

## **7. Progression**

- 7.1. To progress, a student must have an accumulated failure of fewer than 20 Chinese credits outstanding from technical or Chinese compulsory modules.
- 7.2. In addition to [7.1], a student must have passed 6 technical modules in Year 2 and have accumulated 12 technical modules from Years 2 and 3 by the end of Year 3 in order to progress.
- 7.3. A student who has an accumulated failure of 20 Chinese credits or more from technical or Chinese compulsory modules must retake failed modules in attendance. If that student subsequently reaches an accumulated failure of 20 Chinese credits or more from technical or Chinese compulsory modules they are required to withdraw.
- 7.4. A student who has an accumulated failure of 30 credits or more from technical or Chinese compulsory modules is required to withdraw.

## **8. Degree requirements and consideration for Honours**

- 8.1. To be admitted to a degree a student must have:
- been registered on the programme for a minimum period of four academic years;

<sup>‡</sup> Medical and other evidence will generally be in Chinese.

- b. completed all requirements within a maximum period of 6 years (subject to 4.3);
  - c. passed all English Language modules (a pass in the Chinese national examination CET4 counts as having met all requirements on passing English Language);
  - d. passed all technical modules;
  - e. passed all Chinese compulsory modules; and
  - f. passed the Year 4 Project module.
- 8.2. Students who fail to pass all units within the six years maximum period may be issued a Yi Ye Zhengshu by BUPT, but this will not entitle them to a degree from either university.
- 8.3. A student who is awarded a Jie Ye Zhengshu by BUPT may take or retake the modules or resit the examinations within the maximum period of six years from the original start date. If the student meets the requirements in 8.1 he/she will be awarded a degree from both BUPT and QMUL.
- 8.4. The transcript provided by BUPT will show all modules with marks on the BUPT scale.
- 8.5. The transcript provided by QMUL will show all technical and English Language modules with marks on the QMUL UK scale plus an overall Honours classification; it will also show that the student has passed the BUPT requirements and the Engineering Environment modules.
- 8.6. The Honours weighted average shall be calculated as a weighted sum with:
- a. 20% for project
  - b. 5% for Engineering Environment
  - c. 75% for taught technical modules in Years 2-4 with weighting between years as shown below in order to achieve an approximate weighting of 1:3:6 between levels 4, 5 and 6+7:
    - (i) 0.18 \* average % mark for Year 2 modules
    - (ii) 0.33 \* average % mark for Year 3 modules
    - (iii) 0.24 \* average % mark for Year 4 modules
- 8.7. Honours shall be awarded based on the Honours weighted average as follows:
- a. 2012/13 and earlier cohorts
    - (i) 1st Class >= 70%
    - (ii) (Upper second class >= 60% and < 70%
    - (iii) Lower second class >= 50% and < 60%
    - (iv) Third class >=45% and <50%
    - (v) Pass >=40% and <45%
  - b. 2013/14 and later cohorts
    - (i) 1st Class >= 70%
    - (ii) Upper second class >= 60% and < 70%
    - (iii) Lower second class >= 50% and < 60%
    - (iv) Third class >=40% and <50%
- 8.8. A student in academic debt to either institution shall not be entitled to receive formal confirmation of results or progression from one year to the next, or any award.

- 8.9. A candidate who has completed his/her full period of study and has been absent from examinations during his/her final year due to illness or other cause judged sufficient by the relevant Subject Examination Board, may apply to the Programme Director, for consideration at the Subject Examination Board, to be considered for a degree under the aegrotat provisions. The application must be accompanied by a medical certificate or other statement of the grounds on which it is made and must be submitted within two weeks from the last examination to which the application refers.
- 8.10. In considering an application for the award of an aegrotat degree, the examination board shall consider the work that the student has submitted during the year and in such part of the examinations as s/he has attended (if any), and records of the candidate's performance during previous years of the programme, to determine whether there is adequate evidence that, had the student completed the examination(s) in normal circumstances, s/he would clearly have reached a standard for the award of the degree. If the board is so satisfied, it shall recommend the award of an aegrotat degree.
- 8.11. On receipt of the offer of an aegrotat degree, the candidate may either accept the offer in which case the degree will be conferred, or decline the offer, and re-enter the examinations for which s/he is eligible at the next normal date with a view to completing the requirements for the award of a degree. A candidate who elects to re-enter the examinations shall cease to be eligible for an aegrotat degree in respect of the examinations on which the original application was based.
- 8.12. A candidate who has accepted the award of an aegrotat degree will not be eligible thereafter to re-enter the examination for a classified degree.
- 8.13. Request for a review of a module result or for a degree classification:
- a. Students may request a review of an examination board decision (for an individual module or for the overall classification) within ten working days of the results being released to students using the standard form for JP students.
  - b. This form must be completed in English for modules taught by QMUL and in Chinese for modules taught by BUPT. The form will be dealt with by the university teaching the module using its normal procedures.
  - c. For reviews of the overall classification the form must be completed in English and Chinese and will be considered jointly by the two universities.
  - d. A decision on the review will normally be communicated to the student and the other university within 14 days of the request being received. This may exceptionally be extended where QMUL teaching staff are in Beijing and the relevant examination material is in London.
  - e. If marks have to be changed as a result of the review they will be reported through Chair's action to the two universities so the records can be updated.
- 9. Data Protection**
- 9.1. Personal data held in the UK will be subject to UK Data Protection legislation; personal data held in China will follow normal BUPT practice and comply with the relevant Chinese law.
- 10. Minor Programmes**
- 10.1. Minor Programmes are designed to broaden students' knowledge by allowing them

