



Senate

Paper Title	Academic Regulations
Outcome requested	The Senate is asked to consider and comment upon the paper.
Points for Senate members to note and further information	<p>Senate requested that the Academic Regulations should be made clearer and more concise, so as to make information more readily accessible and understood by student, staff, and external audiences. The request for simplification of the Academic Regulations was also put forward in the Student Pipeline Review.</p> <p>The Academic Regulations comprise a long and complex set of policies that are reviewed annually. Several significant regulatory changes are under discussion at present, and the outcomes will feature in the final set of regulations considered by the Senate, in June 2019. This paper includes two example chapters and a proposal for a revised structure of the full set of regulations.</p> <p>The review has focused on the removal of duplication within the regulations, and the clarification of the applicability of particular regulations. Currently, certain sections apply to all students irrespective of year of entry while others follow cohorts throughout the full duration of study. It is proposed that all regulations should follow the student in future. This will mean that policies and procedures that may require annual updates (for example assessment misconduct procedures and logistical arrangements for examinations) will in future be linked from, but not part of, the Academic Regulations (sitting instead in documents such as the Assessment Handbook, or standalone policies).</p> <p>The Senate is <u>not</u> asked to approve changes to the Regulations at this stage – this paper is concerned with format and approach.</p>
Questions for Senate to consider	<p>Do the proposed changes meet the stated objective of providing clearer and more concise regulatory information? (the Senate is asked to contrast the revised sections with the current regulations, online).</p> <p>Does the section mapping seem appropriate?</p>
Regulatory/statutory reference points	UK Quality Code for Higher Education, Parts A and B. The Academic Regulations are the definitive iteration of Queen Mary’s policies in respect of all academic policies, including progression and award.
Strategy and risk	<p>Failure to have approved Academic Regulations that set clear academic standards (and mechanisms for their measurement and defence) could cause reputational damage.</p> <p>Queen Mary Strategy 2014, SA3.1. SETLA Strategy 2014, SA1.2.</p>
Reporting/consideration route for the paper	<p>Senate to comment in December 2018.</p> <p>Education Quality and Standards Board and Senate to consider the final proposals for approval in May/June 2019.</p>
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Sponsor	TBC

Academic Regulations

1. ARCS was asked to review the Academic Regulations to make them more concise and transparent for a range of audiences.
2. Review of the Academic Regulations is an ongoing annual process. Changes to individual regulations are considered throughout the year, and the final set of proposals are considered by the Education Quality and Standards Board and the Senate each May/June for approval. It is therefore not possible to provide a fully revised set of regulations at this point in the year, and instead two example chapters and a mapping exercise have been presented for consideration. The Senate is asked to consider whether the proposals are in line with its recommendations, and to comment on what works well and what may require further changes.
3. The chapters presented for consideration are Section 1: Framework and Governance, and Section 4: Regulations for Undergraduate and Graduate Programmes. These will be subject to further revisions, and a holistic review of language and tone will be completed once all eight sections have been reviewed. The Senate is primarily asked to comment upon content at this stage, though an institutional view on language and tone would be welcomed.

Overarching changes

Duplication

4. The regulations currently include a large degree of duplication between sections. This allows each section to be read and understood separately, but the additional length and complexity can be off-putting to readers. This is particularly the case in Sections 4 (UG) and 5 (PGT), where many of the same arrangements apply. The proposals remove duplication where possible. For example, Section 1 originally included lengthy sections on the constitution and operation of Subject and Degree Examination Boards, and the roles of external examiners, external DEB members, and internal examiners. This information is already contained in the Assessment Handbook, and has been removed entirely from the revised Section 1. This, and other changes, have seen Section 1 reduced from ten to three pages without losing key information.
5. Reductions in other sections are unlikely to be quite so significant, but reorganising the regulations will allow the removal of considerable amounts of duplication. For example, the requirements to pass a module and the arrangements for reassessment are very similar at UG (Section 4) and PGT (Section 5) levels. Section 3 (Assessment) is currently focused on the practical arrangements for the delivery of assessments. By making that chapter more about the student experience of assessment (and moving the logistical arrangements to the Assessment Handbook) a significant degree of duplication can be removed.

Applicability, and regulation vs policy

6. Each of the eight parts of the Academic Regulations opens with a lengthy section detailing which students are covered by that chapter. Sections 1 to 3 of the most recent Academic Regulations (Framework and Governance, General Regulations, Assessment) apply to all students irrespective of when they commenced their studies, whereas Sections 4 to 7 (UG progression and award, PGT progression and award, special regulations, collaborative regulations) follow a student throughout the programme. (Section 8, PGR, is largely a standalone section and includes elements of both).
7. The current system is not especially clear. Locking each iteration of the regulations to a particular cohort will aid students and staff in quickly locating the correct set of regulations (as well as removing a large portion of text – applicability and scope would in future only need to be outlined at the start of Section 1).

8. Many of Queen Mary's procedures have legitimate scope to change year-on-year, and the same arrangements need to be in place for all students. For example, arrangements for the management of academic misconduct investigations, and the conduct of appeals. Making a clear distinction between regulations and policies will allow proper management of these procedures. Clear references will be made to these policies in the regulations, but they will no longer sit within the regulations. Many examples can be moved to the Assessment Handbook (e.g. assessment misconduct, examination board arrangements), but new policies will need to be developed in other cases (e.g. arrangements for the interruption of study, module registration).

Special regulations and other exceptions

9. Queen Mary's core regulations are relatively straightforward, though there is potential for more concise articulation. Much of the length and complexity in the current regulations (particularly on progression and award) stems from special regulations – exceptions granted to individual awards or programmes. Queries from staff and students can often be resolved by redirecting them to a different part of the regulations when they have been looking at special regulations. Some are unavoidable, typically where linked to accreditation requirements or a programme with a wholly different structure (e.g. the MBBS and BDS are five-year programmes with wholly distinct structures and accreditation requirements from other bachelors awards). Others are not – for example, MSci progression requirements in Geography differ from those in other schools, and the LLB award regulations differ from those of other three-year bachelors awards in almost every respect, from the number of attempts to the method of classification. If the Senate seeks a very clear set of regulations, it may wish to consider whether or not further exceptions should be permitted, and whether existing exceptions should be reviewed.

Mapping (Appendix A)

10. The table in Appendix A is based upon the content listing for the current Academic Regulations. All of the contents are important and little can be removed entirely, but relocating sections within the regulations or to other locations will allow for a more streamlined approach. The Senate is asked to consider whether the proposal seems appropriate as a basis for the full review of the regulations.

Notes on Section 1: Framework and Governance (Appendix B)

11. This section is concerned with institutional governance and the instruments for the safe assurance of academic quality and standards. It focused heavily on examination boards, with little mention of other groups. All of the key committees are now referenced, with links to fuller information. The finer details on examination boards and external examiners are duplicated in the Assessment Handbook; this is policy rather than regulation, and can be safely deleted from Section 1. General information on the applicability of the regulations has also been rationalised as described in paragraphs 6-8.

