



Senate

Paper Title	Matters arising and Chair's actions
Outcome requested	Senate is asked to note the detail of matters arising and chair's actions taken since the last meeting of Senate, not covered as a separate item on the agenda.
Points for Senate members to note and further information	<p>Matters arising Following discussion at the last Senate meeting, and subsequent discussions between the Director of Admissions and QMSU, the Admissions Policy has been updated to refer to Medicine and Dentistry programmes.</p> <p>Chair's actions There have been four Chair's actions since the last meeting of Senate held on 16 June 2022:</p> <ol style="list-style-type: none"> 1. BA Modern Languages Year Abroad - a small but significant change to the Academic Regulations 2022-23, involving a change to the classification algorithm for the BA Modern Languages to align with standard QM practices, 2. Professional Capability Committee and Fitness to Practise Chairs - the appointment of new Chairs for the Professional Capability Committee and Fitness to Practise Committee, 3. Academic Misconduct Policy – the appointment of three acting chairs on a temporary basis. 4. Engineering Council (EngC) accredited programmes - an amendment to the special regulations for programmes accredited by EngC to award a compensated pass, and award credit, for modules with marks above a specified minimum mark but below the module pass mark. <p>The full details of the Chair's actions are provided for members' information.</p>
Questions for Senate to consider	n/a
Regulatory/statutory reference points	n/a
Strategy and risk	n/a
Reporting/consideration route for the paper	n/a
Authors	Jane Pallant, Director of Governance and Legal Services
Sponsor	n/a

Matters arising: Admissions Policy 2023-24

At the last Senate meeting members discussed proposed changes to the Admissions Policy for 2023-24 and noted that references to Barts and The London had been updated to read the Faculty of Medicine and Dentistry. Following the Senate meeting, the Director of Admissions discussed the change with members from the Students' Union and it was agreed that the policy would be reworded to reference Medicine and Dentistry programmes.

Senate Chair's action: BA Modern Languages Year Abroad weighting

Summary

The School of Languages, Linguistics and Film made a request for regulatory amendment to its provision for 2022-23 entry for the BA Modern Languages and its variants. The amendment sees the reweighting of the year abroad from one-eleventh of the overall Classification mark to being zero-weighted.

Background

Prior to this Chair's action, the BA Modern Languages and its variants were the sole exception to the normal QM rule that extramural years (in this case a compulsory year abroad) do not count toward classification. It previously counted for one-eleventh of the overall Classification mark, with years 1-4 weighted 1:3:1:6 respectively, where the third year is the year abroad. For full context the Academic Regulations are linked below for the full details, but all material points are included in this document. The standard rules begin at regulation 4.27ff. and the Modern Languages exceptions at 6.49ff.

<https://arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2021-22.pdf>. The only change is the deletion of regulation 6.51.

SLLF requested that – from the 2022-23 entering cohort – the year abroad (year 3) be zero-weighted, with year weightings of 1:3:0:6 (for years 1-4). As well as aligning with other schools that also allows alignment *within* SLLF, as Film, Linguistics, and Comparative Literature programmes with a year abroad already use 1:3:0:6 weightings.

The request was received late in the year, but because QM will not see any output until the students graduate (four years if this is approved now, five if it is deferred) SLLF was keen to implement this now, prior to publication of the new year's Academic Regulations on 1 August 2022. ARCS strongly supported the change, and noted that having this consistent approach would also help in consistent messaging and advising to students across QM.

The year weighting is not the only difference between Modern Languages programmes and other programmes with a year abroad, but with agreement from the School and in view of the immediate time constraints SLLF will look into those other issues next year, to consider whether they wish to make any additional changes (those other differences could legitimately be justified based on subject benchmarks for language programmes, and it may be that this is not required).

EQSB endorsement had been granted, and Senate approval was requested to remove the year weighting from the BA Modern Languages from 2022-23 entry such that – while it remains part of the programme – it no longer counts towards the degree classification.

Approved by Chair's Action - August 2022

Senate Chair's action: Appointment of a new Professional Capability Committee and Fitness to Practise Committee Chairs.

Summary

A request for approval of appointment of new Chairs for each Committee. Senate approves the Chairs and members for each Committee and updated membership lists are also included. For completeness the Vice-Principle for Health also nominates members of staff to a constituency within the Fitness to Practise Committee.

Background

The Queen Mary Professional Capability & Fitness to Practise regulations consider concerns relating to students studying for qualifying degrees within the Faculty of Medicine & Dentistry. By graduating a student with a qualifying degree Queen Mary legally confirms that the graduate is fit to practise. The regulations are intended to make an assessment of a student's fitness to practise should concerns arise. Both Committees have members from Institutes across the Faculty. The Chairs of each Committee are normally registered dental or medical professionals.

The Professional Capability Committee (PCC) receives all concerns considered under the regulations. The PCC is intended to be a constructive body; directing students to the concerns which have been raised and allowing them to demonstrate appropriate insight, reflection or, where necessary, remediation and remorse. The PCC can put in place conditions and undertakings to help a student develop appropriate levels of insight and reflection.

The Fitness to Practise Committee (FtP Committee) considers cases referred to it from the PCC where the concerns are so serious that a student's fitness to practise may be impaired beyond any support available. Similarly, the FtP Committee will receive referrals where a student has failed to engage with conditions or undertakings already set or if a student does not demonstrate appropriate levels of insight or reflection.

Chairs of the Professional Capability Committee

Dr Lucy Carter, Lecturer In Physician Associate Studies (Institute Of Health Sciences Education)

Lucy is a Senior Tutor for the PA programme and is registered GP. Lucy has previously dealt with informal professionalism concerns, relating to PA students, so has experienced with the work. As a lecturer on the PA programme Lucy does not teach MBBS students, which means there are no conflict of interests.