- to take additional modules apart from their Major Programme.
- 10.2. A Minor Programme comprises no more than 30 credits in total from a list prescribed by the Academic Committee.
- 10.3. Students who have passed all technical and English Language modules and achieved good results at the end of Year 1 can apply to register for a Minor Programme at the beginning of Year 2.
- 10.4. When there is a timetable clash between a major and minor module, students are required to apply for approval from the lecturer of the minor module to allow them to take the module with no attendance. Once approved by the lecturer, students must study the module in their own time and take the exam.
- 10.5. When there is a clash between a major and minor module examination, students must attend the major module examination first, and then attend the resit examination of the minor module without penalty.
- 10.6. Students will not be allowed to continue their Minor Programme study if:
- a. they have failed ONE resit attempt at a minor module; or,
  - b. they have failed two or more technical modules in their Major at their first attempt; or,
  - c. they study their final year in EECS at QMUL.
- 10.7. To be awarded a Minor Programme Diploma, students must pass all modules of the Minor Programme within the duration of their Major Programme as well as passing the Major.
- 10.8. BUPT will award a Minor Programme Diploma to successful candidates as well as a separate transcript for the Minor Programme.
- 10.9. QMUL will not list the Minor Programme modules on the standard transcript.

#### 11. Assessment offences, appeals, and disciplinary matters

- 11.1. Assessment offences
- a. Where a student commits an assessment offence on an individual module, that offence shall be dealt with by the university teaching that module under its normal code of examination offences.
  - b. CET4 and CET6 are Chinese national examinations and any disciplinary matters arising will be dealt with under the national procedures specified for those examinations.
  - c. Offences during an invigilated examination will be dealt with by the university providing the invigilation following the rules in the JP disciplinary and appeals.
- 11.2. Non-academic disciplinary matters will be dealt with by BUPT under Chinese Law for students committing offences in China.
- 11.3. Students spending part of the degree at Queen Mary will be treated in the same way as any other Queen Mary student under the Code of Student Discipline and the regulations governing assessment offences, and the Programme Director will be kept informed of any alleged offences and investigations.

#### 11.4. Appeals

- a. Students appealing against any type of decision shall use the normal procedure of the university that made the original decision. A student may not appeal against the decision of one university to the other.
- b. Any hearing requiring the student to be present shall be conducted face-to face if that is physically possible; if not it shall be held electronically.
- c. Documentation from the student in support of their appeal and any oral submission at a panel meeting must be in English for matters handled at Queen Mary and Chinese for BUPT.

#### 11.5. Appeals to a higher body

- a. A student may appeal against the decision of a university to an external appeals body for the country in which that university is situated and both universities will be bound by that decision subject to the provisions of Chinese Law.

#### 11.6. Harmonised Penalties

- a. Offences will be dealt with using the normal procedures of the university concerned but penalties must be taken from an agreed set of harmonised penalties.
- b. Where the penalty involves failure in the module, the student may resit (where permitted by the penalty and where attempts remain) but, unless specified in the harmonised penalties, must miss the next opportunity.

#### 12. Student complaints

- 12.1. Where a student has a formal complaint about teaching in any module that complaint will normally be made to the university providing the teaching under its normal procedures.
- 12.2. Notwithstanding 12.1 a student may complain about teaching in any module under the procedures of either university.
- 12.3. Once a student has entered a complaint under the procedures of one university, they may not subsequently complain to the other, except under the conditions of 12.5.
- 12.4. The university receiving the complaint shall copy that complaint to the other and keep the other university fully informed of all steps taken.
- 12.5. Where the complaint is considered sufficiently serious that it may lead to disciplinary action against a member of staff, the two universities will consult on the appropriate action to be taken, bearing in mind the provisions in the contract for such issues.

#### 13. External Examiners

- 13.1. Each university shall appoint an external examiner, subject to the approval of the other.
- 13.2. Additional external examiners may be appointed as deemed necessary, but must be approved by both universities.

