

Academic Regulations 2015/16 What's New?

Background

The Academic Regulations are the policies through which QMUL articulates the processes for the management of its academic provision. This document details notable changes for 2015/16. Senate is asked to consider these changes, and to approve the Academic Regulations.

Minor changes to wording or terminology that do not affect meaning are not included in this document, but the full set of regulations, with track changed, is attached as an appendix to the electronic version.

The regulations for research programmes (section eight) will be considered under separate cover and merged with the other sections later in 2015. The appeal regulations (from section two) will be considered under separate cover by Senate in June 2015; any resulting changes will be added to the full document.

The majority of changes this year relate to the outcomes of the Assessment Governance Review 2013/14, and have already been approved by Senate. There are three items that require further discussion, as it has become apparent upon writing in the changes approved last year that there are outstanding issues. These are: PGT progression; MEng/MSci pass mark for award; Treatment of SEFP students under the new regulations. These issues are discussed at the end of this document.

1: Framework and Governance

Regulation: 1.33-35 – SEB quorum

1.33 The quorum for a Subject Examination Board shall be at least 50 per cent of the total membership or five members, whichever is fewer. This shall include the Chair and/or Deputy Chair, and at least one external examiner. External examiners shall not be required to attend late summer or associate SEBS (though they may choose to do so), though their views and endorsement shall still be sought. There should normally be a higher number of internal members than external examiners at a meeting.

1.34 Members, including external examiners, may be counted as in attendance if using video conferencing technology, a telephone, or similar.

1.35 The quorum of an SEB shall normally require the presence of the external examiners. Exceptionally, a meeting may go ahead without the presence of an external examiner where a SEB has provided the external with the papers beforehand and given the external an opportunity to comment. After the meeting, the SEB Chair shall liaise with the external and, where necessary, the SEB to discuss the matters raised at the meeting and to seek the external's endorsement for any decisions taken.

Change and reason

Replaces the previous requirement for a minimum 50% attendance in all cases, and clarifies procedures for remote attendance and for proceeding without the presence of an external examiner. These regulations were approved by Senate in March 2015 as part of the Assessment Governance Review 2014/15.

Regulation: 1.41 and 150 – SEB and DEB Chair terms of office

1.41/1.50 The term of office for a Subject [or Degree] Examination Board Chair shall be three years. A Chair shall not normally serve for more than two consecutive terms. Chairs shall be appointed through the delegated authority of Senate.

Change and reason

Existing policy (in the Assessment Handbook), not previously included in the Academic Regulations.

Regulation: 1.43 – DEB governance

1.43 Degree Examination Boards report to Senate. There are five undergraduate DEBs (Dentistry, Humanities & Social Sciences, Laws, Medicine, and Science & Engineering) and three postgraduate DEBs (Humanities & Social Sciences, Medicine and Dentistry, and Science & Engineering).

Change and reason

Amended to reflect changes approved by Senate in March 2015 (reduction from ten to eight DEBs, with several mergers).

2: General Regulations**Regulation: 2.25 – intercalation and concurrent study**

2.25 A student registered for the MBBS or BDS programme who has permission to undertake an intercalated year, in accordance with the School of Medicine and Dentistry's policy on intercalation, shall be exempt from the regulation on concurrent study for the period of intercalation only. There shall be no overlap between the intercalated programme and the subsequent year of the MBBS or BDS programme.

Change and reason

Previously stated only that intercalation was an exception to the rule on concurrent study. This text provides context, and details the limits of the exception.

Regulation: 2.137.ii – Assessment offence penalty ii

2.137.ii failure (a mark of zero) in the element of assessment in which the offence occurred, with a resubmission of that element permitted within the same attempt at the module. This resubmission shall not count as an additional attempt, but the mark for the resubmitted element of assessment shall be capped to the minimum pass mark.

Change and reason

This is only a clarification, as the previous text was slightly unclear on what was meant by a resubmission in this context. The penalty is unchanged.