Dr Abimbola Giwa, Clinical Senior Lecturer (Institute Of Dentistry)

Abimbola is a current member of the PCC and has experienced with the casework, building on that she has as an Appeal Chair. Abimbola will be able to consider the cases arising from the IoD and those of PA students.

Dr Brenda Manoharan, Lecturer In Physician Associate Studies (Institute Of Health Sciences Education)

Brenda is a Head of Year for the PA programme, and the interim programme lead, and is registered GP. Brenda has previous dealt with informal professionalism and pastoral concerns, relating to PA students, so has experienced with the work. Brenda is the current deputy-SEB Chair of MBBS Year 4 but does not teach MBBS students.

Chairs of the Fitness to Practise Committee

Dr Riya George, Reader In Communication Skills (Institute Of Health Sciences Education)

Riya is a member of the Clinical Communication & Skills Unit and has worked with the PCC previously in delivering remedial teaching as part of conditions and undertakings set. Riya has also worked with the General Medical Council on reviewing fitness to practise processes.

Dr Amitha Ranauta, Clinical Reader In Professionalism Education (Institute Of Dentistry)

Amitha is an existing member of the FtP Committee and works within the General Dental Council fitness to practise processes for qualified dentists.

All five nominees have either met with the Academic Lead for Governance, Professor Maralyn Druce or the Dean for Education, Professor Anthony Warrens, to discuss the role. Both are supportive of all five nominees.

Membership list

Professional Capability Committee

Dr Lucy Carter (Chair)
Dr Brenda Mahendran (Chair)
Dr Abimbola Giwa (Chair)
Professor Anita Berlin (Chair) (till August 2022)
Dr Sinclair Butcher
Professor Catherine Harwood
Dr Stanley Fan
Dr Hannah Jones
Dr Vanessa Muirhead
Dr Swati Nehe

Fitness to Practise Committee

Member	Role/Constituency	Doctor/Dentist
Dr RiyaGeorge	FtP Chair	Doctor
Dr Amitha Ranauta	FtP Chair	Dentist
Dr NeilAshman	VP Nominee	Doctor
Dr DasonEvans	VP Nominee	Doctor
Dr Vicky Jolliffe	VP Nominee	Doctor
Dr TimFriel	VP Nominee	Dentist
Dr AmithaRanauta	VP Nominee	Dentist
Dr Nick Croft	Senate appointed	Doctor
Dr WillDrake	Senate appointed	Doctor
Dr RichardGrose	Senate appointed	Doctor
Dr HelenLiversidge	Senate appointed	Dentist

Approved by Chair's Action - August 2022

Senate Chair's action: Appointment of acting Chairs of the Academic Misconduct Panel

Summary

The Directorate of Governance and Legal Services (DGLS) made a request for approval of changes to the Academic Misconduct Policy in place for the 2022-23 academic year. The requested change was the appointment of three acting Chairs of the Academic Misconduct Panel. This change had been endorsed by EQSB. A copy of the proposed changes to the Academic Misconduct Policy is attached as Appendix A.

Background

A temporary amendment to the Academic Misconduct Policy for the 2022-23 academic year was proposed; the amendment would be in place for the **2022 calendar year only**. This amendment is in response to what is effectively an emergency situation in regard to academic misconduct.

This particular type of casework has seen an alarming spike since the advent of Covid-19. The last two full academic years have seen year-on-year increases of 67% and 77%, respectively, whilst the current figures are currently tracking around 35% ahead of the same time last year. The Appeals, Complaints and Conduct Office (ACCO) is on track to receive around 1,500-1,600 cases for the 2021-22 academic year. In the last full non-Covid affected year (2018-19) just 375 cases were sent to the ACCO.

Every allegation requires a decision, irrespective of whether the student accepts, denies, or does not respond to the allegation. These decisions are made by the Chair or one of the Deputy Chairs of the Academic Misconduct Panel, roles that are always filled by academics and are performed on a voluntary basis. In a year when the academic body has been significantly stretched, it is simply unrealistic to expect that those academics that are Chairs can deal with this ever-increasing workload as quickly as is required.

To that end, it was proposed that three acting Chairs of the Academic Misconduct Panel were appointed from appropriate professional services staff. These acting Chairs will be involved in the process in the following way:

- They will only make decisions on cases where the student has accepted, not denied, or not responded to the allegation.
- They will not make decisions on any case where the student denies the allegation.
- They will not be involved with full meetings of the Academic Misconduct Panel, which are convened when requested by a student. The process by which a student may request a full meeting has not changed.
- Any Chair - the Chair, a Deputy Chair, or an Acting Chair - may at any time refer a case to a full Panel meeting if the particular circumstances of the case warrant it.

Dr Luke Bancroft is the Head of the Appeals, Complaints and Conduct Office. He holds a PhD from Monash University, Australia. He has taught at all undergraduate levels, at Monash, both in Australia and Italy, and at King's College London. He has also been closely involved with the processing of academic misconduct for five years, both at Queen Mary, and at Coventry University London.

Dr Alistair Morey is Head of Teaching and Learning Services in the Queen Mary Library. He holds a PhD from the University of Birmingham, where he also taught History and Politics. He was worked with students and academic staff on the development and integration of academic skills at the University of Surrey, the University of East London and King's College London. This has included work on academic integrity and avoiding plagiarism and is currently working with the DGLS and QMA on the development of an academic integrity module for Queen Mary taught students.

Mr Olumide Popoola is an Education and Learning Advisor in the QMA. He holds an LLB from King's College London and an MSc in Forensic Linguistics from Aston University. He is an active researcher in the field of academic integrity.ⁱ He is also a member of the European Network for Academic Integrity contract cheating working groupⁱⁱ and chair of the UK group. He regularly conducts professional development workshops for academic staff domestically and internationally, and he is the academic integrity lead on the Queen Mary staff education taught programmes (PGCAP, CILT).

