

Academic Regulations 2025-26

Summary of changes

- **1.7 License in Dental Surgery**

The License in Dental Surgery (LDS) is a new level 7 undergraduate award. Approval was granted to add the award to Queen Mary's Ordinances, and the LDS is now referenced in the Academic Regulations as part of the list of awards that Queen Mary can confer.

The LDS will require a set of unique progression and award regulations. These will be drafted for the 2026-27 iteration of the Academic Regulations in time for when the first cohort of LDS students commence study.

- **2.49-50 Concurrent study**

Previous iterations of the regulations have prohibited concurrent study, except by exceptional agreement on a case-by-case basis. The regulation is difficult to robustly enforce as it relies upon students making declarations of their concurrent study.

The regulations have been amended to retain the prohibition of concurrent study on two Queen Mary programmes (also retaining the exemption for intercalated programmes), for which we have reliable data that allows for fair and consistent application of the regulation. The prohibition on external concurrent study has been removed, but it has been replaced with a strong advisory notice against concurrent study, warning that any impact from the second programme upon the Queen Mary programme will not be viewed as extenuating circumstances or as good reason for a lack of engagement, etc. The underlined text links to the relevant sections of the Academic Regulations in the original file.

2.49 *A student cannot simultaneously be registered for more than one Queen Mary programme without the express permission of the Senate, or its delegated authority (the Director of Admissions, or nominee). Intercalated programmes are an exception to this rule; an intercalating student remains registered on their primary programme, though there must be no overlap with the subsequent year of the primary programme unless the intercalation period is for a postgraduate programme.*

2.50 *It is recommended that students do not concurrently study at another institution while registered at Queen Mary. Workload associated with another programme of study will not be treated as good reason for a lack of engagement or as grounds for extenuating circumstances. Students commit on enrolment to being able to meet the requirements of the Queen Mary programme.*

- **2.58 Attendance and participation**

This regulation has been updated to include a direct reference to the Student Learning Engagement Policy, which holds the associated details. Other elements of the original regulation have been deleted to as to streamline the text, now that this is held in the Policy.

2.58 *Queen Mary sets minimum requirements and expectations for a student's engagement with teaching, learning, and assessment in the Student Learning Engagement Policy, which is expanded upon in information published by the student's school/institute. Failure to comply with these requirements may result in deregistration.*

Old text

“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.”

- **2.51-52 Modes of study**

These pre-existing regulations have been rewritten to (i) emphasise the differences between intensity of study and modes of delivery within modes of study, (ii) to better align the language and responsibilities with UKVI terminology and expectations, and (iii) to include text to allow for exceptional remote delivery in a number of defined situations (using text from the Student Learning Engagement Policy):

2.51 *Each programme has one or more specified modes of study. These relate to (i) the intensity of study (full-time, part-time, or variable-mode) and (ii) the mode of delivery (on campus, distance learning, study abroad/on placement). A programme may sometimes include different modes of study in different developmental years.*

2.52 *It is not possible to change the mode of study except in the following circumstances:*

- i where a programme is available in multiple approved modes of study (for example, full-time and part-time, or on campus and distance learning) a student who meets all requirements for registration on the other mode may request to change to that version in line with the change of programme regulations.*
- ii exceptionally (normally in a case related to severe extenuating circumstances), a reduction to the intensity of study for an individual student may be approved so as to allow part-time study where there is no approved part-time version of a programme. The student must already be registered with Queen Mary and must be eligible to study on a part-time basis. This requires approval from the Senate, or its delegated authority (the Director of Registry Services, or nominee, on the recommendation of a Head of School/Institute Director).*
- iii by exception, remote delivery may also be permitted in circumstances where requiring face-to-face delivery would constitute discrimination under the Equality Act 2010, or where continuity of education provision would otherwise be interrupted by unforeseen circumstances (for example industrial action, extreme weather, periods of travel restriction).*

Old text

Each programme has one or more specified modes of study. These relate to the intensity (full-time, part-time, or variable-mode) and the nature of study (on campus, study abroad/on placement, distance learning). Change of mode of study is not permitted unless the programme allows for this (eg some programmes are available in full-time and part-time modes). A programme may include different modes of study in different developmental years; this is normally limited to variation in the nature rather than the intensity of study.