Notes on Section 4: Regulations for Undergraduate and Graduate Programmes (Appendix C)

12. This section primarily comprises the requirements for progression and award on each of our undergraduate programmes. There is a great deal of necessary detail here, which is difficult to reduce. Instead, attention has focused on presentation, and list formats have been replaced with tables where possible. With further development it may be possible to have fewer tables covering multiple awards. The Senate is asked to consider whether the proposal in Appendix C is easier to follow than the current version (online at www.arcs.qmul.ac.uk).
13. The initial sections, which dealt with duration of study and assessment and reassessment have been removed. Edited versions will be moved into Sections 2 and 3, together with other information on, respectively, the student life cycle and assessment. This will also prevent duplication of text between Sections 4 and 5 (UG, and PGT). Changes made so far have seen a reduction from 36 pages to 26 (though a couple of those will move to Sections 2 and 3, as above). Further refinements will result in additional reductions, but the main sticking points are the LLB, MBBS and BDS regulations, which are complex, self-contained, and unlike any of the other award rules (and thus are difficult to condense). Some of the details are non-regulatory, particularly for the BDS and MBBS, and ARCS can liaise directly with SMD to move those sections out of the Academic Regulations and into the programme specification and programme handbook.

Appendix A: Mapping

Section 1: Framework and Governance	
<i>The purpose and structure of the Regulations, and institutional governance arrangements. A draft has been completed, which sees a considerable reduction in length primarily through the removal of duplicated text.</i>	
Current content	Proposal
Introduction	Retain as a merged section, covering applicability and scope of all eight sections rather than just section one.
Applicability	
Scope	
List of awards	Retain.
- Awarding bodies	Retain.
Approval of regulations, programmes and modules	Retain in slightly expanded form to cover all major instruments of quality assurance at Queen Mary.
- Special regulations	Retain
- Suspension of regulations	Retain
Examination Boards	Delete. Covered in Assessment Handbook.
- External Examiners	Delete. Covered in Assessment Handbook.
- External Members	Delete. Covered in Assessment Handbook.
- Internal Examiners	Delete. Covered in Assessment Handbook.
Section 2: General Regulations (covering the main aspects of the student lifecycle)	
<i>Currently an 'everything else' section. The revised version would contain much of the same information but heavily restructured and reordered to follow and reflect the student lifecycle: admission > enrolment > programme and module registration > deregistration (etc). Section 2 does not currently follow the student throughout their years at Queen Mary. Making that change will mean that some policy elements will move outside of the regulations (this will also make the Regulations more readable, giving high level summaries and explanations of these processes, with links to the full details in the respective policies).</i>	
Current content	Proposal
Scope	Delete – covered in section 1 of the new version.
Applicability	
Student conduct	Retain
Student identity card	Retain
Medical examination	Retain
Replacement award certificates	Retain
Admission	Retain in condensed form. Much of this applies to applicants rather than students, and applicants have not signed up to the Academic Regulations. Some of the content will be moved to the Admissions Policy and a new standalone policy on advanced standing/APEL.
- Advanced standing	
- Falsification of documents	
- Concurrent study	
- Change of programme	
- Modes of study	
Enrolment and registration	Retain all except registration for reassessment (which will move to Section 3), and condense.
- Permission to study in the UK	
- Module registration	
- Intercollegiate module registration	
- Registration for reassessment	
Payment of fees and other charges	Retain
Attendance and participation	Retain
- Taking and completing modules	
Award of academic credit	Merge with taking/completing modules
Interruption of study	Retain, but in abbreviated form. Create a standalone policy on interruption.
Deregistration and withdrawal	Retain.
Exchanges and study abroad	Link to section on intercollegiate registration/module registration. Differentiate more clearly between optional semester abroad and compulsory year abroad.

Regulations for assessment offences	Delete. Move to Assessment Handbook as a policy that can be updated year-on-year rather than being locked into the cohort system.
Appeal regulations	Delete. Move to a standalone document as a policy that can be updated year-on-year rather than being locked into the cohort system.
Section 3: Regulations for the conduct of assessment	
<i>As the title indicates, this is currently focused on the conduct of assessment. By making it about assessment arrangements more generally it can include details on grading systems and reassessment, removing large sections of duplication elsewhere in the regulations (and placing this information in a more obvious location to a casual reader).</i>	
Current content	Proposal
Scope	Delete – covered in revised Section 1.
Applicability	
General details on the setting of assessment	Retain
Invigilated exams	Retain some elements in a significantly reduced form, leaving only the obligations and rights of students. Detail on most practical arrangements will be moved to the Assessment Handbook and the examination briefing notes supplied to students each year with their exam timetables.
- Setting exam papers	
- Exam timetable	
- Conduct of exams	
- Invigilation arrangements	
- Special arrangements	
- Arrival and departure	
- Permitted materials	
- Start of the exam	
- Identification of students	
- During the exam	
- End of the exam	
- Suspected assessment offences	
- Illness and ECs in exams	
- VLE exams	
Late submission policy	Retain
Coursework arrangements	Retain in abbreviated form
Practical assessment arrangements	
Dissertations and projects	
Extenuating circumstances	Retain in expanded form.
Section 4: Regulations for Undergraduate and Graduate Programmes	
<i>Progression and award rules. Much of the detail not directly linked to progression or award can be moved out to sections 2 and 3, but there is a great deal of necessary detail here. Efforts will focus on presenting this in a more accessible and intelligible format. References to 'graduate programmes' will be removed. Awards such as the GradDip are at level six, and as such are UG.</i>	
Current content	Proposal
Scope	Delete – covered in new Section 1.
Applicability	
General requirements	Retain in abbreviated form.
Duration of study	Move to Section 2, removing duplication between sections 4 and 5 and sitting together with other sections on programme registration.
Developmental years	
- Compulsory years abroad/in industry	Retain existing overarching section in Section 2. Remove this from Section 4 but ensure that it is adequately covered in the respective progression/award sections.
Module marks and grading	Move to Section 3, removing duplication between Sections 4 and 5 and creating a new coherent section on assessment within S3. Condoned failure is unique to PGT, and should remain.
Requirements to pass a module	
Condoned failure	
Number of attempts at a module	
Resits	
First sits	
Retakes and first takes	