ⁱ <https://www.timeshighereducation.com/news/study-paid-essay-writers-often-well-educated-and-based-locally>;
<https://www.turnitin.com/blog/international-center-for-academic-integrity-conference-2021-panel-recaps-part-1-of-2>

ⁱⁱ <https://www.academicintegrity.eu/wp/addressing-contract-cheating/>

Approved by Chair's Action - August 2022

Senate Chair's action request: Engineering Council (EngC) accredited programme requirements

Summary

Chair's action was requested to approve an amendment to the special regulations for programmes accredited by the Engineering Council (EngC).

Background

The Education Quality and Standards Board and the Senate previously approved a series of special regulations to apply to EngC-accredited programmes in EECS and SEMS, as the PSRB had published additional requirements. Unusually for PSRB requirements these directly imposed conditions upon our degree awarding standards.

The EngC had since clarified a further requirement, namely that where a student fails a module (within the narrow mark range permitted by its other requirements) Queen Mary gives credit for that failed module, as a 'compensated pass'. We would not normally award credit where a module had been failed, however narrow the failure. Further details are given in the attached EQSB paper (Appendix B).

Students have already been admitted to the first year of the accredited programmes, and it is not possible to deliver accredited degrees without making this change. The EQSB endorsed the proposed amendment at its meeting on 3 October 2022, but expressed concern that it meant students across Queen Mary taking the same awards at the same level would be treated differently in terms of award standards (eg a BSc in EECs vs a BSc in SBBS). The EQSB recommended that the change for EngC-accredited programmes be put into immediate effect, but also that a wider review (with benchmarking and data modelling) be commenced to consider permanent changes to the Academic Regulations for all programmes. This review would take place over a longer period, under the management of the EQSB Assessment Sub-Board. Chair's action was sought only to approve the change for the EngC-accredited programmes, at this stage.

Approved by Chair's action – October 2022

Academic Misconduct Policy

Scope

1. Academic misconduct is cheating (or attempted cheating) that occurs in relation to any assessment, which could include drafts submitted in preparation for the submission of any assessment. Such behaviour runs contrary to Queen Mary's stated core values, with particular reference to its commitment to act with integrity and the highest ethical standards.
2. Allegations of any of the following will be dealt with under the Academic Misconduct Policy:
 - i. breach of any section of the Academic Regulations relating to the conduct of assessment.
 - ii. misconduct relating to an invigilated examination or in-class test:
 - a. unauthorised access to an examination paper or venue before an examination.
 - b. forgery of an examination timetable produced by Queen Mary.
 - c. removal of a question paper, answer script, or other examination stationery from an examination venue.
 - d. causing a disturbance during an examination, either physically, verbally, or through an electronic device.
 - e. refusal to cooperate with an invigilator, or to follow an invigilator's instructions.
 - f. possession of unauthorised material while under examination conditions, or leaving unauthorised material in an examination venue (including cloakrooms and toilets).
 - g. access, possession, or use of unauthorised material on a computer, mobile telephone, or other electronic device during an examination.
 - h. communication with another candidate while under examination conditions.
 - i. copying, or attempting to copy, the work of another candidate.
 - j. having writing on the body in an examination venue.
 - iii. [plagiarism](#) (including self-plagiarism).
 - iv. fraudulent reporting of source material.
 - v. fraudulent reporting of experimental results, research, or other investigative work.
 - vi. collusion
 - vii. use, or attempted use, of a ghost-writing service for any part of assessment;
 - viii. impersonation of another student in an examination or assessment, or the employment of an impersonator in an examination or assessment.
3. The Academic Misconduct Policy applies to all students, irrespective of cohort. It is normal practice that penalties for second or subsequent instances of academic misconduct are escalated.
4. There is no statute of limitations on application of the Academic Misconduct Policy. The Policy may be applied retrospectively if a graduate is alleged to have committed academic misconduct while studying at Queen Mary. Under certain circumstances this may result in the revocation or reclassification of an award.

Terminology

5. In the Academic Misconduct Policy:
 - i. 'Head of School' (HoS) refers to the relevant Head of School or Director of Institute.
 - ii. 'Academic Misconduct Officer' (AMO) refers to the person nominated by a Head of School or a Director of Institute to oversee issues of academic misconduct in their school or institute. The Academic Misconduct Officer or equivalent is responsible for all aspects of the academic misconduct process within a school or institute, which includes but is not limited to all aspects of school/institute level investigations and all school/institute level penalty decisions. The Academic Misconduct Officer is also responsible for deciding if allegations can be classified as technical offences, as well as the decision to refer allegations to the Appeals, Complaints and Conduct Office.
 - iii. 'Chair of the Academic Misconduct Panel' refers also to Deputy Chairs of the Academic Misconduct Panel.

- iv. 'Technical offence' refers to any allegation of misconduct where the HoS/AMO determines that the student attempted to acknowledge their sources fully and/or comply with the regulations for assessment but a minor oversight or error has given cause for concern. In other words, a technical offence is one where the HoS/AMO is satisfied that the threshold for a formal allegation of academic misconduct has not been met. The discretion to determine that an allegation should be treated as a technical offence rests entirely with the HoS/AMO, and can be applied to any allegation, irrespective of the weighting of the assessment and the student's record.
- 6. Queen Mary defines 'plagiarism' as presenting someone else's work as one's own, irrespective of intention. Close paraphrasing; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement; and repeating work that you have previously submitted – at Queen Mary or at another institution – without properly referencing yourself (known as 'self-plagiarism') also constitute plagiarism.
- 7. Queen Mary defines 'collusion' as any illegitimate cooperation between students in the preparation or production of submitted work, irrespective of intention. Unless such joint work is explicitly permitted by the relevant assessment guidance, students are obliged to ensure that any work submitted for individual assessment is entirely their own. Legitimate academic cooperation between students, such as study groups, is not considered to be collusion.