Regulation: 2.137.v – Assessment offence penalty v

2.137.v failure (with marks of zero) of the whole diet of modules taken during the academic year in which the offence occurred. Where resit attempts remain, the resit mark shall not be automatically capped to the minimum pass mark, irrespective of the regulations for that programme of study. However, the maximum mark achievable on resit shall be no higher than that achieved at the first attempt (before the penalty mark of zero was applied). If a module was failed at the first attempt then the resit mark shall be capped to the minimum pass mark.

Change and reason

Previously, the penalty was a capped resit in the affected module and uncapped resits in all other modules from that year (where attempts remained). A number of SEBs and DEBs were unhappy with that penalty as it could actually advantage students. The new penalty ensures that students cannot improve their marks as a consequence of an assessment offence. The change was recommended by the Assessment Offence Task and Finish Group 2014/15.

Regulation: 2.139 – Next available attempt in cases of assessment offences

2.139 Where a penalty involves failure in a module but the student is not prohibited from resitting or retaking the module, any reattempt shall be at the next normally available opportunity.

Change and reason: Previously stipulated that the next attempt would always be in the following academic year. The Assessment Offence Task and Finish Group 2014/15 recommended amending this. The original regulation dates from before late summer resits were used, and the universal introduction of them from 2015/16 makes this an opportune time for change.

Regulation: 2.141 – resubmission of coursework in cases of assessment offences

2.141 Where a student is given a penalty that involves failure in one or more modules, with resits permitted, a School/Institute may choose to retain any coursework marks achieved during the academic year of the assessment offence, except in elements where offences occurred.

Schools/Institutes may require a student to resubmit some or all of the coursework if this is deemed academically appropriate; this may also be dependent on whether the reassessment is formative or synoptic.

Change and reason

Requiring students to resubmit (and staff to re-mark) coursework does not make always sense. Schools/Institutes retain the right to require a student to recomplete/resubmit coursework, however. This would normally occur where a student needed to prove that they could still meet the learning outcomes at the time of reassessment (for example, certain language tests).

4: Regulations for Undergraduate and Graduate Programmes

Regulation: 4.11 and 5.10 – maximum duration of study

4.11/5.10 A student must not be registered for a programme of study for a period longer than the normal duration for the programme of study plus one year. First takes, and periods of interruption or intercalation shall not count towards the maximum permitted duration of study. Retakes, and periods spent resitting or first sitting out of attendance shall count towards the maximum permitted duration of study. In exceptional circumstances, Senate (or its delegated authority) may approve an extension to the maximum permitted duration.

Change and reason

Previously twice the normal duration. Senate approved this change in March 2015 as part of the Assessment Governance Review, to reflect the fact that students now had two assessment opportunities per year, rather than one as when the regulation was first formulated. Minor associated change to 2.15 (maximum duration for students with advanced standing). Authority to grant extensions is delegated to the Academic Registrar & Council Secretary.

Regulation: 4.15 – academic level requirements

4.15 In each developmental year, a student shall take at least 75 per cent of their credits at or above the academic level equivalent to that developmental stage. The final year of an MSci/MEng programme is an exception, in which a student must take 120 credits at level 7. Individual programme regulations may set more stringent requirements.

Change and reason

Senate approved this change in June 2014 as part of the Assessment Governance Review (except for the MSci/MEng section, which was already policy). It ensures that students take a selection of modules appropriate to the level of the programme.

Regulation: 4.24 and 5.20 – first takes and passed modules

4.24/5.20 A student may not resit, first sit, retake or (normally) first take a module that has been passed.

Change and reason

Only the “(normally)” is new. There have been a number of suspensions where a student with severe extenuating circumstances has been awarded a first take, but has narrowly passed one or more modules (often through group work, or a single piece of coursework). It is deemed appropriate to permit exceptions to the rule for students in that situation where the supporting evidence is sufficiently robust. This would typically affect one or two students per year.

Regulation: 4.39 and 5.36 – resit registration

4.39/5.36 All students shall be automatically registered to take any available resits or first sits at the next normally available assessment opportunity. A student may opt out of one or more of these opportunities by the published deadline and in accordance with the published procedure. In opting out of an opportunity a student shall forfeit any remaining attempts to pass the relevant module, and may have their registration terminated and cease to be a student.

