

## **Academic Regulations 2019-20**

### **Summary of changes**

#### **General**

1. The Academic Regulations have been redrafted to make them more concise and accessible. Their length has been reduced by around a third. Regulations have been rewritten into the singular (a student will, rather than students will), and 'shall' has been replaced by 'will' throughout (in addition to many other individual language changes). Terms and processes are described in greater detail, and internal links had been added throughout, to provide more information on concepts and terms to readers. Web links to Queen Mary pages have also been added, where appropriate. The document has been reformatted in accordance with Queen Mary's revised visual style.
2. The applicability of the regulations has changed. Previously sections 1-3 applied to all students irrespective of cohort, while only sections 4-7 (progression and award rules) 'followed' a student throughout their studies. This has been amended, and the regulations that a student signs up to when they first join a programme will in future remain in effect throughout their studies. This has necessitated removal of certain regulations that covered processes that Queen Mary needs scope to update each year, and which apply equally to all students – these have been presented separately as the Interruption of Study Policy, the Appeal Policy, the Academic Misconduct Policy, and the various Admissions policies.
3. The change to the regulations' applicability status meant that special consideration was required for students from previous cohorts. This has been resolved through a regulation (1.5) stating that: "*Parts of the Academic Regulations 2019-20 also apply to students who registered for the first year of a programme prior to 1 August 2019. Specifically, regulations that appeared in sections one, two, or three of older iterations of those regulations are superseded by the equivalent regulations in the current iteration. This follows a change in the format of the regulations.*" This will appear only in the 2019-20 edition and will not be necessary in subsequent years.

#### **Section 1: Framework and Governance**

4. This section focuses on the nature and applicability of the regulations, and the major delegations of authority from the Senate. The previous edition included a great deal of detail on the constitution and terms of reference of Subject and Degree Examination Boards, and on external examiners. This has been removed in its entirety other than a single regulation on the devolved powers of SEBs and DEBs. The content is already replicated in the Assessment Handbook, where it sits much better. The roles of other Boards were not clearly defined, and the high-level remits of the Partnerships Board, Taught Programmes Board (and Teaching and Learning Committees), Partnerships Board, and Research Degrees Programmes and Examinations Board are now included.

#### **Section 2: General Regulations**

5. This is, and was, a very broad section. It has been reorganised into themes that follow the student lifecycle: admission, student conduct and expectations, enrolment and registration, studying for a programme, studying for a module, and award. Many elements that previously appeared in both sections four and five (UG and PGT progression and award regulations) have been moved here to remove duplication.
6. The regulations on interruption, assessment offences, appeals, and most regulations on admission have been moved to separate policies, so that they are not tied to cohorts as an unintended consequence of the revised regulations. These processes are still referenced, and the policies are linked. One new admission regulation has been added, to make clear that deposits may be charged (2.31).
7. A new regulation has been added stating that: "*A student must check their Queen Mary email account regularly for messages*" (2.10).
8. The regulation on maximum duration of study (2.43) has been amended to make clear that a student who 'will not be able to' complete within the maximum duration is at risk of deregistration, as well as students who have actually reached that limit: "*The maximum duration of study is the normal duration plus one year (excepting the MBBS and BDS programmes, where it is the normal duration plus two years). A student who exceeds this limit will have their registration and enrolment terminated and will cease to be a student. Queen Mary may also deregister a student where it is no longer possible for a student to complete a programme within the remaining period of permitted maximum duration.*"

9. Authority to allow concurrent study has been moved from the relevant Head(s) of School(s) to the Head of Admissions, to increase consistency of approach (2.46).
10. The conditions under which a student may change programme have been fully codified for the first time (2.48):
 

*“When Queen Mary makes an offer to study at Queen Mary, it is for the programme specified in the offer communication. Requests to change programme will only be considered exceptionally, only where places are available, and only where the conditions below are met. A request to change programme requires approval from the relevant Head of School (or nominee) and, for applicants and first-year students, the Head of Admissions (or nominee).*