Allegations of academic misconduct

- 8. Where a member of staff suspects that academic misconduct may have been committed they will report this to the HoS/AMO; this applies to any assessment other than invigilated examinations. In the case of invigilated examinations, reports are made directly to the Appeals, Complaints and Conduct Office by the relevant examination staff.
- 9. If upon receiving a report of academic misconduct not involving a postgraduate research student the HoS/AMO is satisfied that a technical offence has occurred (as per paragraph 18) then appropriate action will be taken within the school or institute. A technical offence can be applied to any assessment, irrespective of the weighting of the assessment or the student's previous academic misconduct record.
- 10. If it has been decided that the allegation should not be treated as a technical offence, and if the element of assessment in which the academic misconduct is alleged to have occurred counts for 31 per cent or more of the module mark and/or the student has committed academic misconduct previously, the HoS/AMO will refer the case to the Appeals, Complaints and Conduct Office. It is important to note that the preliminary investigation into the matter will take place with the school or institute, which will provide all of the evidence collected to the Appeals, Complaints and Conduct Office.
- 11. Any allegation of academic misconduct against a postgraduate research student must be referred to the Appeals, Complaints and Conduct Office.
- 12. The Appeals, Complaints and Conduct Office will review the veracity of any third-party reports it receives from other students or from outside Queen Mary that address matters of academic misconduct. The process that will be followed upon receipt of such reports of academic misconduct is set out in [Appendix 3](#).
- 13. In all cases the investigating officer will notify the student of any allegation to be taken forward and provide copies of all evidence submitted in support of the allegation. The student will be invited to admit or deny the allegation, and to submit evidence and make representations in response to the allegation.
- 14. A student who fails to respond to this notification within seven calendar days of the allegation or to make alternative arrangements will be considered not to have denied the academic misconduct. Evidence and representations made beyond this point by the student will not be considered without good reason for the late submission.

15. The investigating officer will also gather other evidence as part of the investigation. This may include analysis of documentation, interviewing the student, and other relevant enquiries. A school may test on subject knowledge by an oral assessment; this will be conducted by two members of academic staff. The process to be followed in the conduct of oral examinations is set out in [Appendix 4](#).
16. If the investigating officer finds that there is no case to answer, they will notify the student that the matter is closed. Where the Appeals, Complaints and Conduct Office is the investigating body it will also report this to the Chair of the relevant Subject Examination Board.
17. If the investigating officer finds that there is a case to answer then the next steps will vary depending on whether the case was investigated by the school/institute or by the Appeals, Complaints and Conduct Office.

Investigations by a school or institute

18. If the HoS/AMO determines that the student attempted to acknowledge their sources fully and/or comply with the regulations for assessment but a minor oversight or error has given cause for concern this will be deemed a technical offence. The HoS/AMO may decide either that no further action will be taken or require submission of a corrected version of the assessment. A technical offence can be applied to any assessment, irrespective of both the weighting and the student's record, i.e. a technical offence can be considered for second or subsequent allegations of academic misconduct.
19. If the HoS/AMO is satisfied that misconduct has been committed they will impose one of the following penalties, considering all evidence and any mitigating factors:
 - i. a formal reprimand.
 - ii. failure (a mark of zero) in the element of assessment in which misconduct occurred, with a resubmission of the element permitted with the same attempt at the module. This will not count as an additional attempt, but the mark for the resubmitted element will be capped to the minimum pass mark.
 - iii. failure with a mark of zero for the relevant element of assessment, with no right to resubmit¹.
20. The HoS/AMO will notify the student of the outcome of the case.

Investigations by the Appeals, Complaints and Conduct Office

21. If the Appeals, Complaints and Conduct Office finds evidence of potential academic misconduct, it will notify the student to that effect.
22. If a student admits or does not deny an allegation of academic misconduct, the case will be considered by ~~the~~ a Chair alone rather than the full Panel. Furthermore, such cases may also be considered by any of the Acting Chairs appointed by the Principal for the 2022 calendar year only. If a student denies the allegation, their case may be considered by a Chair alone, but not an Acting Chair. This may also occur where a student denies an allegation, by agreement with the student. ~~The~~ Any Chair may choose to refer a case to a full Panel at any time.
23. Any allegation of academic misconduct made against a postgraduate research student will be referred to a full Panel, irrespective of the student's response to the allegation. In cases where the subject matter requires expert opinion, the Appeals, Complaints and Conduct Office may consult outside bodies or persons where appropriate.

¹ In some circumstances this may result in failure of the module as a whole, with no right of resit. The HoS/AMO will consider whether this is a proportionate penalty, where that is the case.

