



Senate

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| Paper Title | Education Quality and Standards Board: summary minutes |
| Outcome requested | The Senate is asked to note the summary minutes. |
| Points for Senate members to note and further information | <p>The Education Quality and Standards Board met on 21 May, 16 July, and 17 September 2025. This paper provides a high-level overview of the meetings.</p> <p>Full papers and minutes are available on the EQSB QMplus page: https://qmplus.qmul.ac.uk/course/view.php?id=6851</p> |
| Questions for Senate to consider | None |
| Regulatory/statutory reference points | Office for Students (OfS) Conditions of Registration Ofsted Education Inspection Framework |
| Strategy and risk | - |
| Reporting/consideration route for the paper | Senate only |
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| Sponsor | Professor Stephanie Marshall, Vice-Principal (Education) |

Education Quality and Standards Board 21 May 2025

The Board:

1. **CONFIRMED** the minutes and reviewed the actions of its previous meeting.
2. **NOTED** update reports from the Vice-Principal (Education) and the QMSU Vice-Presidents.
3. **CONSIDERED** and **ENDORSED** the following documents, recommending approval by the Senate.

a. Academic Regulations 2025-26

In endorsing the revised regulations, the Board **noted** changes from the 2024-25 iteration, which were limited. Attention was drawn to the following points:

- i. New award: License in Dental Surgery
- ii. Changes to practices around concurrent study
- iii. Minor wording updates on engagement and participation expectations to streamline the regulation and reflect new terminology
- iv. Revised wording on modes of study to clarify differences between the intensity of study vs the mode of delivery, and to specify exceptional conditions under which a change to the mode of delivery may be required/permitted
- v. Minor language change to a regulation on deregistration as a consequence of non-engagement
- vi. New categories of assessment, dividing examinations into multiple subcategories to reflect the location of candidates (on campus vs online) and whether or not an exam was to be invigilated
- vii. Removal of regulations on extenuating circumstances and on late submission penalties. Some key points and links have been retained – as policies rather than regulations – but these should (and do) sit in documents other than the regulations, namely the Extenuating Circumstances Policy and the Marking Policy, respectively
- viii. Progression regulations for part-time bachelor's programmes
- ix. A number of programme-specific special regulations (added and removed)
- x. The Faculty of Science and Engineering has proposed a number of changes to better align reassessment practices between Queen Mary's transnational programmes in China, prior to a wider review of those programmes' regulations with a view to increased harmonisation for 2026-27. This work was led by the Deputy Dean for Education (Science and Engineering).

The Board **noted** that the Reasonable Adjustment in Academic Assessment Policy would be added into the document prior to submission to the Senate for approval.

b. Assessment Handbook 2025-26

The Board **noted** the changes from the 2024-25 iteration, and attention was drawn to the following points:

- i. New text on marking turnaround times had been added to the Marking Policy. This text had been endorsed by the EQSB at its previous meeting following a recommendation from the EQSB Assessment Sub-Board and previous discussions at the Senate
- ii. The descriptor for an undergraduate D grade (a mark of 40.0-49.9) had been amended from 'adequate' to 'poor' in the Marking Policy, following sector advice and to meaningfully delineate a D grade from the C grade 'satisfactory'

- iii. The provisions around late diagnosis of a disability and assessment had been updated. The new text was added following a recommendation from the Office of the Independent Adjudicator (OIA) and had been endorsed at the EQSB Assessment Sub-Board
 - iv. The language and links around appeals had been updated throughout the document to refer to the specific categories of appeal policies now in use.
 - c. PGR Academic Regulations and Code of Practice for Research Degree Programmes 2025-26
 - d. Student Learning Engagement Policy
 - e. Reasonable Adjustments in Academic Assessment Policy
 - f. Student Complaints Policy 2025-26
 - g. Student Discipline Policy 2025-26
 - The Board **noted** the key changes to the policy, which included:
 - i. compliance with the new OfS Condition E6 and Freedom of Speech principles on definitions;
 - ii. training requirements for decision-makers and investigators to align with E6;
 - iii. expanded informal resolution details;
 - iv. simplified policy language and removal of repetitions;
 - v. an amendment to the School/Institute role, to informal resolution rather than formal investigations, aligning with current practice and E6.
 - Operationally, the procedures had not changed.
 - h. Professional Capability & Fitness to Practise Policy 2025-26
 - The Board **noted** the key changes to the policy, which included:
 - i. revised presentation in line with current policy guidelines;
 - ii. revised Terms of Reference and meeting structure for the Professional Capability Committee;
 - iii. clarifications on the scope of professional capability and fitness to practise to more clearly align with GMC guidance;
 - iv. removing duplication at the investigation stage for matters referred from another procedure (disciplinary, misconduct and criminal convictions);
 - v. removal of references to Appeal Chair and clarification that reconsideration would be undertaken by Committee of the same composition where required;
 - vi. revised reference to GMC and GDC guidance on criteria and threshold for impairment as relates to fitness to practise;
 - vii. minor amendments to the scope to reflect current Queen Mary programmes covered by PSRBs and recent case law on anonymous or hearsay evidence.
4. **CONSIDERED** the Programme Review census 2 Faculty summary reports for 2024-25, and the overall approach to Programme Review within each Faculty to ensure sufficient assurance in the review of taught programmes.