  - i. *“an applicant may only change programme at the offer stage if they meet the published entry requirements for the intended programme.*
  - ii. *“a first-year student may only change programme if they meet the published entry requirements for the intended programme and all published requirements for the intended programme up to the point of transfer, including registration for or satisfactory completion of all specified modules.*
  - iii. *“a student in a subsequent year of study may only change programme if they meet all published requirements for the intended programme up to the point of transfer, including registration for or satisfactory completion of all specified modules.”*
11. Following discussions with Student Services, the regulation on the deregistration of students for non-engagement has been amended to include an additional provision for students with mental health disabilities. Though the regulation has been reworded, only the last (underlined) sentence changes the process (2.59): *“Where a student fails to meet the published requirements for engagement, the Head of School/Institute (or nominee) will issue the student with a formal warning in writing, and give a specified period in which to improve one or more of attendance, participation, and submission of assessments. If the student does not satisfactorily improve their engagement then they will be deregistered. Where a student holds a Tier 4 (General) Student Visa, Queen Mary is obliged to report non-engagement to UK Visas and Immigration, and may deregister a student without this formal warning process. Before deregistering a student with a declared mental health disability, the School/Institute must consult with the Mental Health Coordinator (or deputy) in the Disability and Dyslexia Service and hold a meeting with the student under the Fitness to Study Policy with a member of the Disability and Dyslexia Service present.”*
12. A new regulation limits the point at which a student may change module. This is current practice and is part of the module registration process, but was not codified in the regulations (2.63): *“Once a student’s module choices have been confirmed, the student will not normally be permitted to make any further changes. . A student will only be permitted to change modules more than two weeks into the teaching of a module in exceptional circumstances.”*
13. The ‘College Mark’ has been renamed the ‘Classification Mark’ (2.111) to fit Queen Mary naming conventions.
14. The borderline classification policy (2.112-114) has been included as a regulation (rather than only as a policy in the Assessment Handbook) meaning that it will follow cohorts of students (it has not changed in several years, and there are no current plans to revise it). This will allow ARCS to build the policy into SITS so that exam board reports will apply the rule automatically in future (other than where extenuating circumstances are involved).
15. Delegated authority to revoke awards has been amended from the Principal in all cases to the Principal where revocation would not be in the graduate’s favour, and the Degree Examination Board where it would be in the graduate’s favour (eg where the classification will rise following correction of an administrative issue). In practice, almost all revocations are to the advantage of graduates.

### **Section 3: Assessment Regulations**

16. This section relates principally to the conduct of assessment. There are very few changes to those parts, other than purely administrative points that have been deleted as they sit better (and were already published) in the Assessment Handbook (eg the required ratio of invigilators to students in an examination).
17. The section on extenuating circumstances (3.49-57) has been considerably expanded (without making any changes to the policy) to include more procedural details, possible outcomes, and sources of advice and support.