Discretion in classification	Retain. The borderline policy doesn't currently follow the cohort, but would do under the proposed model. It could be built directly into award rules.
Aegrotat awards	Retain.
Revocation of awards	Retain.
Progression/award rules: BA, BSc, BSc (Econ), BEng, BSc (Eng)	Retain in condensed form, tabulating what is currently listed where possible.
Progression/award rules: MEng/MSci	The LLB, MBBS, and BDS are significantly different from everything else and have long self-contained sections. Much of the content could reasonably be moved out of the Academic Regulations and into the respective programme specifications, but detailed conversations with the respective schools/institutes would first be required.
Progression/award rules: intercalated bachelors programmes	
Progression/award rules: LLB	
Progression/award rules: BDS	
Progression/award rules: MBBS	
Progression/award rules: FdA/FdSc	
Progression/award rules: FdCert	
Progression/award rules: DipHE	
Progression/award rules: CertHE	
Progression/award rules: GradCert	
Progression/award rules: GradDip	
Award rules: Ordinary Degree	
Section 5: Regulations for Postgraduate Programmes	
<i>Progression and award rules. Much of the detail not directly linked to progression or award can be moved out to sections 2 and 3, but there is a great deal of necessary detail here. Efforts will focus on presenting this in a more accessible and intelligible format.</i>	
Current content	Proposal
Scope	Delete – covered in new Section 1.
Applicability	
General requirements	Retain in abbreviated form.
Duration of study	Move to Section 2, removing duplication between sections 4 and 5 and sitting together with other sections on programme registration.
Taught component vs dissertation/project	Retain for now, but reconsider in light of a forthcoming proposal to EQSB to introduce Masters programmes with no dissertation/project.
Module marks and grading	Move to Section 3, removing duplication between Sections 4 and 5 and creating a new coherent section on assessment within S3.
Requirements to pass a module	Move to Section 3, removing duplication between Sections 4 and 5 and creating a new coherent section on assessment within S3.
Number of attempts at a module	
Resits	
First sits	
Retakes and first takes	
Progression/award rules: MA, MSc, MRes, MBA, MPA	Retain in condensed form, tabulating what is currently listed where possible.
Progression/award rules: LLM	Retain, but give consideration as to whether the LLM could move to common rules with the MA, MSc, etc in light of recent changes to programme design.
Progression/award rules: MCLinDent	Retain (cannot be combined with others – this is a two year programme).
Progression/award rules: MSc Euromasters	Retain, but consider making this a special regulation in section 6 – this is a small and very unusual award.
Progression/award rules: PGDip	Retain in condensed form, tabulating what is currently listed where possible.

Progression/award rules: PGCert	Retain in condensed form, tabulating what is currently listed where possible.
Section 6: Special Regulations	
<p>This section is unusual in that it specifies exceptions to the standard regulations on a programme-by-programme basis. Ideally there would be no exceptions, which would do away with the need for this section entirely.</p> <p>While they do exist, it is proposed that these be ordered by category (e.g. classification, progression, etc) rather than the current Faculty/School breakdown. This will allow for cross-referencing from sections 4 and 5 (e.g. 'these are the regulations for all programmes except x and y', with jump links to section 6 explaining the differences).</p>	
Section 7: Regulations for Collaborative Programmes	
<p>This section details the arrangements for programmes run jointly by Queen Mary and other institutions. It has become increasingly lengthy in recent years, as additional partnerships are arranged. Some are very brief, for example stating that standard Queen Mary regulations apply in all respects, but others are very lengthy. The longer examples contain some non-academic detail that could be removed, but would remain lengthy. Consideration might be given to housing these regulations in a completely separate document or area of the website, effectively acting as an appendix to the main regulations.</p>	
Section 8: Regulations for Research Programmes	
<p>These are largely self-contained, and are managed separately from sections 1-7, by the Research Degrees Office. The RDO will note Senate's feedback on the proposals/examples and make equivalent changes to Section 8.</p>	

Appendix B: Revised Section 1 – Framework and Governance

- 1.1. The Academic Regulations regulate the principal institutional mechanisms for the articulation and management of Queen Mary's academic standards.
- 1.2. The Senate is responsible to the Council for the management of the academic standards and quality of programmes leading to awards of the University of London and of Queen Mary University of London (Ordinance A15).
- 1.3. The Academic Regulations shall be approved by the Senate, normally in advance of their coming into effect.
- 1.4. The Academic Regulations 2019-20 take effect from 1 August 2019 and apply to programmes and modules leading to awards or academic credit from Queen Mary or the University of London, and to the students registered on those programmes and modules. Specifically, these regulations apply to all students registering for the first year of a programme from 1 August 2019, with the exception of the following:
 - i. students admitted with advanced standing to a subsequent (for example, second) developmental year of a programme. The regulations for the cohort joined apply;
 - ii. students transferred from other programmes within Queen Mary to another programme. The regulations for the cohort transferred to apply;
 - iii. students changing programme duration (for example, from a four year programme to a three year programme). The regulations for the cohort joined apply;
 - iv. where programmes have approved special regulations that deviate from the standard regulations;
 - v. where it is otherwise specified in these regulations.
- 1.5. The processes of enrolment and registration confirm a student's acceptance of Queen Mary's charter, ordinances, regulations, rules and other policies and codes of practice. This forms the basis of the contract between Queen Mary and the student.
- 1.6. All references to the 'Academic Regulations' include programme regulations, module regulations and special regulations.
- 1.7. Queen Mary holds and exercises independent degree awarding powers, and - under the Ordinances of the University of London - delegated powers to make awards in the name of the University of London. All awards are made in the name of Queen Mary University of London except where special regulations apply. The awards covered by these regulations are as follows:

Award	Abbreviation	FHEQ level
<i>Undergraduate awards</i>		
Foundation Certificate	FdCert	3
Certificate of Higher Education	CertHE	4
Foundation Degree in Arts	FdA	5
Foundation Degree in Science	FdSc	5
Diploma of Higher Education	DipHE	5
Bachelor of Arts	BA	6
Bachelor of Engineering	BEng	6
Bachelor of Laws	LLB	6
Bachelor of Medical Science	BMedSci	6
Bachelor of Science	BSc	6
Bachelor of Science (Economics)	BSc (Econ)	6
Bachelor of Science (Engineering)	BSc (Eng)	6
Graduate Certificate	GradCert	6
Graduate Diploma	GradDip	6
Master of Engineering	MEng	7
Master in Science	MSci	7

Bachelor of Dental Surgery	BDS	7
Bachelor of Medicine and Bachelor of Surgery	MBBS	7
<i>Postgraduate awards (taught)</i>		
Certificate in Learning and Teaching	CILT	7
Postgraduate Certificate	PGCert	7
Postgraduate Diploma	PGDip	7
Master of Arts	MA	7
Master of Business Administration	MBA	7
Master of Clinical Dentistry	MClinDent	7
Master of Laws	LLM	7
Master of Public Administration	MPA	7
Master of Research	MRes	7
Master of Science	MSc	7
<i>Postgraduate awards (research)</i>		
Master of Philosophy	MPhil	7
Doctor of Philosophy	PhD	8
Doctor of Medicine (Research)	MD(Res)	8
Doctor in Professional Studies	DrPS	8
Doctor in Clinical Dentistry	DClinDent	8
Doctor in Clinical Psychology	DPsych	8