Change and reason

Codification of current practice. In past years, some groups of students had to manually opt in for resits.

Regulation 4.62-4.72 (some regulations unaffected): Bachelors degree award requirements

4.62 To progress from one developmental year to the next, a student must:

- i. meet all programme and pathway requirements;
- ii. fail (after resit) no more than 30 credits in any one developmental year;
- iii. maintain an average mark of 40.0 or higher, calculated across all credits taken to date and weighted to the appropriate point on the scale 1:3:6 (years one:two:three);
- iv. take and pass modules as follows:
 - a. foundation year to year one (where applicable): take 120 credits, including a minimum of 90 at level 3. Pass modules to the value of at least 105 credits.
 - b. years one to two: take 120 credits, including a minimum of 90 at level 4. Pass modules to the value of at least 90 credits.
 - c. years two to three: take 120 credits, including a minimum of 90 at level 5. Pass modules to the value of at least 195 credits.

4.64 A student who meets the progression requirements shall be permitted to resit any failed modules at the next available assessment opportunity, where attempts remain.

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

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

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

- i. take modules to a total value of 360 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at each of levels 4, 5 and 6;
- iii. take modules to a maximum value of 150 credits at level 4 or lower;
- iv. take modules to a maximum value of 30 credits at level 3;
- v. pass modules to a minimum value of 315 credits (excluding modules at level 3)
- vi. Pass modules to a minimum value of 90 credits at level 6 or higher;

4.70 To be eligible for award, a student registered for programmes with a compulsory year abroad or compulsory placement year (except in the School of Languages, Linguistics and Film and the School of Electronic Engineering and Computer Science) must:

- i. take modules to a total value of 480 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at each of levels 4, 5 and 6;
- iii. take modules to a maximum value of 150 credits at level 4 or lower;
- iv. take modules to a maximum value of 30 credits at level 3;
- v. pass modules to a minimum value of 420 credits (excluding modules at level 3)
- vi. pass modules to a minimum value of 90 credits at level 6 or higher.

4.71 To be eligible for award, a student registered for programmes with a compulsory year abroad in the School of Languages, Linguistics and Film must:

- i. take modules to a total value of 480 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at each of levels 4, 5 and 6;
- iii. take modules to a maximum value of 150 credits at level 4 or lower;
- iv. take modules to a maximum value of 30 credits at level 3;

- v. pass modules to a minimum value of 315 credits (excluding modules at level 3 and the compulsory year abroad module)
- vi. pass modules to a minimum value of 90 credits at level 6 or higher.

4.72 To be eligible for award, a student registered for a programmes with a compulsory placement year in the School of Electronic Engineering and Computer Science must:

- i. take modules to a total value of 390 credits, equivalent to 120 credits per developmental year with the exception of the placement year (valued at 30 credits);
- ii. take modules to a minimum value of 90 credits at each of levels 4, 5 and 6;
- iii. take modules to a maximum value of 150 credits at level 4 or lower;
- iv. take modules to a maximum value of 30 credits at level 3;
- v. pass modules to a minimum value of 315 credits (excluding modules at level 3)
- vi. pass modules to a minimum value of 90 credits at level 6 or higher.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: 4.85-86 – Intercalated BSc and BMedSci award regulations

4.85 To be eligible for the award of intercalated BSc or BMedSci, a student must:

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

4.86 To be eligible for the award of intercalated BSc or BMedSci, a student must:

- i. take modules to a total value of 120 credits in one developmental year;
- ii. take modules to a minimum value of 90 credits at level 6;
- iii. take modules to a maximum value of 30 credits at levels 4 or 5;
- iv. pass modules to a minimum value of 105 credits;
- v. pass modules to a minimum value of 90 credits at level 6 or higher.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: 4.90-101 (some regulations unaffected): MEng/MSci degree award requirements

4.90 To progress from one developmental year to the next, a student must meet any programme and pathway requirements and take and pass modules as detailed below.