#### **Section 4: Progression and Award – Undergraduate Programmes**

18. As the title indicates, this section details the requirements for progression and for award for UG programmes. General concepts such as resits, retakes, module grades, and aegrotat awards have been moved to section two, so that they do not have to be replicated in both sections four and five. Overarching requirements that apply to every award (meet any programme specific requirements and complete within the maximum permitted duration of study) have been stated once at the start of the section so that they do not have to be repeated under each award. Credit and level requirements have been combined and simplified. Where special regulations apply this is explicitly indicated (other than for collaborative programmes) and links to the special regulations are included. Awards have been reordered by level (from FdCert to MBBS and BDS).
19. A new section covering progression on programmes with an integrated foundation year has been added (4.9-10). This is a significant change and would see students staying on the same regulations throughout their studies; currently, the regulations for the year of the foundation year apply for the foundation year, and the regulations for the year in which the bachelors/integrated masters part of the programme starts apply thereafter. The change will mean that the regulations for the year of entry to the foundation year apply throughout.
20. Regulations for DipHE, FdA, and FdSc awards have been merged, as the requirements are identical (4.13-16).
21. The regulations around compulsory extramural years have been amended in line with the recommendations of the Group that met in 2018-19 (4.27, 4.29, 4.40, 4.42, 4.54, 4.57). In summary: a student must pass all modules and achieve a minimum weighted mark of 60.0 to progress to a year abroad (with no discretion on that requirement); must pass 90 of the 120 credits to pass the extramural year; and will be transferred to the version of the programme with no extramural year if they fail to progress to, or to pass, the extramural year. The extramural year does not count towards the Classification Mark. Separate arrangements apply to SLLF BA Modern Languages programmes.
22. There are considerable changes to the LLB regulations (4.36-51), which bring them more in line with regulations for other bachelors awards. The major changes concern reassessment – for future cohorts: a student will resit only modules that they fail (rather than all modules, where a system of referral cannot apply); a student who misses the May examination attempt without good reason will not automatically resit out of attendance but instead will have a late summer attempt; the number of permitted attempts will be reduced from three to two. Additionally, the maximum duration of study will be reduced from six years to four, and the word ‘normal’ has been removed from the minimum classification profiles to clarify the extent of permitted discretion. Further discussions are planned for 2019-20, with the possibility of fully harmonising the regulations for 2020-21. The changes are still subject to final agreement; the Department of Law has engaged very positively with discussions but a confirmed implementation date has not yet been agreed, and a possibility remains of implementing all changes in 2020-21 rather than phased across 2019-20 and 2020-21. Should that be the case, the attached regulations will be amended to reflect the status quo for 2019-20.
23. The MBBS and BDS regulations have not been amended as detailed discussions would first be required with the relevant institutes. It is recommended that these take place during 2019-20 – a number of these regulations do not relate to progression or award and do not strictly need to be held in the Academic Regulations (rather than programme specifications and handbooks).

#### **Section 5: Progression and Award – Postgraduate Programmes**

24. As the title indicates, this section details the requirements for progression and for award for PGT programmes. The same general changes apply as for the UG section, as described in paragraph 18.
25. A major change is recommended for classification of postgraduate awards. For a masters programme, a student must achieve a minimum Classification Mark of 70.0+ *and* a minimum dissertation/project mark of 65.0+ for Distinction, or a minimum Classification Mark of 60.0+ *and* a minimum dissertation/project mark of 60.0+ for Merit. The Education Quality and Standards Board approved the introduction of masters programmes with no dissertation/project earlier in 2019/20, and in doing so agreed that the dissertation/project hurdle in classification would need to be removed for all awards (as it would be unfair to place that hurdle on a student studying one programme and not another leading to the same award). The high credit value of the dissertation/project would still have a major effect on the Classification Mark where it was a key part of the programme. Classification would in future be by the Classification Mark alone (50.0+ for Pass, 60.0+ for Merit, 70.0+ for Distinction). This affects regulations 5.22, 5.29, and 5.33.

26. The LLM and certain other CCLS programmes previously had special regulations around condoned failure (allowing the condoning of more credits but from a higher mark than the standard). These have been withdrawn, meaning that the standard rules now apply and the LLM regulations have been merged with those for the other standard one-year masters programmes (as that was the only remaining difference).

#### **Section 6: Special Regulations**

27. This section details exceptions to the standard regulations for individual programmes. The majority relate to progression rules for postgraduate programmes. Many special regulations have been deleted this year, following the work of the extramural year task and finish group – schools previously imposed different hurdles to progress onto extramural years. Several programme-specific regulations for CCLS programmes have also been removed following changes made by the CCLS Teaching and Learning Committee. Otherwise, this section is largely unchanged. There may be further additions or amendments to this section as outcomes of Taught Programmes Board decisions.

#### **Section 7: Special Regulations for Collaborative Programmes**

28. This section contains the regulations for programmes that Queen Mary runs collaboratively with other institutions. It is by far the largest section of the regulations. It has been reformatted but no wording has been changed as the regulations are agreed and approved jointly by Queen Mary and the partner organisations. Regulations for new collaborative programmes with Maastricht University, the University of Malta, Padjadjaran University (UNPAD), and the Medical University of Malaysia (IMU) need to be added for 2019/20 but have not yet been agreed with the partner organisations.
29. The change to classification of postgraduate awards detailed in paragraph 27, will result in the same change to classification for the MA in Intellectual History and the History of Political Thought, run jointly with UCL. UCL classifies on the same system that Queen Mary has adopted and if these regulations were left unchanged then students on this programme would have been left on stricter regulations than other students at either institution.