- 1.8. The Senate delegates authority for the consideration of students' achievement, progression, awards and other related matters for taught programmes to the Subject and Degree Examination Boards. Further detail on the role and governance of these boards is available in the Assessment Handbook, which is approved annually by the Senate.
- 1.9. The Senate delegates authority for the management of academic quality and standards, including development of academic policy, to the Education Quality and Standards Board. Further detail on the role and governance of this Board is available in the Education Manual, which is approved annually by the Senate.
- 1.10. The Senate delegates authority for the consideration of research students' achievement, progression, and awards, and programme approval and amendment for research programmes to the Research Degrees Programmes and Examinations Board. Further detail on the role and governance of this board is available in the Education Manual, which is approved annually by the Senate.
- 1.11. The Senate delegates authority for the approval, amendment, and withdrawal of taught programmes of study to the Taught Programmes Board. Authority for the approval, amendment, and withdrawal of modules is delegated to school- and institute-level Teaching and Learning Committees. Further detail on the roles and governance of these groups is available in the Education Manual.
- 1.12. The programme and module regulations in place at the time a student starts that programme or module apply for the full duration of that study, though amendments may sometimes be made where the change is to the benefit of students. Queen Mary reserves the right to amend any programme or module and to withdraw any module as it deems necessary, at any time. Normally, amendments will affect the next cohort to join the programme or module. Where an amendment has an effect on the current cohort, those students shall be formally notified of the change and provided with an opportunity to object, should they wish to do so.
- 1.13. Once the withdrawal of a programme is approved, no further students shall be recruited to the programme but the programme will not be formally withdrawn until no current students remain registered on the programme.
- 1.14. Programme regulations specify requirements for admission, curriculum content and outcomes, module diets, methods of assessment and any further requirements for progression or award. Each programme of study has a programme specification that includes these regulations.

- 1.15. Module regulations specify the requirements to take, complete and pass specific modules. Each module has approved learning outcomes and assessment methods and weightings, detailed in a module proposal or amendment form. Any other requirements that must be met to pass the module shall also be detailed.
- 1.16. Programme and module regulations provide a greater level of detail and amplify the Academic Regulations. Where programme or module regulations are silent in any regard, default to the Academic Regulations shall occur.
- 1.17. Programme and module regulations shall not diverge from the standard Queen Mary Academic Regulations, except where there is exceptionally good reason. These exceptions are known as special regulations, and may only be approved where there is a legitimate academic rationale, or where a specific requirement set down by a professional, statutory or regulatory body, or where a collaborative programme requires it. Special regulations shall be approved by the Senate, or its delegated authority, and detailed in the relevant programme or module specifications.
- 1.18. Exceptions to the approved regulations may only be granted by approval of a suspension of regulations. Such requests should be exceptional, and may only be made 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.
- 1.19. A request for suspension of regulations must be made on the authority of a Degree Examination Board (generally following the recommendation of a Subject Examination Board), or a Head of School, Institute, Directorate, or equivalent. Requests shall be considered for approval by a named nominee of the Senate.
- 1.20. The outcome of a request to suspend regulations shall be communicated by the Academic Registrar (or nominee) to the requesting body, which is responsible for communicate the outcome to students and other parties concerned.

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Appendix C: Revised Section 4 – Regulations for Undergraduate Programmes

4. Regulations for Undergraduate & Graduate Programmes

General requirements

- 4.1. Students shall be enrolled with Queen Mary 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*.
- 4.2. A student must undertake an approved programme of study under the programme regulations, and meet the compulsory and core elements for progression from one developmental year to the next and for award.

Discretion in classification

- 4.3. 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 Queen Mary's borderline classification policy. There is no discretion at the pass/fail borderline.

Aegrotat award

- 4.4. An aegrotat award is an unclassified honours degree. A Subject Examination Board (SEB) 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 SEB. 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 SEB, 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.
- 4.5. 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 the borderline classification policy to take account of the students' circumstances when doing so (*Academic Regulations*, Section 3: Extenuating Circumstances).
- 4.6. 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.
- 4.7. 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 accepts the aegrotat ceases to be eligible to take the missed or failed assessments.

Revocation of awards

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

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

Progression

Standard three-year bachelors programme

4.9. The minimum requirements for progression are as follows:

Requirement	Years 1>2	Years 2>3
Total credits taken	120	240
Minimum total credits passed	90	195
Minimum average mark	40.0	40.0 (weighted 1:3 for years 1:2)
Additionally:		
<ul style="list-style-type: none"> - Pass a minimum 90 credits in each developmental year. - Meet any programme-specific criteria, such as passing core modules. 		

Bachelors programme with integrated foundation year

4.10. The minimum requirements for progression are as follows:

Requirement	Year 0>1	Years 1>2	Years 2>3
Total credits taken	120	240	360
Minimum total credits passed	105	195	300
Minimum average mark	40.0 (flat year 0 average)	40.0 (flat year 1 average)	40.0 (weighted 1:3 for years 1:2)
Additionally:			
<ul style="list-style-type: none"> - Pass a minimum 90 credits in each developmental year. - Meet any programme-specific criteria, such as passing core modules. 			

Degree apprenticeship bachelors programme

Requirement	Years 1>2	Years 2>3	Years 3>4
Total credits taken	90	180	270
Minimum total credits passed	75	150	225
Minimum average mark	40.0 (flat year 1 average)	40.0 (weighted 1:3 for years 1:2)	40.0 (weighted 1:3:3 for years 1:2:3)
Additionally:			
<ul style="list-style-type: none"> - Pass a minimum 90 credits in each developmental year. - Meet any programme-specific criteria, such as passing core modules. 			

Four-year bachelors programmes with a compulsory year abroad

Requirement	Years 1>2	Years 2>3	Years 3>4
Total credits taken	120	240	360
Minimum total credits passed	90	195	285
Minimum average mark	40.0 (flat year 1 average)	60.0 (weighted 1:3 for years 1:2)	40.0 (weighted 1:3 for years 1:2)
Additionally:			
<ul style="list-style-type: none"> - Pass a minimum 90 credits in each developmental year. - Meet any programme-specific criteria, such as passing core modules. 			

Four-year bachelors programmes with a compulsory year in industry

Requirement	Years 1>2	Years 2>3	Years 3>4
Total credits taken	120	240	360
Minimum total credits passed	90	195	285
Minimum average mark	40.0 (flat year 1 average)	40.0 (weighted 1:3 for years 1:2)	40.0 (weighted 1:3 for years 1:2)
Additionally: <ul style="list-style-type: none">- Pass a minimum 90 credits in each developmental year.- Meet any programme-specific criteria, such as passing core modules.			

Failure to meet progression requirements

4.11. A student who fails to progress shall be permitted to:

- i. transfer to another pathway or programme for which they meet the requirements.
- ii. resit the required modules at the next available opportunity, where attempts remain.

