



Senate

Paper Title	Chair's actions
Outcome requested	Senate is asked to note the detail of Chair's actions taken since the last meeting of Senate.
Points for Senate members to note and further information	<p>Four Chair's actions were taken since the last Senate meeting held on 08 June 2023:</p> <ol style="list-style-type: none">1. Amendments to the Academic Regulations 2023-24:<ol style="list-style-type: none">1.1. Phrasing of the award rules linked to EngC accreditation requirements replacing 'condoned' with 'compensated pass',1.2. Reverting the progression threshold for programmes with compulsory years abroad to 60.0.2. The addition of a penalty to the Academic Misconduct Policy3. The appointment of Mr Michael Griffiths CBE DL as a Senate-appointed member of the Professional Capability Committee4. The appointment of three new Complaints Assessors <p>The full details of the Chair's action 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	Professor Colin Bailey, President and Principal

Senate Chair's action: Academic Regulations

Summary

There were two changes, outlined below, considered by Chair's action:

- (1) phrasing of the award rules linked to EngC accreditation requirements replacing 'condoned' with 'compensated pass', and
- (2) reverting the progression threshold for programmes with compulsory years abroad to 60.0.

Background

EngC award rules

1. Regulation 6.45 was amended to remove the word 'condoned' – it was described as a compensated pass that is awarded where a student fails a module, so this sits in a neutral middle-ground between "condoned failure" and "compensation" while still meeting the EngC requirements. The previous wording was not a change for 2023-24 and had been signed off mid-year in 2022-23 by SEMS and EECS before going to EQSB and Senate (and the EngC) – no issues were reported, but the use of 'compensated pass' would help to avoid the potential for a PSRB query.

6.45A compensated pass may be granted in up to 15 credits of failed modules of an EngC accredited MSc masters award where all of the following conditions are met:

- i. the module mark for each failed module is 40.0 or higher; and,*
- ii. the credit-weighted average mark across all modules, including the failed module(s), is 50.0 or higher; and,*
- iii. a failed module is not designated as 'core' (must be passed outright) in the programme regulations.*

Year abroad progression

2. The text on the previous rules on progression for students on programmes with a compulsory year abroad (i.e. a fixed hurdle of 60.0+, making this is a request to withdraw a proposed change rather than a new or amended proposal) has been reverted. There is some background to the original request to raise it to 65.0:
 - a. Global Opportunities had received feedback both from QM's international partners and from QM student support contacts that students were struggling while overseas, particularly those at the lower end of evidenced achievement. Some of the partner institutions had been critical on this front, eg the University of Michigan, which stated its desire for us "to be more selective on students' academic backgrounds to ensure their success here.". This is also evidenced in student attainment – eg, of seven students who went to Miami in 2021-22 only two passed (and the pass threshold is lower than it would be had the students spent the year at QM – students only need to pass three quarters of the modules they

take while overseas and only need to achieve a minimum pass mark equivalent to a UK 40.0 in those passed modules).

- i. Global Opportunities had consulted and received positive feedback and agreement for the change from those schools who send students overseas, and made the proposal to EQSB on the basis of that review. It sounded from the Senate feedback as if perhaps the consultation had not extended widely 'within' the schools, though, which should be a learning point for future consultations. The paper that Global Opportunities presented to the EQSB is attached.
- b. There was a substantial working group a few years ago that looked specifically at procedures for years abroad. It made a very clear final decision that the same rules needed to be applied across all schools, including the same progression threshold for years abroad. We had a situation previously where there was considerable divergence between schools, and this had led to difficulties in clearly communicating policies to students and some (perhaps understandable) accusations of unfairness, given places are limited and a better performing student in one school might find themselves without a place while a poorer performing student in a cognate department was able to go overseas. It's a particular issue for students on joint honours programmes, who will see two different systems in use.
- c. Year abroad places are heavily oversubscribed and we do not have enough partners/places to grant to all students who wish to take up those places. We therefore do need a selection mechanism and QM has been unequivocal in the past that the selection should be made on academic merit. There is a separate and outstanding question as to whether it is right for us to advertise and admit students onto programmes with a compulsory year abroad when we do not have enough spaces to accommodate those placements, and that may be a conversation we need to revive – the alternative would be to admit everyone onto the standard three year versions and to only allow those who meet the selection criteria to transfer across to the 'with year abroad' version.
- d. After proposing the increase to 65.0, Global Opportunities did (shortly before Senate met) query whether now was the best time to implement the change after all – they had seen particular high failure rates in the course of 2022-23 (after making the original proposal to raise the threshold) and attributed that at least in part to cohorts affected by the pandemic during their A-levels. At the time it was agreed that it would be better to make the change and then suspend regulations if needed, as that at least gave us the option of having the higher threshold and we felt that the most severely affected cohorts would have passed through the system by the time the change came into effect (which would be for the 2025-26 academic year, when 2023-24 entrants reached their third year of study). Reverting to 60.0 would negate the need for that change and we could re-evaluate in a year or two, perhaps with more detailed benchmarking and consultation (though still noting the comments from the partner HEIs and the poor success rate of some students on overseas placements.