- i. meet all programme and pathway requirements;
- ii. fail (after resit) no more than 15 credits in any one developmental year;
- iii. maintain an average mark as designated in the table below, calculated across all credits taken to date and weighted to the appropriate point on the scale 1:3:6:6 (years one:two:three:four);

School	Foundation to Y1	Y1 to Y2	Y2 to Y3	Y3 to Y4
EECS; SEMS; SMS; SBCS: Pharmaceutical Chemistry with Year in Industry only	40.0+	60.0+	60.0+	60.0+

SBCS; SPA	40.0+	40.0+	60.0+	60.0+
Geography	40.0+	40.0+	60.0+	40.0+

- iv. take and pass modules as follows:
 - a. foundation year to year one (where applicable): take 120 credits, including a minimum of 90 at level 3. Pass modules to the value of at least 105 credits.
 - b. years one to two: take 120 credits, including a minimum of 90 at level 4. Pass modules to the value of at least 105 credits in year one.
 - c. years two to three: take 120 credits, including a minimum of 90 at level 5. Pass modules to the value of at least 210 credits across years one and two.
 - d. years three to four: take 120 credits, including a minimum of 90 at level 6. Pass modules to the value of at least 315 credits across years one, two, and three.

4.101 To be eligible for the award of MEng or MSci, a student must:

- i. take modules to a total value of 480 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at each of levels 4, 5 and 6;
- iii. take modules to a minimum value of 120 credits at level 7;
- iv. take modules to a maximum value of 150 credits at level 4 or lower;
- v. take modules to a maximum value of 30 credits at level 3;
- vi. pass modules to a minimum value of 420 credits (excluding modules at level 3)
- vii. pass modules to a minimum value of 90 credits at level 7.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

The information in the table at 4.90 was previously held in the special regulations.

Regulation: 4.168, 4.212, 4.222, 4.230, 4.249, 2.259 – Exit award classification

Various tables, each showing that the classification for any exit award will be 'pass'.

Change and reason

Senate agreed that all UG exit awards would be issued on a pass/fail basis as part of the outcome of the Assessment Governance Review 2013/14.

Regulation: 4.213-216 (4.215 unaffected) – FdA and FdSc award rules

4.213 To progress from one developmental year to the next, a student must:

- i. meet all programme and pathway requirements;
- ii. fail (after resit) no more than 30 credits in any one developmental year;
- iii. achieve an average mark of 40.0 or higher, calculated across all credits taken to date);
- iv. take and pass modules as follows:
 - a. Years one to two: take 120 credits, including a minimum of 90 at level 4. Pass modules to the value of at least 90 credits.

4.214 To be eligible for the award of FdA or FdSc a student must:

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

4.216 To be eligible for the award of FdA or FdSc, a student must:

- i. take modules to a total value of 240 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at each of levels 4 and 5;
- iii. take modules to a maximum value of 150 credits at level 4 or lower;
- iv. take modules to a maximum value of 30 credits at level 3;
- v. pass modules to a minimum value of 210 credits (excluding modules at level 3)
- vi. pass modules to a minimum value of 90 credits at level 5 or higher.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: 4.223 – FdA/FdSc exit award

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

Change and reason

Previously stated that the exit award was the Foundation Certificate (a level three award – the FdSc and FdA are taught entirely at levels four and five). Senate approved the change as part of the Assessment Governance Review 2013/14.

Regulation: 4.225-226 – FdCert award rules

4.225 To be eligible for the award of Foundation Certificate (FdCert), a student must:

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

4.226 To be eligible for the award of Foundation Certificate, a student must:

- i. take modules to a total value of 120 credits in one developmental year;
- ii. take modules to a minimum value of 90 credits at level 3;
- iii. pass modules to a minimum value of 105 credits.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: 4.235, 4.240-241 DipHE award rules

4.235 To progress from one developmental year to the next, a student must:

- i. meet all programme and pathway requirements;
- ii. fail (after resit) no more than 30 credits in any one developmental year;
- iii. achieve an average mark of 40.0 or higher, calculated across all credits taken to date);
- iv. take and pass modules as follows:
 - a. Years one to two: take 120 credits, including a minimum of 90 at level 4. Pass modules to the value of at least 90 credits.