Academic Misconduct Panel

24. The Academic Misconduct Panel is responsible for determining whether academic misconduct has been committed, and for determining penalties. The Panel comprises:
 - i. a Chair, or Deputy Chair.
 - ii. a member of academic staff from a department cognate to that of the student (normally from the same Faculty).
 - iii. a further member of academic staff, not necessarily from a cognate department.
 - iv. a student member, normally the President of the Queen Mary Students' Union (or nominee).
25. The Chair and Deputy Chair(s) will be appointed by the Senate to hold office for terms of three years. If, for any reason, the Chair or Deputy Chair is unable to act, the Principal will appoint an Acting Chair. For the 2022 calendar year only, the Principal has approved the consideration of Acting Chairs to support the timely consideration of cases.
26. The other academic members of the Panel will be drawn from the membership of the Senate and from other academic staff appointed as members of the Panel by the Senate for terms of three years.
27. The quorum for a meeting of the Panel is 75 per cent (three members).
28. The Academic Misconduct Panel (or Chair, where acting alone) will consider the allegation and the evidence, determine – on balance of probabilities – whether misconduct has occurred, and determine an outcome. The full procedures for a Panel meeting are outlined in [Appendix 2](#).
29. The student may be assisted or represented by any one person. Both the student and the Appeals, Complaints and Conduct Office may submit written evidence and call witnesses. If the Panel determines that academic misconduct has been committed, the student has the right to address the Panel in mitigation.
30. The Appeals, Complaints and Conduct Office will nominate a member of staff as Secretary to the Panel. The Secretary is responsible for advising the Panel on the regulations.
31. If a student has been given at least five working days' notice of a meeting of the Panel and fails to attend without providing a reasonable explanation in advance, the hearing will proceed as planned in the student's absence. If the student cannot attend for good reason the Panel will be rearranged.
32. If a Panel is divided on a decision to be taken, the Chair will have a second and casting vote to determine the outcome.

Penalties

33. If it is determined that academic misconduct has been committed, the Chair or the Panel will impose one or more of the following penalties:
 - i. a formal reprimand.
 - ii. capping to the minimum pass mark for the assessment in which misconduct occurred.
 - iii. failure (a mark of zero) in the element of assessment in which misconduct occurred, with a resubmission of the element permitted with the same attempt at the module. This will not count as an additional attempt, but the mark for the resubmitted element will be capped to the minimum pass mark.
 - iv. capping to the minimum pass mark for the module in which misconduct occurred.
 - v. failure (a mark of zero) in the module of which the assessment forms a part, with the maximum mark on any resit or retake limited to the minimum pass mark.
 - vi. failure (a mark of zero) in the module of which the assessment forms a part, with no permission to resit or retake the module.
 - vii. capping to the minimum pass mark for all modules taken (and yet to be taken) in the current academic year. Any module marks below the minimum pass mark will stand.

The following penalties can only be applied after a full meeting of the Academic Misconduct Panel:

- viii. For postgraduate research students only: a requirement that the student rectify any material that is deemed to have breached the Academic Misconduct Policy within a specified timeframe, which is to be determined in consultation with the student's supervisor/s and the relevant Faculty Deputy Dean for Research.
 - ix. a recommendation to the Principal that the student be suspended from the programme for a period of up to one academic year; where it is deemed appropriate, the Chair of the Panel may also recommend that the student receive marks of zero in all modules taken during the academic year in which the misconduct occurred.
 - x. a recommendation to the Principal that the student be expelled from Queen Mary; where it is deemed appropriate, the Chair of the Panel may also recommend that the student receive marks of zero in all modules taken during the academic year in which the misconduct occurred.
34. For the purposes of the Academic Misconduct Policy, each Section of each Part of the MBBS programme and of Parts 3-5 of the BDS programme will count as a module.
35. Where a penalty involves failure in a module but a resit or retake is permitted the reattempt will be at the next normally available opportunity.
36. Where a penalty involves the reworking or resubmission of an element of assessment, this will take place within the current academic year. If the student does not resubmit then a mark of zero will be given for the element of assessment.
37. Where a penalty involves failure in one or more modules and resits are permitted, a school/institute may choose to retain any coursework marks achieved in the academic year of the academic misconduct, except in elements where misconduct occurred. Schools/institutes may require a student to resubmit some or all coursework if this is deemed academically appropriate; this may also depend on whether the reassessment is formative rather than summative, or synoptic rather than standard.