#### 14. Marks conversion

##### 14.1. Conversion from QMUL to BUPT marks.

UL	PT	UL	PT	UL	PT	UL	PT
0	0						
1	2	26	39	51	70	76	89
2	3	27	41	52	71	77	89
3	5	28	42	53	72	78	90
4	6	29	44	54	73	79	91
5	8	30	45	55	74	80	91
6	9	31	47	56	75	81	92
7	11	32	48	57	75	82	92
8	12	33	50	58	76	83	93
9	14	34	51	59	77	84	93
10	15	35	53	60	78	85	94
11	17	36	54	61	79	86	94
12	18	37	56	62	79	87	95
13	20	38	57	63	80	88	95
14	21	39	59	64	81	89	96
15	23	40	60	65	82	90	96
16	24	41	61	66	82	91	97
17	26	42	62	67	83	92	97
18	27	43	63	68	84	93	97
19	29	44	64	69	84	94	98
20	30	45	65	70	85	95	98
21	32	46	66	71	86	96	99
22	33	47	67	72	86	97	99
23	35	48	68	73	87	98	99
24	36	49	69	74	88	99	100
25	38	50	69	75	88	100	100

##### 14.2. Conversion from BUPT to QMUL marks

PT	UL	PT	UL	PT	UL	PT	UL
0	0						
1	1	26	17	51	34	76	58
2	1	27	18	52	35	77	59
3	2	28	19	53	35	78	60
4	3	29	19	54	36	79	62
5	3	30	20	55	37	80	63
6	4	31	21	56	37	81	64
7	5	32	21	57	38	82	66
8	5	33	22	58	39	83	67
9	6	34	23	59	39	84	69
10	7	35	23	60	40	85	70
11	7	36	24	61	41	86	72
12	8	37	25	62	42	87	73
13	9	38	25	63	43	88	75
14	9	39	26	64	44	89	76
15	10	40	27	65	45	90	78
16	11	41	27	66	46	91	80
17	11	42	28	67	47	92	82
18	12	43	29	68	48	93	84
19	13	44	29	69	50	94	86
20	13	45	30	70	51	95	88
21	14	46	31	71	52	96	90
22	15	47	31	72	53	97	92

23	15	48	32	73	54	98	95
24	16	49	33	74	55	99	97
25	17	50	33	75	57	100	100

#### Joint Programme Disciplinary and Appeals Procedures

##### Disciplinary Procedures

Each university has its own discipline and appeals procedures, which are not repeated here.

The general principle is that each university is responsible for offences that affect the modules that it is teaching (apart from as in (4) below) and the normal procedures of that university apply, but any penalty applied will be from the "harmonised penalties" in the appendix. The penalty will be kept on record in both universities and each university will follow its normal practice in whether the offence will be shown on the transcript.

CET4 and CET6 are Chinese national examinations and any disciplinary matters arising will be dealt with under the national procedures specified for those examinations.

Offences during an invigilated examination will be dealt with by the university providing the invigilation with penalties from the harmonised list.

Non-academic disciplinary matters will be dealt with by BUPT under Chinese Law for students committing offences in China.

Students spending part of the degree in Queen Mary will be treated exactly the same as any other Queen Mary student for disciplinary issues and assessment offences, except that the penalties will be taken from the harmonised list of penalties below.

Request for a review of a module result or for a degree classification

For any request for review a student can only go through the procedure of one institution as follows:

- a. For individual modules, the university teaching
- b. QMUL for review requests on Honours classification§.

Students may request a review of an examination board decision using the standard form from either university, which will be copied to the other university. The form must be submitted to the appropriate university within 14 days of the results being released to students. Details of how to get the form and how to submit it will be given to students before the results are released.

For the avoidance of doubt, the date of release of marks is defined as when students can access marks on mySIS. Students are expected to check their results in a timely manner and the 14 day period will not be extended for students who do not check.

The university receiving the form will deal with the request using its normal procedures.

§ Since BUPT does not award Honours



A decision on the review will normally be communicated to the student and the other university within 14 days of the request being received. This may exceptionally be extended where QM teaching staff are in Beijing and the relevant examination material is in London.

If marks have to be changed as a result of the review they will be reported through Chair's action to the two universities so the records can be updated.

#### Appeals

Students appealing against any type of decision shall use the normal procedure of the university that made the original decision. A student may not appeal against the decision of one university to the other.

Any hearing requiring the student to be present shall be conducted face-to face if that is physically possible; if not it shall be held electronically.

Documentation from the student in support of their appeal and any oral submission at a panel meeting must be in English for matters handled at Queen Mary and Chinese for BUPT.

#### Appeals to a higher body

A student may appeal against the decision of a university to an external appeals body for the country in which that university is situated<sup>††</sup> and both universities will be bound by that decision subject to Chinese Law<sup>††</sup>.

#### Harmonised Penalties for assessment offences

In general, the penalties at both universities are broadly similar and both universities require penalties to be proportionate. However, because the Regulations of the Joint Programme are different from those at either university some standard penalties are not appropriate.

Two QMUL penalties that cannot be used are:

- "Failure in the module which the assessment forms a part, with no permission to resit or retake the module" – this would mean the student would never graduate as they need to pass everything.
- Failure in the diet of examinations as BUPT regulations would mean the student would be immediately expelled as they would not be allowed to progress with that many failures.