On the basis of the above the changed wording has been deleted so that the threshold returns to 60.0, if that is acceptable to the Senate. It is felt that additional discussions would be required if we were to look at making it variable by school, but of course if that is Senate's preference we can look into this.

Approved by Chair's action – 10 July 2023



Education Quality and Standards Board

Paper title	Updates to Student Exchange Programme Terms and Conditions
Outcome requested	<p>EQSB is asked to approve the changes proposed by the Global Opportunities team in consultation with Queen Mary schools:</p> <ul style="list-style-type: none"> • Allowing pass/fail modules for 25% of modules while abroad, effective for mobility periods taking place during 2023/24 and onwards • Raising the minimum overall weighted average for exchange participation from 60% to 65% across developmental years prior to the exchange, effective from 2023/24 and applicable later entry to Queen Mary
Points to note and further information	<p>These changes are being proposed to enable a higher percentage of students participating on the Student Exchange Programme to have successful academic outcomes and prevent reputational damage to Queen Mary among our demanding portfolio of exchange partners, ensuring our students thrive overseas and as the academically strongest representatives travelling on behalf of Queen Mary.</p>
Questions to consider	
Regulatory/statutory reference points	Terms and Conditions Student Exchange Programme [PDF 373KB]
Strategy and risk	<p>Increase the calibre of Queen Mary's outgoing student cohort, offer participating students greater flexibility to attain greater student satisfaction, and prevent reputational damage through students performing poorly while participating in the exchange. Not supporting to approve these changes presents two risks: 1) Queen Mary may lose high-calibre and highly valued exchange partners in the coming years, and 2) Queen Mary students nominated to participate in exchanges at these partners abroad could be rejected by the partner post-offer.</p>
Reporting/consideration route	Queen Mary schools have been consulted, see appendix 1
Authors	<p>Ceri Bevan, Head of Global Opportunities Colleen Jaycox, Global Programmes Coordinator</p>

Introduction

The Global Opportunities team promote and manage exchange programmes made possible through bilateral exchange agreements. These are reciprocal arrangements typically renewed every five years with universities around the world, providing Queen Mary undergraduate students with the opportunity to study abroad for a semester or an academic year as part of their degree.

Terms and Conditions - Queen Mary Student Exchange Programme

Students participating in exchange programmes are made a Conditional Offer to participate in an exchange programme for a semester or a year, a student agrees to all [general conditions](#) as well as the full [Terms and Conditions](#) of Queen Mary's Student Exchange Programme.

Conditional Offer

When a student accepts their Conditional Offer of exchange from Queen Mary, to meet the conditions of that offer and to be approved by Queen Mary as unconditionally eligible to complete the exchange as forecasted, there are certain academic requirements that the student must fulfil:

- Pass all modules from all developmental years prior to the period abroad
- Achieve a minimum weighted average mark of 60.0 across all developmental years combined (letter grade B.)

This is to ensure that students are academically equipped with the right level to excel during their period abroad and to have successful exchange outcomes.

Summary of Proposed Changes

Allowing pass/fail modules of a certain % to be allowed as pass/fail

To grant students greater academic freedom and access to opportunities at our exchange partners (such as internships, seminars and modules that do not deliver a letter/numerical grade), it is proposed that exchange students be permitted to take a maximum 25% percentage of their credit load with the exchange partner as pass/fail. This option would be beneficial to students by offering them greater flexibility with what they can study/learn while abroad, presenting them with an inclusive approach shown particularly for students whose learning styles may compel them to flourish in alternative environments beyond the traditional classroom setting, and helping to mitigate instances where availability of classes is restricted. Students must receive permission from their Queen Mary academic School/Department Coordinator before enrolling in a pass/fail module(s).