Appeal process

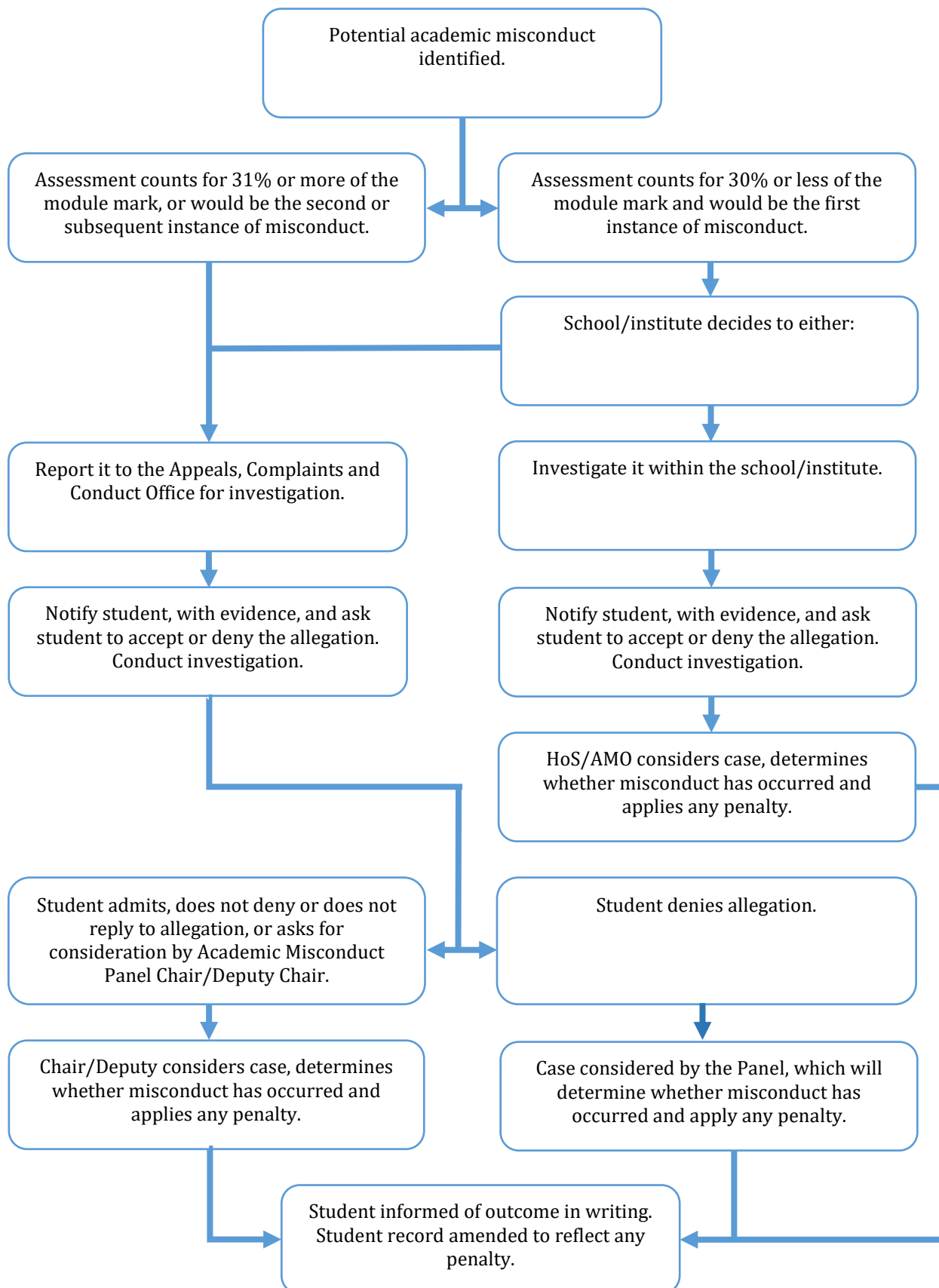
38. A student may appeal a decision arising from the Academic Misconduct Policy using the process set out in the Queen Mary [Appeal Policy](#). This includes the right to appeal any penalty imposed.
39. A student who has exhausted all stages of Queen Mary's [Appeal Policy](#) will be issued with a Completion of Procedures letter, and may be eligible to request a review by the [Office of the Independent Adjudicator for Higher Education \(OIA\)](#). The Appeal Policy and the Completion of Procedures letter contain additional details on the OIA.

Reporting

40. Academic misconduct penalties will be reported to the Professional Capability Committee and, where it is a stipulated requirement, to other professional bodies that accredit awards.
41. All allegations of academic misconduct dealt with by a HoS/AMO must be reported to the Appeals, Complaints and Conduct Office.
42. The Appeals, Complaints and Conduct Office will present an annual report to the Senate on all cases of academic misconduct, however resolved.

This version of the Academic Misconduct Policy was approved by Senate on

Appendix 1: Academic misconduct procedure



Appendix 2: Academic Misconduct Panel Procedure

Scope

1. These are the procedures for a full meeting of the Academic Misconduct Panel.

Procedure

2. At the start of the meeting, the Chair will:
 - i. introduce the student (and/or their representative) and the members of the Panel.
 - ii. indicate the Queen Mary representative, who will present the facts in the possession of Queen Mary.
 - iii. check that the student (and/or their representative) has copies of all the documentation supplied to the Panel.
 - iv. inform the student (and/or their representative) and the Panel of their right to examine any documents, reports or written statements used in the case by any of the parties, and their right to call witnesses, who may be examined by any of the parties.

3. The Chair will read the allegation and ask whether the student admits to the allegation or not.

4. If the student admits to the allegation, the Panel will proceed to consider its findings. The student (and/or their representative) will be informed that they will be able to address the Panel after it has considered its findings and before it considers its decision. The Queen Mary representative, the student, and (where relevant) the student's representative must leave the room while the Panel considers its findings. Continue to paragraph 8 of this document.

OR

If the student denies the allegation then the Queen Mary representative will be asked to present the facts in the possession of Queen Mary and to call any witnesses, who may be examined by any party.

5. The student will be asked to give their evidence. If they call any witnesses they may be examined by any party.
6. After both the Queen Mary representative and the student have given evidence, each party may address the Panel. The Queen Mary representative will address the Panel first, followed by the student.
7. The Queen Mary representative, the student, and (where relevant) the student's representative must leave the room while the Panel decides whether academic misconduct has been committed. The Secretary may also be asked to leave the room, at the discretion of the Chair. The Panel must reach its decision without adjournment if possible, and must give reasons for its decision. No penalty is issued at this stage.
8. Once the Panel has decided whether academic misconduct was committed, the Queen Mary representative and the student (and/or their representative) will be recalled for the decision.
9. If the Panel finds that no academic misconduct was committed, the Chair will inform the student and all parties may leave.
10. If the Panel finds that academic misconduct was committed the following procedures will follow:
 - i. if the student admitted academic misconduct, the Chair will invite them to explain the circumstances of their actions.
 - ii. the Chair will invite the Queen Mary representative to address the Panel on the penalty to be applied.
 - iii. the Chair will next invite the student to address the Panel on the penalty to be applied.
 - iv. witnesses cannot be called at this stage, but written statements may be submitted to the Panel with a copy given to all parties.

11. The Chair will ask the Queen Mary representative and the student (and/or their representative) to leave the room while the Panel determines the penalty. The Secretary will provide the Panel with the information required under section 12 below.
12. When determining the penalty, the Panel will consider all relevant information, including:
 - i. the relation of the module(s) in question to the structure of the programme for which the student is registered (in cases where the penalty is applied to the module)
 - ii. the effect that failing the module would have on the student (if applicable)
 - iii. the arrangements for resitting the module (if applicable)
13. The Chair will recall the Queen Mary representative and the student (and/or their representative).
14. The Chair of the Panel will announce the penalty decided on by the Panel and the reasons for the penalty. The penalty will be read verbatim, as it appears in the Academic Misconduct Policy.
15. The student will be informed of their right to appeal against the penalty in accordance with the Appeal Policy.
16. The meeting of the Academic Misconduct Panel will be closed.