QMUL penalties where the mark is capped mean that for the UK transcript and Honours calculation the mark is limited to 40% on the UK scale (60% on the CN scale) but the mark recorded by BUPT will be the uncapped mark as BUPT does not use capping of marks.

Where the penalty involves failure in the module the student may resit but, unless specified in the harmonised penalties, must miss the next opportunity except for students spending the final year in London where examinations are held annually.

<sup>††</sup> E.g. the OIA in the UK

<sup>††</sup> QMUL may only award degrees in China under licence from the Chinese Ministry of Education and must comply with Chinese Law.

#### Penalties:

- A formal warning
- A requirement that the student resubmit the relevant piece(s) of assessment by a specified deadline with no cap on the mark that may be obtained.
- A requirement that the student resubmit the relevant piece(s) of assessment by a specified deadline with the resubmission mark capped at the minimum pass mark.
- A mark of 0 for the relevant piece(s) of assessment, but if the module is failed the student may resit at the next opportunity.
- A mark of 0 in the module of which the assessment forms a part, with the module mark capped on any resit at the minimum pass mark.
- The overall classification of Honours to be reduced by one grade with an explanation to be provided as to why the calculated mark does not match the Honours awarded.
- Other Administration Disciplinary by BUPT as specified in the BUPT Student Handbook - Regulations of the BUPT Teaching Affairs Office.
- Recommendation to the JP Steering Committee<sup>††</sup> that the student be expelled from the two universities. The Steering Committee decision must be ratified by the Principal/President of both universities before the student can be expelled.

Penalty vi. will only be applied for exam offences where the Queen Mary standard penalty of failure of all modules would mean dismissal by BUPT as the students cannot fail more than 30 credits under BUPT regulations.

#### BSc Biomedical Sciences

Partner institution: Nanchang University (NCU)

7.8 The following regulations shall apply to the collaborative BSc programme with NCU.

TO FOLLOW

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<sup>††</sup> Under the contract between QM and BUPT, section 9.8(f) states that this level of disciplinary action should go through the SC.

Academic Regulations 2013-14  
8: Regulations for Research Programmes

Scope

8.1 TO BE CONSIDERED BY SENATE UNDER SEPARATE COVER.

Academic Regulations 2014-15  
Appendix: Delegations of Senate

**Note on delegations from Section 8, the Regulations for Research Programmes**

In this delegation framework, a Dean for Research may nominate a named individual to whom they delegate their authority for decisions, typically a faculty lead for postgraduate research studies. In such situations, the delegation cannot be transferred further to another individual.

In this delegation framework, a Director for Research may nominate a named individual to whom they delegate their authority for decisions, typically a School/Institute Director of Graduate Studies. In such situations, the delegation cannot be transferred further to another individual.

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<b>Regulation:</b>	1.12
<b>Authority:</b>	Approval of the <i>Academic Regulations</i> .
<b>Delegated to:</b>	Senate (not delegated).
<b>Process:</b>	Consideration and approval of a document prepared by the Academic Secretariat.

<b>Regulation:</b>	1.12
<b>Authority:</b>	Approval of programme and module regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.

<b>Regulation:</b>	1.13
<b>Authority:</b>	Approval of programme and module regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.

<b>Regulation:</b>	1.15
<b>Authority:</b>	Approval of programme and module regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.

<b>Regulation:</b>	1.16
<b>Authority:</b>	Approval of special regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.

<b>Regulation:</b>	1.17
<b>Authority:</b>	Approval of programme regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.

<b>Regulation:</b>	1.18
<b>Authority:</b>	Approval of module regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board (or nominees).
<b>Process:</b>	Programme and module approval processes.

<b>Regulation:</b>	1.19
<b>Authority:</b>	Approval of special regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.
<b>Regulation:</b>	1.22
<b>Authority:</b>	Suspension of regulations
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Recommendation of an SEB/Head of School/Institute and DEB (examination board related requests), or a Head of School or Institute (non-examination board related requests) via ARCS. Informed by past decisions.
<b>Regulation:</b>	1.27
<b>Authority:</b>	Establishment of examination boards with combined SEB and DEB roles.
<b>Delegated to:</b>	Senate (not delegated).
<b>Process:</b>	Formal recommendation from the relevant school or institute.
<b>Regulation:</b>	1.28
<b>Authority:</b>	Consideration of students' achievement, progression and awards.
<b>Delegated to:</b>	Subject and Degree Examination Boards.
<b>Process:</b>	Examination board procedures and processes.
<b>Regulation:</b>	1.28
<b>Authority:</b>	Approval of the <i>Assessment Guide</i> .
<b>Delegated to:</b>	Senate (not delegated).
<b>Process:</b>	Consideration and approval of a document prepared by the Academic Secretariat.
<b>Regulation:</b>	1.29xii
<b>Authority:</b>	Suspension of regulations
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Recommendation of an SEB and DEB (examination board related requests), or a Head of School or Institute (non-examination board related requests) via the Academic Secretariat. Informed by past decisions.
<b>Regulation:</b>	1.30
<b>Authority:</b>	Establishment of examination board sub-boards.
<b>Delegated to:</b>	Head of School or Institute.
<b>Process:</b>	Nomination to the Academic Secretariat.
<b>Regulation:</b>	1.31 (i and ii)
<b>Authority:</b>	Appointment of Chairs and Deputy Chairs of Subject Examination Boards.
<b>Delegated to:</b>	Head of School/Institute
<b>Process:</b>	Formal nomination to the Academic Secretariat.
<b>Regulation:</b>	1.38
<b>Authority:</b>	Appointment of Chairs and Deputy Chairs of Subject Examination Boards.
<b>Delegated to:</b>	Head of School/Institute
<b>Process:</b>	Formal nomination to the Academic Secretariat.
<b>Regulation:</b>	1.44 (i)
<b>Authority:</b>	Appointment of Chairs and Deputy Chairs of Degree Examination Boards.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Recommendation of the appropriate Faculty Dean for Taught Programmes.

