

Summary of changes to the Academic Regulations 2024-25

This document outlines changes to the Academic Regulations for the 2024-25 academic year.

1. Master of Education

The Master of Education (MEd) is a new postgraduate taught award. It will follow the standard taught Masters award regulations (MA, MSc, LLM, MBA, MPA, MRes). It is referenced in the list of permitted awards (1.7) and in the progression and award regulations (5.15-23).

2. Clinical Doctorate

The Clinical Doctorate, or DClin, is a new postgraduate research award; specifically, it is a professional doctorate, encompassing elements of both taught content and research. It will follow the same regulations as the existing Doctorate in Clinical Dentistry (DClinDent) award. It is referenced in the list of permitted awards (1.7) and the regulations for research programmes (Section 8).

3. Criminal convictions or investigations

A new regulation has been added to make clear the requirements for notification of criminal convictions or investigations that occur after a student is registered with the University. The regulation makes clear the obligation for students to declare the matter and links to the Student Discipline Policy, which sets out the full procedures. The Student Discipline Policy has been amended for 2024-25 to include additional text and guidance on this topic.

“2.13 A student who is subject to a police investigation or criminal proceedings or who receives a criminal conviction during the course of their studies must notify the University, ensuring that the Head of the Appeals, Complaints and Conduct Office is informed. A risk assessment will be conducted to determine whether the matter should be considered under the [Student Discipline Policy](#), and the reasons for the decision will be documented.”

4. Attendance, participation, and engagement

A minor wording amendment has been made to the second sentence of 2.59 to reflect contemporary education practices that may include elements of blended learning. The previous wording suggested that the nature of engagement was always dictated by the nature of a student’s overall registration (for example, onsite or distance learning) – the new text makes clear that it relates to the nature of the particular activity that they are undertaking:

“2.59 Queen Mary will set expectations and minimum requirements for a student’s engagement with teaching, learning, and assessment; these will be published by the student’s school/institute. ‘Attendance’ does not always require physical attendance; for example, engagement with distance-learning content is measured through participation in teaching, learning and assessment activities. Failure to comply with these requirements may result in [deregistration](#).”

The following regulation (2.60 in the 2023-24 numbering) has been deleted on the recommendation of the Education Quality and Standards Board, which determined that it no longer added value and that the minimum engagement requirements referenced in 2.59, above, addressed all regulatory and statutory requirements:

“A student must not be absent from Queen Mary during term-time without obtaining written agreement in advance from their Head of School/Institute (or nominee).”

5. Undergraduate E grade

The undergraduate E grade has been removed from use with effect from 2024-25 (2.84). The E grade covered the mark range 40.0 – 44.9 and dated to a time when the degree classification of ‘Pass (Honours)’ aligned with that mark range. That classification was removed in 2015, with the Third Class expanding to take in the full range 40.0 – 49.9 rather than the previous 45.0 – 49.9. At the time it was considered that there was time-limited value in retaining the E grade. It is now proposed that this be discontinued as part of the changes introduced by the Marking Policy, to ensure alignment in grading boundaries at assessment, module, and classification level. The Marking Policy includes additional operational detail on the removal of the E grade.

6. MBBS and BDS third attempts

The Senate previously approved a change to the regulations for the MBBS and BDS awards, to introduce a third standard attempt for students. The Academic Regulations 2024-25 have been updated to reflect that decision. The provision applies only to those two named awards.

Specifically, MBBS and BDS students will have a first attempt, a capped resit (of the assessment only), and a capped retake (a repeat of the module, with teaching). In most cases a module equates to a Section or Part, meaning that a student would repeat the whole year if they undertook the retake.

Regulation 2.85 (the general regulation on the number of attempts) has been updated:

“2.85 A student has a maximum of two attempts to pass a module – the first attempt, and one resit. In rare circumstances the resit may be replaced by a retake. Students registered for MBBS or BDS awards are an exception to this rule; the MBBS and BDS regulations grant three attempts – the first attempt, one resit, and one retake (for the MBBS and parts of the BDS a module is normally equivalent to a Section or Part in the context of this regulation).”

The regulation as presented in the Academic Regulations themselves includes several internal jump links that define the various terms used and sits within a wider section on reassessment.