Raising the average from 60% to 65% across developmental years prior to the exchange, for 23/24 entry

It is essential for Queen Mary students to be well prepared academically for their exchange abroad. When permitted to study abroad on exchange via one of Queen Mary exchange spaces granted by our partners abroad, students are enrolling in academically rigorous environments where the course of study is often more challenging than what they are used to at Queen Mary. For example, increased time in class and a higher number of assessments required earlier in the academic calendar.

It is recommended that the minimum weighted average for participation on the Student Exchange Programme be increased from 60% to 65% across all developmental years prior to the exchange, effective from 2023/24 and applicable later entry to Queen Mary. This change will:

- Ensure only academically strong students participate in the exchange programme, decreasing the likelihood of students performing poorly, failing modules, and impacting their Queen Mary degree
- Increase the calibre of Queen Mary students as representatives of our university abroad
- Reduce the risk of reputational damage for Queen Mary through sending students who perform poorly, reducing the need for staff intervention and resources from the partner institution
- Increasing the threshold would be a sensible way to address the issue that participation in exchange programmes is increasing and as an institution Queen Mary may in future years not have enough spaces with exchange partners for all students wishing to go abroad. This is a significant risk to Queen Mary.

Evidence supporting the proposed change:

- *2021/22 exchange student participation to the University of Miami:* At this institution whose academic rigour is low-moderate when compared to Queen Mary, of the seven students who completed exchanges abroad there last year, only two students passed all modules. The five other students failed one to three modules.
- *2022/23 exchange student participation to the University of Michigan:* At this domestically top-ranked institution. The partner has communicated to Global Opportunities their desire “to be more selective on students’ academic backgrounds to ensure their success here.”

These examples illustrate that some Queen Mary students with a 60.0 average do not have a background sufficiently strong to succeed at not only our most academically demanding partners yet also the low-moderately rigorous ones. Furthermore, these instances have raised concern that students meeting our current conditions to participate risk being rejected post-application by the host institution to which we nominate them, as our partners now intend to be more discerning when analysing student transcripts.

Appendix 1

Summary of consultation with Queen Mary Schools

13 Schools were consulted via an online survey circulated in September 2022. 11 Schools responded regarding the proposed changes:

- 10 out of 11 Schools support the proposal to permit students to study a percentage of their modules as pass/fail. 25% was the most common response as to the percentage
- 9 out of 11 Schools support the proposal to increase the weighted average from 60% to 65% across all developmental years prior to the exchange, effective from 2023/24 and applicable later entry to Queen Mary.



Senate Chair's action: Academic Misconduct Policy

Summary

An additional penalty has been added to the Academic Misconduct Policy, as discussed during Senate, for Chairs Action.

James Strong, Senior Lecturer in British Politics and Foreign Policy and elected member of Senate, (who raised the point) has confirmed he is satisfied with this addition.

The text added to the penalty list is:

- i. requirement that the element of assessment in which misconduct occurred be resubmitted. This will not count as an additional attempt at the module, and the resulting mark will not be capped.*

Background

At the Senate meeting on 08 June 2023, members requested that an additional penalty be added to those available to Schools and Institutes when considering cases of academic misconduct.

The draft policy, including the new addition to paragraph 20 (page 5), is provided below.

Approved by Chair's action – 10 July 2023

Academic Misconduct Policy

Scope

2. 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.
3. 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 [or third-party](#) 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.](#)
 - ix. [Unauthorised or unacknowledged text manipulation which undermines the integrity of an assessment \(including the use of paraphrasing software, generative artificial intelligence or machine translation such that the work submitted cannot be considered wholly the student's own\).](#)
 - x. [This list is non-exhaustive, and any other activity which undermines the integrity of an assessment and/or attempts to gain undue advantage in an assessment may also be considered academic misconduct.](#)
4. 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.
5. 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

6. In the Academic Misconduct Policy:
 - i. 'Head of School' (HoS) refers to the relevant Head of School or Director of Institute.

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- 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.
7. 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.
 8. 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

9. 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.
10. 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.