<b>Regulation:</b>	1.44 (iii)
<b>Authority:</b>	Appointment of external and intercollegiate members to Degree Examination Boards.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	External member appointment process.
<b>Regulation:</b>	1.48
<b>Authority:</b>	Appointment of Chairs and Deputy Chairs of Degree Examination Boards.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Formal nomination from the Academic Secretariat, following endorsement from the Faculty Dean for Taught Programmes.
<b>Regulation:</b>	1.49
<b>Authority:</b>	Appointment of external and intercollegiate examiners to Subject Examination Boards.
<b>Delegated to:</b>	Faculty Dean for Taught Programmes (H&SS, S&E) or Dean for Education Quality (SMD) in all cases; Vice-Principal (Teaching & Learning), in addition, in cases where there is a potential conflict with the appointment criteria.
<b>Process:</b>	External examiner appointment process.
<b>Regulation:</b>	1.52
<b>Authority:</b>	Work to be considered by external examiners and participation in oral and other examinations by external examiners.
<b>Delegated to:</b>	Head of School or Institute.
<b>Process:</b>	Agreed through discussion with the external examiner, the SEB Chair, and the Programme Organiser.
<b>Regulation:</b>	1.52
<b>Authority:</b>	Approval of the <i>Guidance for External Examiners</i> .
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning).
<b>Process:</b>	Consideration and approval of a document prepared by the Academic Secretariat.
<b>Regulation:</b>	1.56
<b>Authority:</b>	Termination of external examiner contracts.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Recommendation from ARCS, the relevant SEB, and the Dean for Taught Programmes/Associate Dean (Education Quality).
<b>Regulation:</b>	1.57
<b>Authority:</b>	Appointment of external and intercollegiate members to Degree Examination Boards.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	External member appointment process.
<b>Regulation:</b>	1.61
<b>Authority:</b>	Termination of external member contracts.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Recommendation from ARCS, the relevant SEB, and the Dean for Taught Programmes/Associate Dean (Education Quality).

<b>Regulation:</b>	<b>2.11</b>
<b>Authority:</b>	Identification of health conditions to be reported to QMUL by SMD students.
<b>Delegated to:</b>	Vice-Principal (Health).
<b>Process:</b>	Approval and communication (through student handbooks) of a policy on this issue.
<b>Regulation:</b>	<b>2.13</b>
<b>Authority:</b>	Approval of the general entrance requirements for admission to QMUL.
<b>Delegated to:</b>	Senate (not delegated).
<b>Process:</b>	Approval of recommendations for this purpose from the Vice-Principal (Teaching & Learning).
<b>Regulation:</b>	<b>2.13</b>
<b>Authority:</b>	Approval of admissions requirements for individual programmes.
<b>Delegated to:</b>	(i) Taught Programmes Board (PMAB) (ii) Vice-Principal (Teaching & Learning)
<b>Process:</b>	(i) Approval of the type and subject of qualifications required, though the programme approval process. (ii) Approval of entry grades required, through executive decision-making on the recommendation of the Admissions and Teaching Resource Planning Group.
<b>Regulation:</b>	<b>2.14</b>
<b>Authority:</b>	Admission of applicants with advanced standing.
<b>Delegated to:</b>	Programme Admissions Tutor or (for SMD) the Associate Dean (Admissions)
<b>Process:</b>	Admissions processes.
<b>Regulation:</b>	<b>2.17</b>
<b>Authority:</b>	Admission of applicants with advanced standing.
<b>Delegated to:</b>	Programme Admissions Tutor or (for SMD) the Associate Dean (Admissions)
<b>Process:</b>	Admissions processes.
<b>Regulation:</b>	<b>2.17</b>
<b>Authority:</b>	Admission of applicants with advanced standing.
<b>Delegated to:</b>	Programme Admissions Tutor or (for SMD) the Associate Dean (Admissions)
<b>Process:</b>	Admissions processes.
<b>Regulation:</b>	<b>2.19</b>
<b>Authority:</b>	Admission of applicants with advanced standing.
<b>Delegated to:</b>	Programme Admissions Tutor or (for SMD) the Associate Dean (Admissions)
<b>Process:</b>	Admissions processes.
<b>Regulation:</b>	<b>2.21</b>
<b>Authority:</b>	Admission of applicants with advanced standing.
<b>Delegated to:</b>	Programme Admissions Tutor or (for SMD) the Associate Dean (Admissions)
<b>Process:</b>	Admissions processes.
<b>Regulation:</b>	<b>2.23</b>
<b>Authority:</b>	Termination of enrolment where a student is found to have falsified information in the admissions process.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Recommendation of the Head of School or Institute. Consideration on a case-by-case basis, on the recommendation of the Head of School or Institute. This may also involve QMUL disciplinary procedures.