The MBBS progression and award rules (4.67 – 110) have also been updated, as these referenced the previous provisions (which included elements of discretion). Following discussions with the Institute of Health Sciences Education sections of that text have been deleted or updated. No changes were required for the BDS progression and award rules (4.45 - 66), which did not make additional stipulations beyond those in (what is now) 2.85.

7. Late submission of assessment policy: examinations

The late submission policy (3.48) has been amended to explicitly state that the policy’s series of graduated deductions does not apply to examinations, and that a late examination submission will receive a mark of zero unless justified under the extenuating circumstances provisions. This is not a change of approach but a clarification of existing policy.

8. MSc Gastroenterology

A special regulation on progression has been deleted following a programme amendment that was approved by the Taught Programmes Board earlier in the year. The programme will in future follow standard MSc regulations.

9. BSc in Digital Technology Solutions (three- and four-year versions)

The BSc in Digital Technology Solutions is a degree apprenticeship programme. Changes to the programme structure have been approved, and from 2024-25 entry new special regulations are required to accommodate this. Standard degree apprenticeship bachelors regulations see students taking 90 credits a year over four years (in addition to their employment); this is the model that the BSc in Digital Technology Solutions has previously followed.

From 2024-25 the programme will run in two versions. In the first, students will take 120 credits a year over three years (in addition to their employment) and therefore will follow the standard bachelors progression and award rules. A special regulation has been added to explain which set of regulations applies.

In the second version, students study 120 credits per year for two years, then 60 credits per year for an additional two years. This model is specific to this programme and will be kept under review. It requires new regulations to manage progression from years three to four. Progression from years one to two and two to three matches the rules for standard three year bachelors programmes. The proposal follows the general principle of Queen Mary's progression regulations in that the requirements are set at the minimum level at which a student could mathematically still achieve all subsequent progression requirements/award requirements if they did not pass any further credits relating to the years up to the progression point, while complying with the overarching rule that a student cannot fail more than 45 credits across the degree or more than 30 credits in any one developmental year.

The four year version also has special regulations for classification, concerning the classification algorithm. The standard algorithm for a three year programme is 1-3-6 (10%/30%/60% for years one/two/three). The four-year BSc in Digital Technology Solutions uses 1-3-3-3 weightings (where the final two units each relate to one half of the final year) to accommodate the programme structure while matching the output of the 1-3-6 weightings.

BSc in Digital and Technology Solutions (three-year version)

“6.34 The BSc in Digital and Technology Solutions (and each of its specialist pathways) is a degree apprenticeship programme. It runs in two versions – a three-year version, and a four-year version. The three-year BSc in Digital and Technology Solutions follows the [progression](#) and [classification](#) regulations for ‘Standard bachelors programmes (full-time)’ as set out in [Section 4 of these Academic Regulations](#), rather than those for ‘Degree apprenticeship bachelors programmes’.

BSc in Digital and Technology Solutions (four-year version)

6.35 The BSc in Digital and Technology Solutions (and each of its specialist pathways) is a degree apprenticeship programme. It runs in two versions – a three-year version, and a four-year version. The four-year BSc in Digital and Technology Solutions has special regulations as follows:

Progression

6.36 To progress from one developmental year to the next on the four-year BSc in Digital and Technology Solutions a student must both:

- i take and pass modules as follows:
 - a 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. Achieve a minimum weighted average year mark of 40.0 or higher.

- b developmental year two to three: take 120 credits including a minimum 90 at level 5 or higher in year two. Pass a minimum 195 credits across years one and two. Achieve a minimum weighted average mark of 40.0 or higher using the two weighted 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).
 - c developmental year three to four: take 60 credits in year three, meeting the specified requirements of the programme diet. Pass a minimum 255 credits across years one, two, and three. Achieve a minimum weighted average mark of 40.0 or higher using the two weighted average year marks in a 1:3:3 weighting (year one counting for 10 per cent, year two for 30 per cent, and year three for 60 per cent of the mark).
- ii fail (after resit) no more than 30 credits in any one developmental year.