Eligibility for award

4.12. To be eligible for award of BA, BSc, BSc (Econ), BEng, or BSc (Eng) a student must:

- i. complete the programme, having met all programme-specific requirements;
- ii. complete the programme within the maximum permitted duration of study;
- iii. achieve a minimum College Mark of 40.0 or higher;
- iv. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

Standard three-year bachelors programme and degree apprenticeship bachelors programme

4.13. To be eligible for award a student must:

- i. take a total of 360 credits (120 credits per developmental year):
- ii. take a minimum 90 credits at each of levels 4, 5 and 6;
- iii. take a maximum 150 credits at level 4;
- iv. pass a minimum 315 credits, including a minimum 90 credits at level 6 or higher.

Bachelors programme with integrated foundation year

4.14. To be eligible for award a student must:

- i. take a total of 480 credits (120 credits per developmental year):
- ii. take a minimum 90 credits at each of levels 3, 4, 5 and 6;
- iii. take a maximum 120 credits at level 3 and a maximum 150 credits at level 4;
- iv. pass a minimum 420 credits, including a minimum 90 credits at level 6 or higher.

Four-year bachelors programmes with a compulsory year abroad or in industry

- i. take a total of 480 credits (120 credits per developmental year):
- ii. take a minimum 90 credits at each of levels 4, 5 and 6;
- iii. take a maximum 150 credits at level 4;
- iv. pass a minimum 420 credits, including a minimum 90 credits at level 6 or higher.

Special regulations apply to BA programmes with a year abroad in Modern Languages (School of Languages, Linguistics and Film), and to BEng and BSc programmes in the School of Electronic Engineering and Computer Science [*link to special regulations*].

- 4.15. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of awards

- 4.16. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.
- 4.17. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place, and calculated as follows:

Award	Weighting of each developmental year			
	Year 1	Year 2	Year 3	Year 4
BSc, BA, BEng, BSc (Eng), BSc (Econ)	1 (10%)	3 (30%)	6 (60%)	-
BEng/BSc programmes in SEECs with a compulsory placement year*	1 (10%)	3 (30%)	6 (60%)	6 (60%)
Bachelors programmes with a compulsory year abroad: SLLF, History, Geography, Global Health.	1 (9.1%)	3 (27.3%)	1 (9.1%)	6 (54.5%)
Bachelors programmes with a compulsory year abroad: SEF, SED, EECS, SMS, SEMS, SBCS.	1 (10%)	3 (30%)	0 (0%)	6 (60%)
Degree apprenticeship programmes	1 (7.69%)	3 (23.07%)	3 (23.07%)	6 (46.15%)

- 4.18. Awards are classified as follows:

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)

- 4.19. A student who does not meet the requirements for award may:
- resit the required modules at the next available opportunity, where attempts remain;
 - be awarded another degree, or exit award, for which they meet the requirements.

Award regulations: Intercolated BSc and BMedSci

Eligibility for award

- 4.20. To be eligible for award of an intercalated BSc or BMedSci a student must:
- complete the programme, having met all programme-specific requirements;
 - complete the programme within the maximum permitted duration of study;
 - achieve a minimum College Mark of 40.0 or higher;
 - meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

- 4.21. To be eligible for award a student must:
- v. take a total of 120 credits:
 - vi. take a minimum 90 credits at level 6 or higher;
 - vii. pass a minimum 105 credits, including a minimum 90 credits at level 6 or higher.
- 4.22. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of award

- 4.23. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.
- 4.24. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place, and calculated as follows:

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)

- 4.25. A student who does not meet the requirements for award may resit the required modules at the next available opportunity, where attempts remain.

Progression and award regulations: MEng and MSci

Standard four-year integrated masters programme

- 4.26. The minimum requirements for progression are as follows:

Requirement	Years 1>2	Years 2>3	Years 3>4
Total credits taken	120	240	360
Minimum total credits passed	90	195	315
Minimum average mark	40.0 (flat year 1 average)	40.0 (weighted 1:3 for years 1:2)	60.0 (weighted 1:3 for years 1:2)
Additionally: <ul style="list-style-type: none">- Pass a minimum 90 credits in each developmental year.- Meet any programme-specific criteria, such as passing core modules.- Exceptionally, a Subject Examination Board may use its discretion to permit progression to developmental year four where there is a weighted mean average of 57.0 or higher; in doing so, the SEB shall consider factors including the strength of the student's academic profile and any approved extenuating circumstances.- Special regulations apply to MSci programmes in the School of Geography <i>[link]</i>.			

Four-year integrated masters programme with an integrated foundation year

Requirement	Years 0>1	Years 1>2	Years 2>3	Years 3>4
Total credits taken	120	240	360	480
Minimum total credits passed	105	195	300	420
Minimum average mark	40.0 (flat year 0 average)	40.0 (flat year 1 average)	40.0 (weighted 1:3 for years 1:2)	60.0 (weighted 1:3:6 for years 1:2:3)
Additionally: <ul style="list-style-type: none"> - Pass a minimum 90 credits in each developmental year. - Meet any programme-specific criteria, such as passing core modules. - Exceptionally, a Subject Examination Board may use its discretion to permit progression to developmental year four where there is a weighted mean average of 57.0 or higher; in doing so, the SEB shall consider factors including the strength of the student's academic profile and any approved extenuating circumstances. - Special regulations apply to MSci programmes in the School of Geography [link]. 				

Failure to meet progression requirements

4.27. A student who fails to progress shall be permitted to:

- i. resit the required modules at the next opportunity, where attempts remain;
- ii. transfer to another pathway or programme for which they meet the requirements (this may include a mandatory transfer to the associated BEng or BSc programme. Transfer may result in the discounting of some modules for the purposes of meeting the requirements of the new programme.).

4.28. A Subject Examination Board may recommend the award of BEng, BSc (Eng), or BSc to a student who does not meet the requirements for progression to the final developmental year, but does meet the award requirements for BEng, BSc (Eng) or BSc. A student who joined the third year of an MEng or MSci with advanced standing, and fails to progress at the end of developmental year three is not eligible for the award of BEng, BSc (Eng), or BSc.

Eligibility for award

4.29. To be eligible for award of MEng or MSci a student must:

- i. complete the programme, having met all programme-specific requirements;
- ii. complete the programme within the maximum permitted duration of study;
- iii. achieve a minimum College Mark of 40.0 or higher;
- iv. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

Standard four-year integrated masters programme

4.30. To be eligible for award a student must:

- i. take a total of 480 credits (120 credits per developmental year);
- ii. take a minimum 90 credits at each of levels 4, 5 and 6;
- iii. take 120 credits at level 7 in the final developmental year
- iv. take a maximum 150 credits at level 4;
- v. pass a minimum 420 credits, including a minimum 90 credits at level 7.