<b>Regulation:</b>	<b>2.24</b>
<b>Authority:</b>	Approval of concurrent study elsewhere, or at QMUL.
<b>Delegated to:</b>	Head of School(s) or Institute(s).
<b>Process:</b>	Consideration on a case-by-case basis.
<b>Regulation:</b>	<b>2.26</b>
<b>Authority:</b>	Permission for an individual student's request to change modes of study.
<b>Delegated to:</b>	Head of School or Institute.
<b>Process:</b>	Consideration on a case-by-case basis.
<b>Regulation:</b>	<b>2.30</b>
<b>Authority:</b>	Permit part-time study on a programme where this is not normally available.
<b>Delegated to:</b>	Academic Registrar
<b>Process:</b>	Formal request from Head of School/Institute (or nominee) to Registry.
<b>Regulation:</b>	<b>2.33</b>
<b>Authority:</b>	Permission for an individual not enrolled with QMUL to use QMUL facilities.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Consideration on a case-by-case basis, on the recommendation of the Head of School or Institute.
<b>Regulation:</b>	<b>2.43</b>
<b>Authority:</b>	Replacement of a core or compulsory module with an alternative.
<b>Delegated to:</b>	Academic Registrar
<b>Process:</b>	Formal request from Head of School/Institute (or nominee) to Registry.
<b>Regulation:</b>	<b>2.75</b>
<b>Authority:</b>	Permission for an individual student to interrupt their studies for a period of up to two years.
<b>Delegated to:</b>	Head of School or Institute, or Programme Organiser.
<b>Process:</b>	Consideration on a case-by-case basis.
<b>Regulation:</b>	<b>2.75</b>
<b>Authority:</b>	Permission for an individual student to interrupt their studies for a period longer than two years.
<b>Delegated to:</b>	Academic Registrar.
<b>Process:</b>	Consideration on a case-by-case basis.
<b>Regulation:</b>	<b>2.83</b>
<b>Authority:</b>	Approval of exceptions to the rule preventing a withdrawn/deregistered student from reapplying within 12 months.
<b>Delegated to:</b>	Head of Admissions and Recruitment.
<b>Process:</b>	Consideration on a case-by-case basis.
<b>Regulation:</b>	<b>2.97</b>
<b>Authority:</b>	Approval of procedures for study abroad and exchange periods.
<b>Delegated to:</b>	Vice-Principal (Teaching & Learning)
<b>Process:</b>	Consideration of recommendations made for these purposes.

<b>Regulation:</b>	<b>2.97</b>
<b>Authority:</b>	Approval of procedures for scaling and weighting results from assessments taken during a study abroad or exchange period, in order to align them with QMUL's standards.
<b>Delegated to:</b>	Taught Programmes Board
<b>Process:</b>	Module and programme approval processes.
<b>Regulation:</b>	<b>3.3</b>
<b>Authority:</b>	Approval of programme and module regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board
<b>Process:</b>	Programme and module approval processes.
<b>Regulation:</b>	<b>3.8</b>
<b>Authority:</b>	Approval of minimum prescribed standards for the production and security of examination papers.
<b>Delegated to:</b>	Academic Registrar
<b>Process:</b>	Consideration of recommendations developed for this purpose.
<b>Regulation:</b>	<b>4.53</b>
<b>Authority:</b>	Approval of programme and module regulations, including assessment regulations.
<b>Delegated to:</b>	Taught Programmes Board.
<b>Process:</b>	Programme and module approval processes.
<b>Regulation:</b>	<b>4.61</b>
<b>Authority:</b>	Revocation of an award.
<b>Delegated to:</b>	Principal.
<b>Process:</b>	Recommendation from the Academic Registrar.
<b>Regulation:</b>	<b>4.81</b>
<b>Authority:</b>	Approval of field of study.
<b>Delegated to:</b>	Programme and Module Approval Committee.
<b>Process:</b>	Programme and module approval process.
<b>Regulation:</b>	<b>4.84</b>
<b>Authority:</b>	Approval of admissions requirements for individual programmes.
<b>Delegated to:</b>	(i) Taught Programmes Board (PMAB). (ii) Vice-Principal (Teaching & Learning).
<b>Process:</b>	(i) Approval of the type and subject of qualifications required, though the programme approval process. (ii) Approval of entry grades required, through executive decision-making on the recommendation of the Admissions and Teaching Resource Planning Group.
<b>Regulation:</b>	<b>4.113</b>
<b>Authority:</b>	Approval of admissions requirements for individual programmes.
<b>Delegated to:</b>	(i) Taught Programmes Board (PMAB). (ii) Vice-Principal (Teaching & Learning).
<b>Process:</b>	(i) Approval of the type and subject of qualifications required, though the programme approval process. (ii) Approval of entry grades required, through executive decision-making on the recommendation of the Admissions and Teaching Resource Planning Group.