4.240 To be eligible for the award of Diploma of Higher Education, a student must:

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

4.241 To be eligible for the award of Diploma of Higher Education, a student must:

- i. take modules to a total value of 240 credits, equivalent to 120 credits per developmental year;
- ii. take modules to a minimum value of 90 credits at each of levels 4 and 5;
- iii. take modules to a maximum value of 150 credits at level 4 or lower;
- iv. take modules to a maximum value of 30 credits at level 3;
- v. pass modules to a minimum value of 210 credits (excluding modules at level 3)
- vi. pass modules to a minimum value of 90 credits at level 5 or higher.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: 4.243-244 CertHE award rules

4.243 To be eligible for the award of CertHE, a student must:

- i. Meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);
- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

4.244 To be eligible for award of Certificate of Higher Education, a student must:

- i. take modules to a total value of 120 credits in one developmental year;
- ii. take modules to a minimum value of 90 credits at level 4;
- iii. take modules to a maximum value of 30 credits at level 3;
- iv. pass modules to a minimum value of 105 credits (excluding modules at level 3)
- v. pass modules to a minimum value of 90 credits at level 4 or higher.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: 4.253-255 GradCert and GradDip award rules

4.253 To be eligible for the award of Graduate Diploma or Graduate Certificate, a student must:

- i. meet the requirements for the approved programme for which they are registered;
- ii. meet the requirements for the duration of registration;
- iii. take the required total credit value for the award (see below);
- iv. meet the minimum credit value at the level of the award (see below)
- v. not exceed the maximum credit value at the lowest level for the award (see below);

- vi. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vii. achieve a minimum College Mark of 40.0 or higher.

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

- i. take modules to a total value of 60 credits in one developmental year;
- ii. take modules to the value of 60 credits at level 6;
- iii. pass modules to the value of 60 credits at level 6;

4.255 To be eligible for the award of Graduate Diploma, a student must:

- i. take modules to a total value of 120 credits in one developmental year;
- ii. take modules to a minimum value of 90 credits at level 6;
- iii. take modules to a maximum value of 30 credits at level 5 or lower;
- iv. pass modules to a minimum value of 105 credits (excluding modules at level 3)
- v. pass modules to a minimum value of 90 credits at level 6 or higher.

Change and reason

Agreed as part of the Assessment Governance Review 2013/14 by Senate in June 2014. Previously, students had to pass three quarters of the credits taken. Now, students must pass seven eighths of the credits, including at least 90 at the level of the award.

Regulation: Ordinary Degree

4.263 The Ordinary degree exists only as an exit award.

4.264 To be eligible for the award of Ordinary Degree, a student must:

- i. meet the requirements for the duration of registration;
- ii. take the required total credit value for the award (see below);
- iii. meet the minimum credit value at the level of the award (see below)
- iv. not exceed the maximum credit value at the lowest level for the award (see below);
- v. meet the progression requirements at the end of each developmental year, and be in the final developmental year;
- vi. achieve a minimum College Mark of 40.0 or higher.

4.265 To be eligible for the award of Ordinary Degree, a student must:

- i. take modules to a total value of at least 360 credits;
- ii. pass modules to a value of at least 270 credits;
- iii. take modules to the value of 60 credits at level 6;
- iv. pass modules to the value of 60 credits at level 6;

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

4.267 The College Mark for the Ordinary Degree shall be the mean mark of the best 360 credits taken by a student, including at least 60 passed credits at level 6.

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

4.269 The classification of the Ordinary Degree shall be made according to the following scale:

College Mark	Classification as an exit award
40.0 – 100.0	Pass

Change and reason

New exit award, approved by Senate in June 2014 as part of the Assessment Governance Review 2013/14. It has also been added into the regulations on BA, BSc, BSc (Econ), BSc (Eng), BEng, MEng and MSci awards as one of the available exit awards.