Integrated masters programme with integrated foundation year

- 4.31. To be eligible for award a student must:
- take a total of 600 credits (120 credits per developmental year);
 - take a minimum 90 credits at each of levels 3, 4, 5 and 6;
 - take 120 credits at level 7 in the final developmental year
 - take a maximum 150 credits at level 4;
 - pass a minimum 525 credits, including a minimum 90 credits at level 7.
- 4.32. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of awards

- 4.33. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.
- 4.34. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place, and calculated as follows:

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

- 4.35. Awards are classified as follows:

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

- 4.36. A student who does not meet the requirements for award may:
- resit the required modules at the next available opportunity, where attempts remain;
 - be awarded another degree, or exit award, for which they meet the requirements.

Progression and award regulations: LLB

- 4.37. These regulations apply to all LLB awards, and to BA programmes managed by the School of Law (Law and Politics, Law with History, Law with Business Management).

Number of attempts

- 4.38. 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

- 4.39. 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.
- 4.40. 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.
- 4.41. 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.
- 4.42. 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.
- 4.43. 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

- 4.44. 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 module(s), where:
- i. the mark obtained in the failed module (or the average mark across two 15 credit modules where one or both are failed) 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.
- 4.45. 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

- 4.46. 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

- 4.47. 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).
- 4.48. 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).
- 4.49. To progress from developmental year three (the year abroad or on placement) to developmental year four of the LLB English and European Law, LLB English and Chinese Law, LLB in Law with a Year in Hong Kong, LLB Global Law, or LLB Law in Practice, 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), or (in the case of the LLB Law in Practice) a placement year.
- i. developmental year three of these 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.
- 4.50. A student who fails the year abroad or the placement year shall automatically be transferred to the final developmental year of the LLB programme.

Eligibility for award

- 4.51. To be eligible for award of an undergraduate law degree (excepting the LLB Senior Status), a student must:
- i. take modules to the value of 360 credits (480 for programmes with a compulsory year abroad or placement year), equivalent to 120 credits per developmental year; and,
 - ii. either:
 - a. pass modules to the value of 360 credits (480 for programmes with a compulsory year abroad or placement year); or,
 - b. pass modules to the value of at least 330 credits (450 credits for programmes with a compulsory year abroad or placement year), 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.
- 4.52. 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.
- 4.53. Regulation 4.134 shall apply to the final year.
- 4.54. 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.

Classification of awards

- 4.55. 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)
40.0 – 49.9	Third Class
0.0 – 39.9	Fail

- 4.56. A student shall be classified when the requirements for award are met.
- 4.57. 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 LLB Law with History, 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, LLB in Global Law, LLB in English and Chinese Law, LLB Law in Practice, LLB in Global Law, and LLB in English and European Law the classification of the award shall be based upon the modules taken in the second and third developmental years spent at Queen Mary (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;
- 4.58. 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.
- 4.59. 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.
- 4.60. The minimum profiles of module marks needed to obtain classifications are set out in the following table for students on all undergraduate law programmes except for the LLB Senior Status:

Classification	Normal minimum mark profile
First Class Honours	(i) Firsts in 120 credits, unless there are particularly poor marks in other modules; <i>or</i> , (ii) Firsts in 90 credits, and no mark below 60.0 in any module; <i>or</i> , (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 ; <i>and</i> , (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; <i>or</i> , (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; <i>or</i> , (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.

4.61. 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; <i>or</i> , (ii) Firsts in 105 credits and no mark below 60.0 in any module; <i>or</i> , (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; <i>and</i> , (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; <i>or</i> , (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; <i>or</i> , (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.

4.62. 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.

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

Progression and award regulations: BDS

4.64. The BDS degree is awarded by Queen Mary University of London, however it is also governed by the General Dental Council (GDC) to ensure that the graduand meets the criteria for registration. The programme may therefore be amended / altered to reflect changes in the GDC guidelines as well as Queen Mary expectations of a graduate programme.

Maximum duration of study

4.65. The maximum permitted duration of study for the BDS shall be seven years (the normal duration, plus two years).

Programme requirements for award

4.66. A student must complete and pass all five Parts to be awarded the BDS degree. The programme shall extend over a minimum period of 5 years.

Exemptions

4.67. No advanced standing is permitted for the BDS programme.

Attendance and professional attitude and conduct

- 4.68. Students must attend all classes and clinical practice, and must submit work by the prescribed deadlines.
- 4.69. Professional behaviour will 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 part of the programme to demonstrate improved performance.
- 4.70. 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.
- 4.71. Clinical performance and experience will be monitored throughout the course. A student whose clinical performance is deemed to be less than satisfactory may be required to attend a specific remedial programme or be required to repeat part of the programme to demonstrate improved performance.
- 4.72. A student whose attendance, professional attitude and conduct, clinical performance or quality of work is considered to be unsatisfactory shall be warned and, if performance does not improve, may have their registration terminated.

Requirements to pass a Section, Part and Stage

- 4.73. The requirements to pass a Part shall be set out in the mark scheme for that Part which specifies:
- i. the minimum requirements for satisfactory performance in continuous assessment;
 - ii. the minimum requirements for satisfactory clinical performance
 - iii. the minimum requirements for the written or practical/ clinical examinations
 - iv. the requirements for resit examinations in the event of failure.
- 4.74. Where a student has been unable to complete the required component of the Part due to acceptable extenuating circumstances, the Examination Board has the discretion to waive the minimum requirement subject to:
- i. the student having completed sufficient in-course assessments / experience to satisfy the examiners that they have achieved an adequate command of the material; *and*,
 - ii. the quality of the completed in-course assessments being of a satisfactory standard; *and*,
 - iii. the student passing any specified additional course work or written element.

Progression for BDS

- 4.75. A progress review shall be conducted at the end of each Part. The review shall consider individual students in terms of their academic progress, professional standards and clinical practice.
- 4.76. To progress from Part 1 to Part 2, a student must pass all components that comprise Part 1
- 4.77. To progress from Part 2 to Part 3, a student must pass all components that comprise Part 2.
- 4.78. To progress from Part 3 to Part 4 a student must pass all components that comprise Part 3.
- 4.79. To progress from Part 4 to Part 5, a student must pass all components that comprise Part 4.

Eligibility for award

- 4.80. To be eligible for the award of BDS, a student must:
- i. meet the requirements for the approved programme for which they are registered;
 - ii. meet the requirements for the duration of registration;
 - iii. have fulfilled the requirements for each Part of the award;
 - iv. have met the progression requirements at the end of each Part, and be in Part 5 (the final year).

Classification of award

- 4.81. The Degree Examination Board may recommend the award the BDS degree 'with Honours'.
- 4.82. The award of honours requires that there be no grades lower than a Merit awarded for any Part of the Degree as well as achievement of Distinction in Part 4 and Part 5.
- 4.83. The requirements for the award of Merit or Distinctions in each Part shall be set out in the mark scheme for that Part.

Failure to meet award requirements

- 4.84. 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'.
- 4.85. 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+	Pass	First Class
60.0-69.9	Pass	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

- 4.86. A student who has been awarded BDS may be recommended for full registration by the General Dental Council provided they successfully meet the criteria for professional development and undergraduate study that both QM and the GDC regards as acceptable.