<b>Regulation:</b>	<b>5.62</b>
<b>Authority:</b>	Revocation of an award.
<b>Delegated to:</b>	Principal.
<b>Process:</b>	Recommendation from the Academic Registrar.
<b>Regulation:</b>	<b>8.24</b>
<b>Authority:</b>	Transfer of registration from another institution.
<b>Delegated to:</b>	Director of Graduate Studies
<b>Process:</b>	Through the admissions process in accordance with the time-limits permitted in regulation 8.24.
<b>Regulation:</b>	<b>8.24</b>
<b>Authority:</b>	Transfer between full time and part time study
<b>Delegated to:</b>	At School/Institute level by the Director of Graduate Studies, on the advice of the principal supervisor
<b>Process:</b>	Following a request made by the student that is supported by the principal supervisor, and taking account of any limitations resulting from any studentship, as applicable.
<b>Regulation:</b>	<b>8.25, 8.28</b>
<b>Authority:</b>	Transfer to 'writing up' status Extension of the 'writing up' period
<b>Delegated to:</b>	Deputy Dean (PGR) on the advice of the Director of Graduate Studies. The principal supervisor confirms that the student is expected to complete within one year.
<b>Process:</b>	By sign off of the request using the appropriate form.
<b>Regulation:</b>	<b>8.34</b>
<b>Authority:</b>	Interruption of a research studies programme for up to two years, or a maximum period prescribed by the terms of any studentship.
<b>Delegated to:</b>	Deputy Dean (PGR) on the advice of the Director of Graduate Studies and principal supervisor
<b>Process:</b>	Sign off of the request using the appropriate form and its submission to the Research Degrees Office.
<b>Regulation:</b>	<b>8.34</b>
<b>Authority:</b>	Interruption for a longer period than 2 years.
<b>Delegated to:</b>	Secretary to Council and Academic Registrar
<b>Process:</b>	Submission of written request co-ordinated through the Research Degrees Office
<b>Regulation:</b>	<b>8.43</b>
<b>Authority:</b>	Permission to submit either before the minimum registration period, or after the maximum registration period, or to extend the writing up period.
<b>Delegated to:</b>	Deputy Dean (PGR) on the advice of the Director of Graduate Studies and principal supervisor
<b>Process:</b>	Sign off of the request using the appropriate form and its submission to the Research Degrees Office.

<b>Regulation:</b>	<b>8-47</b>
<b>Authority:</b>	Senate or its delegated authority may terminate the registration of a student who fails to meet the progression requirements for the research study programme or where his/her general attendance or submission of work and/or completion of required activities fails to meet the stated requirements.
<b>Delegated to:</b>	Director of Graduate Studies on the recommendation of the progression panel or on the recommendation of the principal supervisor following progress monitoring.
<b>Process:</b>	Progress monitoring or formal progression processes.
<b>Regulation:</b>	<b>8-53, 8-54 &amp; 8-55</b>
<b>Authority:</b>	Approval of the title of the thesis at the point notifying entry for examination.
<b>Delegated to:</b>	Director of Graduate Studies
<b>Process:</b>	Examination Entry Process
<b>Regulation:</b>	<b>8-56</b>
<b>Authority:</b>	Approval of any change to the title of the thesis.
<b>Delegated to:</b>	Director of Graduate Studies
<b>Process:</b>	Written notification to the Research Degrees Office
<b>Regulation:</b>	<b>8-58</b>
<b>Authority:</b>	Appointment of supervisors and ensuring that supervisors have the appropriate training.
<b>Delegated to:</b>	Head of School/Director of Institute
<b>Process:</b>	In accordance with the requirements of the Code of Practice
<b>Regulation:</b>	<b>8-59</b>
<b>Authority:</b>	Progress monitoring once per academic year.
<b>Delegated to:</b>	Director of Graduate Studies
<b>Process:</b>	In accordance with the established requirements for progress monitoring which informs progression.
<b>Regulation:</b>	<b>8-64</b>
<b>Authority:</b>	Approval of progression requirements and procedures for research studies programmes
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	Consideration of details of the progression requirements that are set out in writing.
<b>Regulation:</b>	<b>8-62</b>
<b>Authority:</b>	Approval of progression panel members.
<b>Delegated to:</b>	Approved by the Director of Graduate Studies for each student
<b>Process:</b>	On the recommendation of the principal supervisor
<b>Regulation:</b>	<b>8-65</b>
<b>Authority:</b>	Termination of the registration of a student who fails to meet the progression requirements for his/her research studies programme.
<b>Delegated to:</b>	Director of Graduate Studies on the recommendation of the progression panel
<b>Process:</b>	Following the outcome of the progression process