11. 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 determine whether the case should be~~ referred ~~the case~~ to the Appeals, Complaints and Conduct Office, ~~or resolved by the School or Institute. A case will normally be referred to the Appeals, Complaints and Conduct Office where:~~

- i. ~~the student has a prior offence of academic misconduct on their record,~~
- ii. ~~the nature of the allegation suggests a deliberate act (for example, ghost writing, impersonation, fraudulent/falsified elements),~~
- iii. ~~the assessment makes a substantial contribution to the student's progression and/or award (taking into account the level of study, assessment weighting and/or programme specifications),~~

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iv. the appropriate penalty, in accordance with university guidance, exceeds the scope of the school or institute (as per paragraph 19).

- 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.

11-12. Any allegation of academic misconduct against a postgraduate research student must be referred to the Appeals, Complaints and Conduct Office.

12-13. 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](#).

13-14. 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.

14-15. 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.

15-16. 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](#).

16-17. 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.

17-18. 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

18-19. 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.

19-20. 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:

- a formal reprimand.
- requirement that the element of assessment in which misconduct occurred be resubmitted. This will not count as an additional attempt at the module, and the resulting mark will not be capped.

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i. —

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.

20-21. The HoS/AMO will notify the student of the outcome of the case.

Investigations by the Appeals, Complaints and Conduct Office

21-22. If the Appeals, Complaints and Conduct Office finds evidence of potential academic misconduct, it will notify the student to that effect.

22-23. If a student admits or does not deny an allegation of academic misconduct, the case will be considered by 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, by agreement with the student. Any Chair may choose to refer a case to a full Panel at any time.

23-24. 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.

Academic Misconduct Panel

24-25. 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).

25-26. 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.

26-27. 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.

27-28. The quorum for a meeting of the Panel is 75 per cent (three members).

28-29. 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](#).

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.

~~29-30.~~ 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.

~~30-31.~~ 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.

~~31-32.~~ 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.

~~32-33.~~ 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

~~33-34.~~ 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.~~ Requirement that the element of assessment in which misconduct occurred be resubmitted. This will not count as an additional attempt at the module, and the resulting mark will not be capped.
- ~~iii-iv.~~ 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-v.~~ capping to the minimum pass mark for the module in which misconduct occurred.
- ~~v-vi.~~ 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-vii.~~ 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-viii.~~ 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-ix.~~ 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-x.~~ 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-xi.~~ 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.

~~34-35.~~ 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.

~~35-36.~~ 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.

36-37. 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.

37-38. 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

39. 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. ~~The appeal will be considered by an Appeal Chair.~~

40. ~~An Academic Misconduct Appeal must be submitted on the proper form and must include explicit reasons for the appeal. The appeal must be received by the Appeals, Complaints and Conduct Office within 14 calendar days of the date of the Academic Misconduct outcome letter. The Head of the Appeals, Complaints & Conduct Office has discretion to allow and consider later requests where a student demonstrates good reason for the delay.~~

41. ~~New evidence or issues will not be considered unless the student can demonstrate good reason why that information was not previously made available.~~

42. ~~The appeal process will involve a review of the existing casefile by the Appeal Chair to determine whether:~~

~~i. the procedures were followed appropriately, and/or.~~

~~ii. the outcome was reasonable in light of the available evidence.~~

43. ~~If it is determined that the case was not handled in accordance with the procedures and/or that the outcome was not reasonable in light of the available evidence, the Appeal Chair may take corrective action where appropriate, refer the case back to the original decision-making body for reconsideration, or refer the case back to the Appeals, Complaints and Conduct Office for reconsideration under the Academic Misconduct Policy.~~

44. ~~The student will be informed of the outcome of an appeal in a Completion of Procedures letter. This is the final stage in Queen Mary's internal Academic Misconduct procedures.~~

38-45. ~~An Academic Misconduct Appeal will normally be concluded within 28 calendar days of receipt. The student will normally be notified if consideration of their appeal is likely to take longer than this.~~

Office of the Independent Adjudicator for Higher Education

46. ~~The Office of the Independent Adjudicator for Higher Education (the OIA) is an independent body set up to review student complaints about higher education in England and Wales.~~

47. ~~A student not satisfied with the outcome of Queen Mary's internal procedures may submit a complaint to the OIA. The OIA will not normally consider a submission until a student has completed all of Queen Mary's internal procedures and is in possession of a Completion of Procedures letter.~~

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48. The OIA will consider whether Queen Mary followed its policy correctly and whether the outcome was reasonable in light of the facts of the case.