5: Regulations for Postgraduate Programmes

Regulation: 5.27, 5.114, 5.137 - Condoned failure

Examination boards may normally condone failure in the taught component of modules up to the value of 30 credits (or 15, for PGCert) where:

- i. the student has achieved a module mark of 40.0 or more; *and*,
- ii. the average achieved across all modules is 50.0 or greater.

Change and reason

Previously, 5.27i stipulated a minimum module mark of 30.0 or more. This was raised to 40.0 as part of the Assessment Governance Review 2013/14 to better reflect the fact that condonement was for relatively narrow failures.

Regulation: 5.63 – Postgraduate progression from taught modules to project

Individual programme regulations may specify that the taught component must be taken and passed before a student progresses to the dissertation or project (programmes using the hurdle are listed in the *Special Regulations*). Where this is the case, progression shall be considered and agreed by the relevant Subject Examination Board. In such cases, a student must:

- i. take modules to the value of 120 credits; *and*,
- ii. pass modules to the value of at least 90 credits; *and*,
- iii. achieve an average mark of at least 50.0 across all taught modules; *and*,
- iv. achieve module marks of at least 40.0 in all modules.

Change and reason

Previously, point iv specified a minimum mark of 30. This was incompatible with the approved decision to move the minimum mark for condoned failure from 30 to 40, as it could have allowed students to progress despite having no prospect of ever achieving the award, thereby setting students up for failure. Associated changed to specific programmes in the special regulations at 6.5, 6.32, 6.42, 6.45 and 6.47. This item was specifically considered and endorsed by Education Quality Board on 13 May 2015.

Regulation: 5.64 – Postgraduate progression for part-time students

Individual programme regulations may specify that a progression hurdle must be passed before a part-time student can progress to the second developmental year (programmes using the hurdle are listed in the *Special Regulations*). Where this is the case, progression shall be considered and agreed by the relevant Subject Examination Board. In such cases, a student must:

- i. take modules to the value of 60 credits; *and*,
- ii. pass modules to the value of at least 30 credits; *and*,
- iii. achieve module marks of at least 40.0 in all modules.

Change and reason

Previously, point iv specified a minimum mark of 30. This was incompatible with the approved decision to move the minimum mark for condoned failure from 30 to 40, as it could have allowed students to progress despite having no prospect of ever achieving the award, thereby setting students up for failure. Associated changed to specific programmes in the special regulations at 6.33 and 6.44. This item was specifically considered and endorsed by Education Quality Board on 13 May 2015.

Items for specific note

MEng/MSci pass mark for award

The minimum College Mark for an MEng or MSci is currently 40.0 (for award, not modules). However, in the Assessment Governance Review 2013/14 Senate approved a recommendation for all level seven awards to have a pass mark of 50.0, and the diagrams showing the new award rules applied that to integrated Masters programmes. There was no specific discussion of raising the pass mark for integrated Masters programmes, however, and the issue was specifically reviewed. It is mathematically very unlikely that an integrated Masters student would achieve a College Mark between 40.0-49.9 while also having sufficient credits from award due to the progression rules and the pass mark of 50.0 for level seven modules. However, it is possible. Benchmarking of other Russell Group institutions indicated that the vast majority retained a pass mark of 40.0.

Senate is asked to **note** that the award pass mark for MEng and MSci awards will remain at 40.0.

SEFP and the new award rules

Students who began the Science and Engineering Foundation Programme in 2014/15 will (subject to meeting the progression requirements) proceed to undergraduate programmes at QMUL in 2015/16. The Faculty of Science and Engineering has considered whether the 2014/15 or 2015/16 regulations should apply to these students for the undergraduate programme. The Faculty agreed that the 2015/16 regulations should apply, so that there was not a situation where former SEFP and direct entry students were assessed on different regulations despite completing the same programme at the same time. This approach is compatible with legal advice that QMUL received in the past, when reviewing the number of resit attempts available to students.

Senate is asked to **note** the Faculty of Science and Engineering's decision to apply the 2015/16 regulations to students from the 2014/15 SEFP cohort beginning undergraduate programmes in 2015/16 (or later). The request was endorsed by Education Quality Board on 13 May 2015.

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