Appendix 3: Third-party reports

Third-party reports of academic misconduct

1. The Appeals, Complaints and Conduct Office will review the veracity of any third-party report of academic misconduct it receives from other students or from outside Queen Mary. Any such report will be acknowledged by the Appeals, Complaints and Conduct Office. The Appeals, Complaints and Conduct Office will request evidence of the report of academic misconduct if evidence has not been provided.
2. In order to protect the confidentiality of its students, any third party reporting an allegation of academic misconduct will receive no other acknowledgement of any action or otherwise taken by Queen Mary.

Appendix 4: Oral examinations

Oral examination process

1. A school/institute may test the subject knowledge of a student suspected of academic misconduct by oral examination if it is deemed appropriate by the HoS/AMO.
2. An oral examination will be conducted in accordance with the following process:
 - a. The oral examination must be conducted by two members of academic staff; a third person may be present to take notes. Where possible, the academic member of staff who first raised the allegation or the module organiser will be one of the two academic staff members.
 - b. The student suspected of academic misconduct must be given at least three working days' notice of the meeting.
 - c. The notification of the meeting must include the following information:
 - i. The time/day/date of the meeting.
 - ii. The location of the meeting (in-person or remote).
 - iii. Copies of all evidence to be considered in the meeting.
 - iv. A statement on the reasons for the suspicion of academic misconduct.
 - v. A statement that the student will be expected to defend their work and that they should prepare appropriately.
 - vi. A statement informing the student that they may be accompanied by one person of their choosing, making clear to the student that this person is not there to represent or defend the student since the purpose of the oral examination is to test the student's knowledge.
 - d. The third person present at the oral examination will take notes.
 - e. At the conclusion of the oral examination, the two members of academic staff will summarise their academic opinion of the student's responses, including a statement on whether or not they believe the suspicion should be forwarded to either the school/institute's HOS/AMO or the Appeals, Complaints and Conduct Office for further investigation. Both the notes and the statements by the two academic staff members will be sent to the relevant HoS/AMO.
 - f. If the conclusion of the oral examination is that the matter should be referred for further investigation, the school/institute must advise the student as soon as possible that the matter will be taken forward by the appropriate process.
 - g. If the conclusion of the oral examination is that the suspicion of academic misconduct is unfounded, the school/institute must advise the student as soon as possible that the matter has been resolved and that the assessment in question will be marked in the usual way.



Education Quality and Standards Board

Paper title	Regulations for programmes accredits by the Engineering Council (EngC)
Outcome requested	<p>The Board is asked to endorse an amendment to the special regulations and recommend approval by the Senate.</p> <p>The Board is asked to consider whether a broader review of Queen Mary’s award rules for other programmes is appropriate or desirable.</p>
Points to note and further information	<p>The Engineering Council, or EngC, is a body that regulates the professional accreditation of certain programmes of study. At Queen Mary those programmes sit within the School of Engineering and Materials Science and the School of Electronic Engineering and Computer Science.</p> <p>The EngC recently made new stipulations on its requirements to recognise degrees as accredited. Unusually, those related to award rules (minimum requirements to achieve the award) rather than solely relating to academic content. The EQSB and the Senate have already approved special regulations that ensure compliance with those points, setting higher thresholds for EngC accredited awards than for other equivalent awards at Queen Mary.</p> <p>One point remains outstanding to ensure full compliance with the EngC’s requirements: compensation. Queen Mary operates a system of condoned failure at UG level – provided a student passes enough credits at the right levels overall we allow failure to stand in the student record (up to a limit) and we do not award academic credit for those failed modules. Under a system of compensation, only a narrow degree of failure is permitted and must be balanced (compensated) by performance elsewhere in the degree; credit is awarded for those compensated failures.</p> <p>Specifically, the EngC requires that students achieve a mark of at least 30.0 (below level 7) or 40.0 (level 7) in any failed module (up to a specified maximum number of credits). The module pass mark is 40.0 (below level 7) or 50.0 (level 7). To comply with the EngC, we would need to award a compensated pass, and award credit, for those modules with marks above that minimum mark but below the module pass mark.</p> <p>Without making that amendment we will not be able to offer accredited degrees. Given that Queen Mary has already approved special regulations for these programmes that set them apart from comparable awards within the institution, it is recommended that this amendment be approved. Proposed text is appended to this cover sheet.</p> <p>However, the special regulations for the EngC accredited programmes pose questions on Queen Mary’s provision more generally and raise questions of equal treatment and standards. An EngC-accredited BSc, for example, will have different requirements to all other BSc programmes and awards at Queen Mary. This is not desirable from the perspective of academic standards, and arguably raises questions of equity and parity. Some students will receive credit for (narrowly) failed modules and others</p>