49. Information on submitting a complaint to the OIA will be included in the Completion of Procedures letter issued to the student. Information is also available on the OIA website.

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

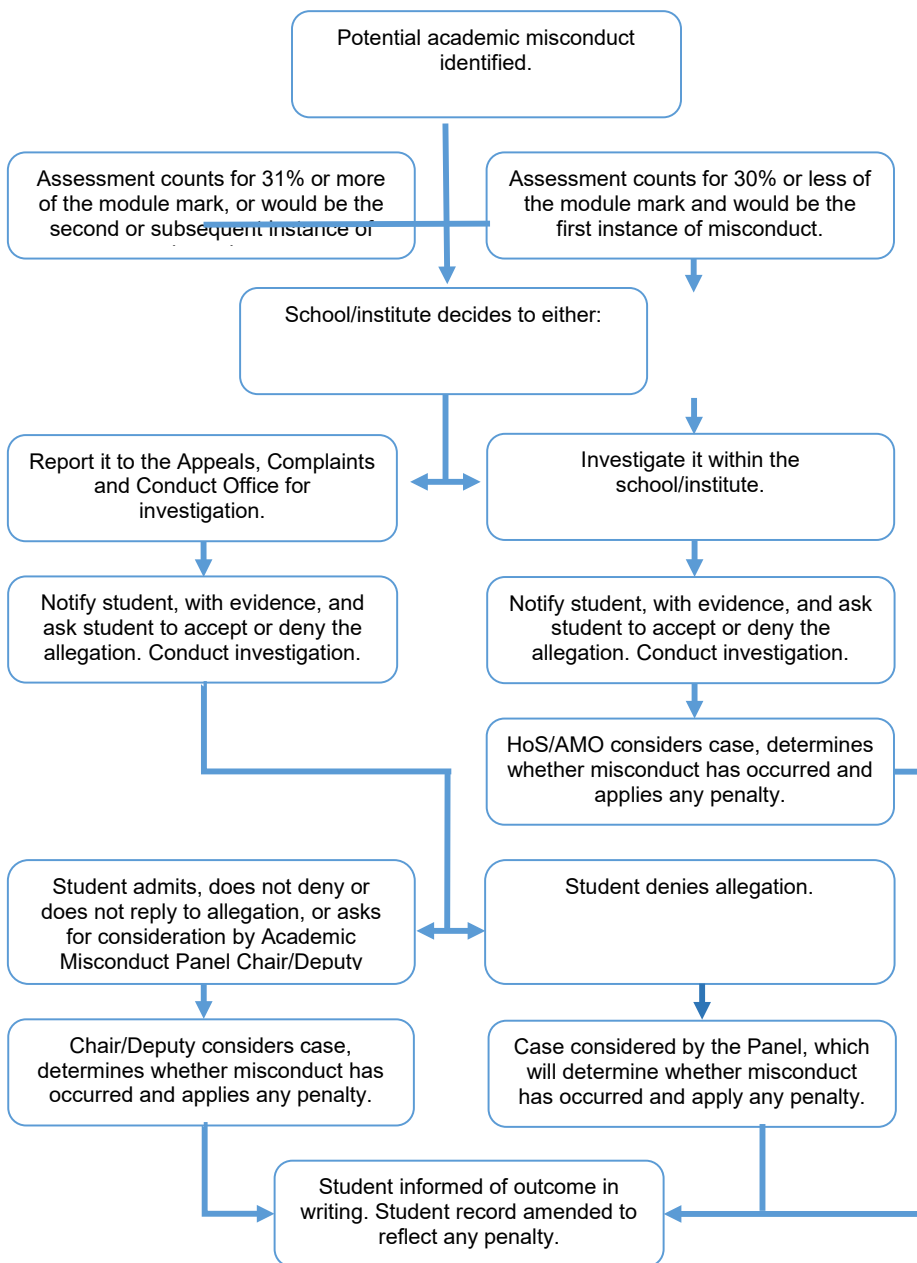
40-50. Academic misconduct penalties will be reported to the Professional Capability Committee and, where it is a stipulated requirement, to other professional bodies that accredit awards.

41-51. All allegations of academic misconduct dealt with by a HoS/AMO must be reported to the Appeals, Complaints and Conduct Office.