Progression and award regulations: MBBS

Maximum duration of study

- 4.87. The maximum permitted duration of study for the MBBS shall be seven years (the normal duration, plus two years).
- 4.88. Students will normally be permitted to repeat any given year once only.
- 4.89. The programme shall extend over a minimum period of 56 months.

Programme requirements for award

- 4.90. A student must pass all five Parts of the MBBS degree to be eligible for the award of MBBS.

Exemptions

- 4.91. 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, Parts 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 Part 3.
- 4.92. 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 Part 3. Such a student may be required to undertake additional elements of study and assessment, if their prior educational experience deems this necessary.
- 4.93. A graduate at a standard acceptable to Queen Mary and from an appropriate programme at an overseas university with which Queen Mary has established a memorandum of understanding may be admitted directly to the third year at the start of Part 3.

Attendance and professional attitude and conduct

- 4.94. 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.
- 4.95. 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: [Achieving good medical practice: guidance for medical students](#) and [Professional behaviour and fitness to practise: guidance for medical schools and their students](#).
- 4.96. 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.
- 4.97. 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

- 4.98. 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.
- 4.99. 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

- 4.100. No compensation is permitted between Sections A, B, C, D or E for any Part of the Degree.

- 4.101. No compensation is permitted between SSCs.
- 4.102. For Section A, which comprises continuous and in-course assessment, the Scheme for Assessment and Progression 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 Scheme for Assessment and Progression 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 and Part

- 4.103. The pass mark for the MBBS is 50 per cent, following standard-setting and marks' adjustment.
- 4.104. The requirements to pass a Part shall be set out in the Scheme for Assessment and Progression for that Part, which shall specify:
- i. the requirements for satisfactory performance in Section A;
 - ii. the consequences of failure to meet the requirements for Section A. This will result in a candidate being barred from taking the end of year examinations and forfeiting their sit status at those examinations. The Internal Examiners may then, subject to the agreement of the relevant Subject Examination Board, recommend one of the following:
 - a. that on successful completion of remedial work, the candidate sit the Section B, C and D examinations in Late Summer as a resit candidate; or,
 - b. that the candidate retake the year, acting in full compliance with any specific requirements made by the Subject Examination Board and Section 2.9 of the MBBS Assessment and Progression Handbook;
 - c. that the candidate's registration be terminated.
 - iii. the nature and number of papers or examinations for Sections B and C;
 - iv. 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;
 - v. the requirements for resit examinations in the event of failure in Sections B, C and D;
 - vi. 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 Late Summer Subject Examination Board.
- 4.105. Where a student has been unable to complete the requirements for Section A of any Part due to acceptable and documented extenuating circumstances, a decision may have to be made by the Internal Examiners as to whether the candidate will have sufficient command of the material to be entered for the end of year examinations and may be barred from entry to summer examinations. For a candidate who has genuinely suffered different extenuating circumstances for two separate assessments, but whom the Internal Examiners consider to have sufficient command of the material, it may be possible to conserve the first sit for the late summer sitting, subject to the completion of satisfactory remediation.

Number of attempts

- 4.106. 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

- 4.107. 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.
- 4.108. 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

- 4.109. Queen Mary operates a 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* in the *MBBS Assessment and Progression Handbook*. 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.
- 4.110. 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

- 4.111. 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:
- i. 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;
 - ii. 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.
 - iii. where a student fails to pass an examination at the second attempt in the summer examination period, the Subject Examination Board may exercise its discretion to permit a third sit in the Late Summer, if the student has a well-documented record of severe difficulties during the year, or is deemed to have sufficient potential to succeed.
 - iv. if a candidate fails more than one of Sections B, C or D at the first attempt in the Summer sitting and the Late Summer sitting is less than four weeks from when the candidate is notified of the failure, the Subject Examination Board may, taking into account previous academic performance, normally require the candidate to repeat the year before taking their second attempt at the failed examinations.

Assessment of Student-Selected Components

- 4.112. 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.
- 4.113. 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.
- 4.114. 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 - this notwithstanding the requirements to pass Section E (the annual SSC hurdle) given in the *Requirements to pass a Section and Part* (above).

- 4.115. Resit examinations shall not normally be held for SSC assessments.
- 4.116. The examiners may require a student to make use of the SSC5b period, normally undertaken elsewhere in the UK or abroad, to remedy any deficit in core studies for Part 5.

Progression

- 4.117. To progress from Part 1 to Part 2, a student must pass Sections A, B, C, D and E of Part 1.
- 4.118. To progress from Part 2 to Part 3, a student must pass Sections A, B, C, D and E of Part 2.
- 4.119. To progress from Part 3 to Part 4, a student must pass Sections A, B, C, D and E of Part 3.
- 4.120. To progress from Part 4 to Part 5, a student must pass Sections A, B, C, D and E of Part 4.

Eligibility for award

- 4.121. To be eligible for the award of MBBS, a student must:
- i. meet the requirements for the approved programme for which they are registered;
 - ii. meet the requirements for the duration of registration;
 - iii. meet the Year and Part requirements for the award;
 - iv. meet the progression requirements at the end of each Part, and pass Part 5 (the final year).

Classification of award

- 4.122. The Subject Examination Board may award passes 'with Distinction', or 'with Merit' at each Part.
- 4.123. Distinctions shall be cited on the degree certificate, as they may form a part of the award. Merits shall not be cited on the degree certificate, as they do not form a part of the award.
- 4.124. A student with a failure in any assessment used to calculate the award of Distinction shall not be eligible for that Distinction.
- 4.125. 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 and ratified by the Degree 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.
- 4.126. The following Distinctions may be awarded to a student:
- i. Distinction in Part 1 MBBS;
 - ii. Distinction in Part 2 MBBS;
 - iii. Distinction in Part 3 MBBS;
 - iv. Distinction in Part 4 MBBS;
 - v. Distinction in Part 5 MBBS.
- 4.127. A Merit may be awarded to a student for any Part (1 to 5) of the MBBS programme. Merits shall be awarded by the Subject Examination Board for the relevant Part of the MBBS degree and ratified by the Degree 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 next 15 per cent of the cohort for the award.

Failure to meet award requirements

- 4.128. 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'.
- 4.129. 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+	Pass	First Class
60.0-69.9	Pass	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

- 4.130. The minimum requirements for progression are as follows:

Requirement	Years 1>2
Total credits taken	120
Minimum total credits passed	90
Minimum average mark	40.0
Additionally: <ul style="list-style-type: none">- Pass a minimum 90 credits in each developmental year.- Meet any programme-specific criteria, such as passing core modules.	

- 4.131. A student who does not meet the requirements for award may:
- resit the required modules at the next available opportunity, where attempts remain;
 - be awarded another degree, or exit award, for which they meet the requirements.