Classification

6.37 The four-year BSc in Digital and Technology Solutions [Classification Mark](#) is calculated as follows:

Award	Weighting of each development year’s credit weighted average			
	Year 1 (120 credits)	Year 2 (120 credits)	Year 3 (60 credits)	Final year (60 credits)
BSc in Digital and Technology Solutions (four-year)	1 (10%)	3 (30%)	3 (30%)	3 (30%)

10. Terminology updates

Terminology has been updated where appropriate. Notably, this includes:

- renaming of ‘Academic Misconduct Policy’ to ‘Academic Integrity and Misconduct Policy’;
- renaming of ‘Code of Student Discipline’ to ‘Student Discipline Policy’;
- addition of references to the new Marking Policy and Assessment Strategy;
- new definition of academic misconduct (taken from the new Academic Integrity and Misconduct Policy):

“3.9 Academic misconduct refers to actions or working methods that undermine academic integrity during an assessment task or educational activity. Academic misconduct includes actions that undermine the integrity and/or purpose of an assessment, provide a student(s) with undue advantage over others, or undermine the educational standards and reputation of Queen Mary. Queen Mary takes any allegation of academic misconduct seriously and will investigate it in accordance with the [Academic Integrity and Misconduct Policy](#). Penalties for academic misconduct can be severe, including failure with no right of resit, and expulsion from Queen Mary.”

Proposal for the 2025-26 Academic Regulations

Part-time bachelors awards: progression, award, and classification

Queen Mary has approved its first fully part-time undergraduate programme, which will begin teaching in September 2025. Part-time regulations addressing progression, award, and classification are required.

These regulations will be written into the 2025-26 Academic Regulations, but views from Senate are sought at this early stage to ensure that a proper regulatory framework is in place. The regulations should be common to any future part-time programmes to ensure parity of standards; should additional part-time programmes be approved, these are the regulations they will follow.

The regulations assume that students study 60 credits per year for six years, with years one and two equivalent to full-time developmental year one, years three and four equivalent to full-time developmental year two, and years five and six equivalent to full-time developmental year three.

Award

The award requirements (minimum credit, mark, and other requirements to qualify for the intended bachelors award) exactly match those of the full time programme – this is an absolute academic standard and does not require variation for the part time mode.

Classification

The classification algorithm will also match the full time equivalent in terms of outcomes but needs to be broken into six rather than three weighting units. The full-time weightings are 1-3-6 (10%/30%/60% for years one/two/three). The part-time weightings will be 1-1-3-3-6-6 (5%/5%/15%/15%/30%/30%).

Progression

Progression is more complex as there is no existing direct parallel to the full-time version. The proposal below – endorsed by the EQSB - is modelled closely on the standard full-time progression regulations, and progression between years two>three and years four>five on the part-time regulations respectively mirror progression between years one>two and years two>three on the full-time regulations.

For the other progression points (years one>two, three>four, and five>six) the minimum values have been set at the lowest point at which a student could mathematically still achieve all subsequent progression requirements/award requirements if they did not pass any further credits relating to the years up to the progression point while complying with the overarching rule that a student cannot fail more than 45 credits across the degree or more than 30 credits in any one developmental year. This mirrors the logic behind the FT regulations, which are designed to ensure that students are not progressed when it is known that they are unlikely to be able to mathematically achieve the minimum thresholds and where progressing students creates a significant risk of setting them up to fail.

The format and wording mirrors that of the full-time equivalent regulations. This may be amended to additional clarity, but Senate is asked at this stage to consider only whether the content of the proposed regulations seems academically appropriate.

Standard part-time bachelors programmes (part-time)

4.1 To progress from one developmental year to the next on a standard part-time BA, BEng, LLB, BSc, BSc (Econ), or BSc (Eng), a student must meet each of the following requirements:

- i take 60 credits in each developmental year;
- ii pass at least the specified number of credits (across all developmental years):

- a year one to two: 30.
 - b year two to three: 90.
 - c year three to four: 135.
 - d year four to five: 195.
 - e year five to year six (the final year): 255.
 - f At each progression point achieve a minimum weighted average mark of 40.0 or higher using the weighted average year marks in a 1:1:3:3:3 weighting up to the relevant progression point, where those weighting units count respectively for years one:two:three:four:five;
- iii fail (after resit):
- a no more than 45 credits in total across all years;
no more than 30 credits across years one and two, no more than 30 credits across years three and four, and no more than 30 credits in year five.