Education Quality and Standards Board 16 July 2025

The Board:

1. **CONFIRMED** the minutes and reviewed the actions of its previous meeting.
2. **NOTED** update reports from the Vice-Principal (Education) and the QMSU Vice-Presidents.
3. **CONSIDERED** and **ENDORSED** the following documents, recommending approval by the Senate.
 - a. Late submission penalty for online examinations
 - b. Updated wording for the marking turnaround policy
 - c. Draft recommendations presented in the TEF Mock Assessment Process (MAP) 2024-25 report to enhance institutional preparedness for TEF 2027
 - d. Module Experience Survey reports and analysis 2024-25
4. **APPROVED** the updated Queen Mary Academic Credit Framework.
5. **NOTED** the Student Voice Committee (SVC) annual report 2024-25.
6. **NOTED** the Admissions Policy 2026-27.
7. **APPROVED** the additional admissions policies that sat under the main Policy, which included the following:
 - i. Admissions Appeal and Complaints Policy
 - ii. FMD Admission Policy
 - iii. Malta Admissions Policy
 - iv. Accreditation of Prior Learning Policy
 - v. Admissions Student Immigration Policy
 - vi. Admissions under 18 Policy
 - vii. Student Transfer Policy
 - viii. Degree Apprenticeship Admissions Policy
 - ix. English Language Policy for Courses delivered onsite
 - x. English Language Policy for DL and Short Courses
 - xi. English Language Policy for Postgraduate Research Associates
8. **NOTED** the appointment of two new chairs of the Degree Examination Boards.
9. **APPROVED** the QM Extras and Prizes July 2025 update, which included four additional academic prizes.

Education Quality and Standards Board 17 September 2025

The Board:

1. **CONFIRMED** the minutes and reviewed the actions of its previous meeting.
2. **NOTED** update reports from the Vice-Principal (Education) and the QMSU Vice-Presidents.
3. **CONSIDERED** and **ENDORSED** the following documents, recommending approval by the Senate.

- a. EQSB Terms of Reference and Membership 2025-26
- b. EQSB and Assessment Sub-Board business plans 2025-26
- c. Suspension of Regulations annual report 2024-25

The Board **noted** key points from the report, which included:

- i. A total of 69 suspensions were recorded—unchanged from last year. The overall number has plateaued, and the nature and concentration of cases may raise concerns. Three schools accounted for over half of all suspensions.
 - ii. Suspensions related to programme and module diets rose significantly (30 cases, up from 15). Module assessment suspensions fell, but remain high (25 cases, down from 42). However, all assessment-related suspensions were avoidable and largely stemmed from procedural issues.
 - iii. Common issues include delivery of unapproved assessment schemes, poor communication of programme changes, and misalignment with partner institutions. These may reflect a need for intervention in curriculum management, oversight, and staff briefing.
- d. External Member of the Degree Examination Boards annual report 2024-25
The Board **noted** that the report affirms the overall robustness of Queen Mary's academic quality and standards, while highlighting two key concerns:
 - i. concerns in the School of Electronic Engineering and Computer Sciences (EECS) due to persistently high First Class rates (also flagged in the 2023–24 report) which are significantly out of line with the sector. Governance gaps resulting in EECS' results not being considered at the DEB and EECS' results were not viewed as credible by the DEB or the External Member.
 - ii. operational challenges, particularly around IT systems. Multiple IT disruptions delayed exam report availability in the run-up to the DEBs due to SITS updates and outages and other issues, creating significant issues for staff and placing the Boards at risk.

The EQSB would now commission a formal review of the School's provision and procedures, chaired by the Vice-Principal (Education), and including an assessment and report from an external reviewer. Actions would focus on strengthened oversight by, and engagement with, the Faculty Education team and the production of an action plan by the School to address the outputs of the review and the Faculty discussions.

4. **NOTED** the Queen Mary Academy annual impact report 2024-25
5. **NOTED** a Curriculum Manager project update for September 2025
6. **APPROVED** the QM Extras and Prizes September 2025 update, which included twenty-four additional QM Extras and one academic prize.