42-52. 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 16 June 2022

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.

Appendix 5: Transnational Education Programmes

Transnational Education Programmes

1. The “harmonised penalties” outlined below apply to academic misconduct found to occur in the course of collaborative programmes between Queen Mary and:
 - i. Nanchang University
 - ii. Queen Mary School Hainan
 - iii. Northwestern Polytechnical University
 - iv. Beijing University of Posts and Telecommunications
2. For the avoidance of doubt, the “harmonised penalties” replace those outlined in Paragraph 33 for students on these programmes.
3. Harmonised Penalties:
 - i. A formal warning
 - ii. A requirement that the student resubmit the relevant piece(s) of assessment by a specified deadline with no cap on the mark that may be obtained.
 - iii. A requirement that the student resubmit the relevant piece(s) of assessment by a specified deadline with the resubmission mark capped at the minimum pass mark.
 - iv. A mark of 0 for the relevant piece(s) of assessment, but if the module is failed the student may reattempt at the next opportunity.
 - v. A mark of 0 in the module of which the assessment forms a part, with the module mark capped on any reattempt at the minimum pass mark.
 - vi. The overall classification of Honours to be reduced by one grade with an explanation to be provided as to why the calculated mark does not match the Honours awarded.
 - viii. Recommendation to the Steering Committee¹⁰ that the student be expelled from the two universities. The Steering Committee decision must be ratified by the Principal/President of both universities before the student can be expelled.
4. QM penalties where the mark is capped mean that for the UK transcript and Honours calculation the mark is limited to 40% on the UK scale (60% on the CN scale) but the mark recorded by BUPT will be the uncapped mark as BUPT does not use capping of marks.
5. Where the penalty involves failure in the module the student may reattempt but, unless specified in the harmonised penalties, must miss the next opportunity, if the next opportunity is held in less than six months, and except for students spending the final year in London where examinations are held annually.
6. Penalty vii. will only be applied for exam offences where the QMUL standard penalty of failure of all modules would mean dismissal by BUPT as the students cannot fail more than 30 credits under BUPT regulations.

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Senate Chair's action: Appointment of a new Professional Capability Committee member

Summary

This was a request for the approval of the appointment of a new member of the Professional Capability Committee by Chair's Action.

Background

The Professional Capability and Fitness to Practise Regulations state that one member of the Professional Capability Committee hearing a case needs to be a "member of academic staff who is a registered doctor or dentist drawn from a pool appointed by Senate depending on whether the student being considered is from a medical or dental programme. The pool may include clinicians appointed on Honorary Contracts.". This pool of Committee members currently consists of five members of staff, with one currently on maternity leave.

It was requested that Mr Michael Griffiths CBE DL, Blizard Institute, be approved as a Senate-appointed member to the Professional Capability Committee.

This time-sensitive request was put through as a Chair's action with the hope that Michael could act as a committee member for an upcoming Professional Capability Committee hearing. Two of the five members are GDC registered so cannot hear the upcoming case.

Michael is a Consultant Trauma and Vascular Surgeon at the Royal London Hospital (Barts Health NHS Trust) and an Honorary Senior Clinical Lecturer at the Blizard Institute. Michael is a Director of Medical Education for postgraduate clinicians at the Royal London Hospital.

Approved by Chair's action - 10 July 2023



Senate Chair's action: Appointment of Complaints Assessor

Summary

This was a request for the approval of new Complaints Assessors by Chair's Action.

Background

Student complaints present a notable risk to the University; failure to handle complaints in a robust, transparent and timely way can have significant negative impacts on Queen Mary's standing and reputation, and an effective mechanism for dealing with complaints is required by the relevant regulatory bodies.

To that end, and in light of increasing numbers of complaint cases, the appointment of additional Complaints Assessors was proposed by Chair's Action to expediently address cases. Appointment was proposed for:

- Jane Pallant, Director of Governance & Legal Services
- Danny Hassel, Policy & Governance Lead
- Haylee Fuller, Head of Appeals, Complaints & Conduct Office

The nominees are senior staff members within the Directorate of Governance & Legal Services at Queen Mary, and have substantial experience working with student casework and complaints in higher education. They hold an authoritative understanding of the University's regulatory requirements and legal obligations and are experienced in investigating and considering complaints.

Approved by Chair's action – 23 August 2023