Eligibility for award

- 4.132. To be eligible for award of FdSc or FdA a student must:
- complete the programme, having met all programme-specific requirements;
 - complete the programme within the maximum permitted duration of study;
 - achieve a minimum College Mark of 40.0 or higher;
 - meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

- 4.133. To be eligible for award a student must:
- take a total of 240 credits (120 credits per developmental year);
 - take a minimum 90 credits at each of levels 4 and 5;
 - take a maximum 150 credits at level 4;
 - pass a minimum 210 credits, including a minimum 90 credits at level 5 or higher.
- 4.134. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of award

4.135. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.

4.136. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place, and calculated as follows:

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

4.137. Awards are classified as follows

College Mark	Classification as an intended award	Classification as an exit award
70.0 – 100.0	Distinction	Pass
60.0 – 69.9	Merit	Pass
40.0 – 59.9	Pass	Pass

Failure to meet requirements for award

4.138. A student who does not meet the requirements for award may:

- i. resit the required modules at the next available opportunity, where attempts remain;
- ii. be awarded another degree, or exit award, for which they meet the requirements.

Award regulations: FdCert

Eligibility for award

4.139. To be eligible for award of FdCert a student must:

- i. complete the programme, having met all programme-specific requirements;
- ii. complete the programme within the maximum permitted duration of study;
- iii. achieve a minimum College Mark of 40.0 or higher;
- iv. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

4.140. To be eligible for award a student must:

- i. take a total of 120 credits;
- ii. take a minimum 90 credits at level 3.
- iii. pass a minimum 105 credits.

4.141. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of award

4.142. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible

to take those reassessments.). The classification of award shall be based upon the College Mark.

4.143. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place, and calculated as follows:

4.144. Awards are classified as follows:

College Mark	Classification as an intended award	Classification as an exit award
70.0 – 100.0	Distinction	Pass
60.0 – 69.9	Merit	Pass
40.0 – 59.9	Pass	Pass

Progression and award regulations: DipHE and CertHE

4.145. 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.

4.146. 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.

4.147. Students may request to exit from Queen Mary 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.

4.148. 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

4.149. The minimum requirements for progression are as follows:

Requirement	Years 1>2
Total credits taken	120
Minimum total credits passed	90
Minimum average mark	40.0
Additionally:	
-	Pass a minimum 90 credits in each developmental year.
-	Meet any programme-specific criteria, such as passing core modules.

4.150. A student who does not meet the requirements for award may:

- i. resit the required modules at the next available opportunity, where attempts remain;
- ii. be awarded another degree, or exit award, for which they meet the requirements.

Eligibility for award: Diploma of Higher Education

4.151. To be eligible for award of DipHE a student must:

- i. complete the programme, having met all programme-specific requirements;
- ii. complete the programme within the maximum permitted duration of study;
- iii. achieve a minimum College Mark of 40.0 or higher;
- iv. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

4.152. To be eligible for award a student must:

- i. take a total of 240 credits (120 credits per developmental year);
- ii. take a minimum 90 credits at each of levels 4 and 5;
- iii. take a maximum 150 credits at level 4;
- iv. pass a minimum 210 credits, including a minimum 90 credits at level 5 or higher.

4.153. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Eligibility for award: Certificate of Higher Education

4.154. To be eligible for award of CertHE a student must:

- i. complete the programme, having met all programme-specific requirements;
- ii. complete the programme within the maximum permitted duration of study;
- iii. achieve a minimum College Mark of 40.0 or higher;
- iv. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

4.155. To be eligible for award a student must:

- i. take a total of 120 credits:
- ii. take 120 credits at level 4 or higher;
- iii. pass a minimum 105 credits.

4.156. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of awards

4.157. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.

4.158. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place, and calculated as follows:

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

4.159. Awards are classified as follows:

College Mark	Classification as an intended award	Classification as an exit award
70.0 – 100.0	Distinction	Pass
60.0 – 69.9	Merit	Pass
40.0 – 59.9	Pass	Pass

Failure to meet award requirements

- 4.160. A student who does not meet the requirements for award may:
- i. resit the required modules at the next available opportunity, where attempts remain;
 - ii. be awarded another degree, or exit award, for which they meet the requirements.

Progression and award regulations: GradCert and GradDip

Eligibility for award

- 4.161. To be eligible for award of GradCert or GradDip a student must:
- i. complete the programme, having met all programme-specific requirements;
 - ii. complete the programme within the maximum permitted duration of study;
 - iii. achieve a minimum College Mark of 40.0 or higher;
 - iv. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

- 4.162. To be eligible for the award of GradCert a student must:
- i. take a total of 60 credits;
 - ii. take 60 credits at level 6 or higher;
 - iii. pass 60 credits.
- 4.163. To be eligible for the award of GradDip a student must:
- iv. take a total of 120 credits;
 - v. take 90 credits at level 6 or higher;
 - vi. pass a minimum 105 credits, including a minimum 90 at level 6 or higher.
- 4.164. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.
- 4.165. In cases where a student has been admitted with advanced standing, the required value of academic credit shall be reduced accordingly.

Classification of award

- 4.166. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.
- 4.167. The College Mark is a weighted average, and is always calculated as though the required value of credit was taken. It is held to one decimal place.
- 4.168. Awards are classified as follows:

College Mark	Classification as an intended award	Classification as an exit award
70.0 – 100.0	Distinction	Pass
60.0 – 69.9	Merit	Pass
40.0 – 59.9	Pass	Pass

Failure to meet award requirements

- 4.169. A student who does not meet the requirements for award may:
- i. resit the required modules at the next available opportunity, where attempts remain;
 - ii. be awarded another degree, or exit award, for which they meet the requirements.

Award regulations: Ordinary degree

4.170. The Ordinary degree exists only as an exit award.

Eligibility for award

- 4.171. To be eligible for an Ordinary Degree a student must:
- i. complete the programme within the maximum permitted duration of study;
 - ii. achieve a minimum College Mark of 40.0 or higher;
 - iii. meet the academic credit and level requirements (see below).

Academic credit and level requirements for award

- 4.172. To be eligible for award a student must:
- v. take a total of 360 credits (120 credits per developmental year);
 - vi. take a minimum 90 credits at each of levels 4, 5 and 6;
 - vii. take a maximum 150 credits at level 4;
 - viii. pass a minimum 270 credits, including a minimum 60 credits at level 6 or higher.

Classification of award

- 4.173. Each student shall be classified when the requirements for award are met (i.e. once the award requirements are met, the Degree Examination Board will make the award; this means that students who meet the award requirements but have resit attempts remaining will not be eligible to take those reassessments.). The classification of award shall be based upon the College Mark.
- 4.174. The College Mark for the Ordinary Degree is a flat average of the best 360 credits taken by a student including at least 60 passed credits at level 6. It is held to one decimal place, and calculated as follows:
- 4.175. Awards are classified as follows:

College Mark	Classification
40.0 – 100.0	Pass