	<p>will not, while some must achieve a higher threshold than others to qualify for award.</p> <p>Award rules based on compensation are more common in the UK than ones based on condoned failure. They guarantee that any student who completes the degree receives credit equivalent to the total credit value of the programme, which simplifies aspects of credit transfer and explanations of the system to partner institutions in the UK and abroad. Additionally, by requiring students to engage with every module (to achieve a minimum mark in every module, rather than choosing to let marks of zero for non-submission/non-engagement stand) it can encourage engagement and improve overall student outcomes (for those who do engage).</p> <p>The EQSB is asked to consider whether it would be appropriate to conduct a review of the award rules for all programmes and awards, with a view to determining whether a system of compensation should replace the current system of condoned failure. This is a separate question to the introduction of compensation for EngC accredited programmes (where an immediate change is required). The wider review would take place over a much longer period and include consultation, benchmarking and data modelling. However, if Queen Mary is <i>not</i> content to approve such a review with a possible intention of making permanent changes to the regulations it should consider carefully whether it is appropriate to make an exception for the group of programmes accredited by the EngC and introduce differential standards to our awards on a permanent basis.</p> <p>What Queen Mary currently refers to as condoned failure at PGT level is in fact compensation, so we are already compliant for PGT programmes but should consider renaming the process in the regulations for future years.</p>
<p>Questions to consider</p>	<ol style="list-style-type: none"> 1. What is the Board's view on the reach of a PSRB into an institutions award standards? Is this likely to be an issue elsewhere at Queen Mary, and how should we respond to future requests? 2. Can the difference in treatment for EngC-accredited awards/programmes be justified in the short term? 3. If Queen Mary does not endorse a wider regulatory review (and/or does not subsequently makes permanent changes to the regulations) can the difference in treatment for EngC-accredited awards/programmes still be justified in the longer term?
<p>Regulatory/statutory reference points</p>	<p>OfS conditions of registration B4 and B5. Regulatory requirements of the Engineering Council.</p>
<p>Strategy and risk</p>	<p>The desire to offer accredited degrees must be balanced against the need to maintain common award standards.</p>
<p>Reporting/consideration route</p>	<p>EQSB to consider and endorse. Senate to approve (EngC amendment only).</p>
<p>Author</p>	<p>Simon Hayter, Assistant Academic Registrar (Assessment Governance)</p>

Proposed amendment to the regulations (only the red text is new – the remainder has already been approved).

Programmes accredited by the Engineering Council (EngC)

6.1 Programmes that (if successfully completed) carry accreditation from the Engineering Council (EngC) have special regulations linked to the requirements of the accrediting body. The following rules apply:

All programmes accredited by the Engineering Council

6.2 **Where a student fails a module but achieves a minimum mark of 30.0 (for modules at academic level six or lower) or 40.0 (level seven modules) and fulfils all other requirements for progression and award, academic credit will be issued for the failed module(s) up to the limits specified in these regulations. This is called a compensated pass.**

BSc and BEng programmes accredited by the Engineering Council

6.3 To progress from one developmental year to the next on an EngC accredited BEng or BSc programme, a student must take and pass modules as follows:

- i developmental year one to two: take 120 credits including a minimum 90 at level 4 in year one. Pass a minimum 90 credits in year one, where the mark in any failed modules is at least 30%. Achieve a minimum mean average year mark of 40.0 or higher.
- ii developmental year two to the final developmental year: take 120 credits including a minimum 90 at level 5 in year two. Pass a minimum 210 credits across years one and two, where the mark in any failed modules is at least 30%. Achieve a minimum weighted average mark of 40.0 or higher using the two mean average year marks in a 1:3 weighting (year one counting for 25 per cent and year two for 75 per cent of the mark).

6.4 To be eligible for the award of a EngC accredited BEng or BSc a student must:

- i take 360 credits (120 per developmental year), including a minimum 90 credits at each of levels 4, 5 and 6, and a maximum 150 credits at levels 3-4 (of which a maximum 30 may be at level 3); and,
- ii pass a minimum 330 credits, including at least 90 at level 6 or higher and excluding any at level 3, where the mark in any failed module is at least 30%; and,
- iii achieve a Classification Mark of 40.0 or higher.

MEng and MSci programmes accredited by the Engineering Council

6.5 To progress from one developmental year to the next on an EngC accredited MEng or MSci programme, a student must take and pass modules as follows:

- i. developmental year one to two: take 120 credits including a minimum 90 at level 4 in year one. Pass a minimum 90 credits in year one, where the mark in any failed module is at least 30%. Achieve a minimum mean average year mark of 40.0 or higher.
- ii. developmental year two to developmental year three: take 120 credits including a minimum 90 at level 5 in year two. Pass a minimum 210 credits across years one and two, where the mark in any failed module is at least 30%. Achieve a minimum weighted average mark of 40.0 or higher using the two mean average year marks in a 1:3 weighting (year one counting for 25 per cent and year two for 75 per cent of the mark).
- iii. developmental year three to the final developmental year: take 120 credits including a minimum 90 at level 6 in year three. Pass a minimum 330 credits across years one, two, and three, where the mark in any failed module is at least 30%. Achieve a minimum weighted average mark of 60.0 or higher using the three mean average year marks in a 1:3:6 weighting (year one counting for 10 per cent, year two for 30 per cent, and year three for 60 per cent of the mark). Exceptionally, a Subject Examination Board may use discretion to permit progression to the final year with a weighted average of only 57.0 or higher; in doing so, the Board will consider factors including the strength of the student's academic profile and any approved extenuating circumstances.

6.6 To be eligible for the award of an EngC accredited MEng or MSci, a student must:

- i. take 480 credits (120 per developmental year), including a minimum 90 credits at each of levels 4, 5 and 6 and 120 at level 7, and a maximum 150 credits at levels 3-4 (of which a maximum 30 may be at level 3); and,
- ii. pass a minimum 450 credits, including at least 90 at level 7 and excluding any at level 3, where the mark in any failed module is at least 30% at levels 3-6 and 40% at level 7; and,
- iii. achieve a Classification Mark of 40.0 or higher.

MSc programmes accredited by the Engineering Council

6.7 To be eligible for an EngC accredited MSc masters award, a student must meet all of the following requirements:

- i. take 180 credits, including a minimum 150 credits at level 7. Any credits below level 7 must be at levels 5 or 6; a maximum 15 may be taken at level 5.
- ii. pass a minimum 165 credits and meet the requirements for condoned failure in the remaining credits.
- iii. achieve a Classification Mark of 50.0 or higher.