<b>Regulation:</b>	<b>8-73</b>
<b>Authority:</b>	Approval of the procedure for examination entry
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	Co-ordinated through the Research Degrees Office
<b>Regulation:</b>	<b>8-79</b>
<b>Authority:</b>	Approval of requirements for the awards of DrPS and DClinDent
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	Consideration of details of the requirements that are set out in writing.
<b>Regulation:</b>	<b>8-81</b>
<b>Authority:</b>	Approval of lower word counts for specific research studies programmes
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	Consideration of details of the specific programme requirements that are set out in writing.
<b>Regulation:</b>	<b>8-83</b>
<b>Authority:</b>	Approval of examiners
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	Following nomination through the examination entry process.
<b>Regulation:</b>	<b>8-91</b>
<b>Authority:</b>	Approval to conduct an examination in a language other than English
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board.
<b>Process:</b>	By individual application to the Board setting out the reasons for the request.
<b>Regulation:</b>	<b>8-106</b>
<b>Authority:</b>	Award of research degree
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	On review of the panel of examiners' reports and confirmation of their recommendation for award (co-ordinated through the Research Degrees Office).
<b>Regulation:</b>	<b>8-108</b>
<b>Authority:</b>	Posthumous award of research degree
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	In accordance with the approved policy and procedure.
<b>Regulation:</b>	<b>8-140</b>
<b>Authority:</b>	Availability of the thesis – extension of the two year restricted access period.
<b>Delegated to:</b>	Research Degrees Programmes and Examinations Board
<b>Process:</b>	By individual application to the Board setting out the reasons for the request and why the circumstances are exceptional.
<b>Regulation:</b>	<b>8-118</b>
<b>Authority:</b>	Approval of collaborative arrangements
<b>Delegated to:</b>	QMSE and Research Degrees Programmes and Examinations Board
<b>Process:</b>	Following the procedures for collaborative provision agreed by Senate
<b>Regulation:</b>	<b>8-120</b>
<b>Authority:</b>	Revocation of an award.
<b>Delegated to:</b>	Principal.
<b>Process:</b>	Recommendation from the Academic Registrar.

<b>QMUL awards</b>	<b>University of London awards</b>
Certificate of Higher Education (CertHE)	Certificate of Higher Education (CertHE)
Diploma of Higher Education (DipHE)	Diploma of Higher Education (DipHE)
Graduate Certificate (GradCert)	Graduate Certificate (GradCert)
Graduate Diploma (GradDip)	Graduate Diploma (GradDip)
Foundation Degree in Arts (FdA)	Foundation Degree in Arts (FdA)
Foundation Degree in Science (FdSc)	Foundation Degree in Science (FdSc)
Bachelor of Arts (BA)	Bachelor of Arts (BA)
Bachelor of Dental Surgery (BDS)	Bachelor of Dental Surgery (BDS)
Bachelor of Engineering (BEng)	Bachelor of Engineering (BEng)
Bachelor of Laws (LLB)	Bachelor of Laws (LLB)
Bachelor of Medical Science (BMedSci)	Bachelor of Medical Science (BMedSci)
Bachelor of Medicine and Bachelor of Surgery (MBBS)	Bachelor of Medicine and Bachelor of Surgery (MBBS)
Bachelor of Science (BSc)	Bachelor of Science (BSc)
Bachelor of Science (Economics) (BSc (Econ))	Bachelor of Science (Economics) (BSc (Econ))
Bachelor of Science (Engineering) (BSc (Eng))	Bachelor of Science (Engineering) (BSc (Eng))
Master of Engineering (MEng)	Master of Engineering (MEng)
Master in Science (MSci)	Master in Science (MSci)

<b>QMUL awards</b>	<b>University of London awards</b>
Postgraduate Certificate (PGCert)	Postgraduate Certificate (PGCert)
Postgraduate Diploma (PGDip)	Postgraduate Diploma (PGDip)
Master of Arts (MA)	Master of Arts (MA)
Master of Business Administration (MBA)	Master of Business Administration (MBA)
Master of Clinical Dentistry (MClinDent)	Master of Clinical Dentistry (MClinDent)
Master of Laws (LLM)	Master of Laws (LLM)
Master of Public Administration (MPA)	Master of Public Administration (MPA)
Master of Research (MRes)	Master of Research (MRes)
Master of Science (MSc)	Master of Science (MSc)