Exceptionally (normally in a case related to severe extenuating circumstances), a Head of School/Institute may recommend making a part-time mode of study available for an individual student already registered with Queen Mary where there is normally no part-time mode available. This requires approval from the Senate, or its delegated authority (the Director of Registry Services, or nominee).

- **2.60 Deregistration (from a programme) as a result of non-engagement**

This is an existing regulation. The only change is that the final sentence previously read “..may be deregistered...” – this has been updated to “should ordinarily be deregistered” to recognise both Queen Mary’s external regulatory obligations, and the most likely outcome.

2.60 A student who does not meet the published requirements for engagement through one or more of persistent absence, failure to participate, or failure to submit assessments by the relevant deadlines without good reason should ordinarily be deregistered from the programme of study.

- **3.10 Assessment types**

The Education Quality and Standards Board has approved the division of centrally-timetabled and administered examinations into three sub-categories. This is reflected in the Regulations as an update to pre-existing text.

3.10 Queen Mary recognises five categories of assessment, within each of which is a wide variety of assessment types. These are primarily administrative divisions, but there are policies and regulations specific to certain categories, especially examinations. Those that relate to students are detailed below. The high-level assessment categories are:

- i Examinations and timed assessments:*
 - a Centrally timetabled and administered examinations:*
 - (1) In-person written.*
 - (2) In-person computer-based.*
 - (3) Remote computer-based.*
 - b School/institute timetabled and administered examinations and assessments.*
- ii coursework.*
- iii practical assessment.*
- iv dissertation or project.*
- v professional capability assessment.*

- **3.48 Late submission of assessment**

The late submission policy has not changed, but the detail of the policy has been removed from the Academic Regulations. As a policy rather than a regulation this does not follow a student throughout their studies. The policy will now sit only within the Assessment Handbook (where it already appears); a reference to the policy and a signpost to the Assessment Handbook have been retained.

3.48 If an assessment is submitted after the specified deadline it will be recorded as late and a penalty will be applied, unless there are valid extenuating circumstances. Late submission penalties and procedures are detailed in the Marking Policy, in the Assessment Handbook for the academic year appropriate to the module and assessment.

- **3.49-52 Extenuating circumstances**

A new Extenuating Circumstances Policy will come into effect from 2025-26. As a policy rather than a regulation this does not follow a student throughout their studies. An outline of the Policy’s scope, a sign-post to the Policy and to guidance and support (including AskQM), and references to two central pillars of the Policy (fit-to-sit, and the fact that extenuating circumstances cannot be used to award extra marks) have been retained.

3.49 Queen Mary's Extenuating Circumstances Policy addresses the consideration of circumstances that may have impacted a student's ability to undertake an assessment. Extenuating circumstances claims and outcomes must be made and given in full accordance with the Policy.

3.50 Queen Mary operates a 'fit to sit' policy. This means that if an assessment of any type is attempted or submitted then that attempt will be marked and counted as the student is deemed to be fit to sit or submit the assessment. Any subsequent claim for extenuating circumstances will not normally be considered. There is a special process for a student who falls ill 'during' an invigilated examination.

3.51 Queen Mary cannot award extra marks as an outcome of a claim for extenuating circumstances. Assessment is designed to measure achievement, not potential, and marks cannot be awarded for what a student may have had the potential to achieve.

3.52 A student may seek additional guidance on extenuating circumstances from AskQM, the Advice and Counselling Service, or their school/institute.

- **4.27 Progression regulations for part-time standard bachelors programmes**

Queen Mary will begin delivery of its first undergraduate part-time programme in 2025-26, the distance learning BSc Pharmacology and Drug Discovery. This necessitates the inclusion of progression regulations for part-time undergraduate study for the first time. The Education Quality and Standards Board and the Senate were consulted on draft regulations in May/June 2024. They agreed that progression should mirror the full-time equivalent wherever possible; for the other progression points (equivalent to mid-way through the developmental year for a full-time programme) the threshold would be set at the minimum level at which a student who went on to pass all 60 credits in the subsequent part-time year could meet the minimum progression requirements for the following year (or, in the case of the final progression point, the minimum award requirements):

4.27 For a standard part-time bachelors programme, part-time years one and two comprise developmental year one, part-time years three and four comprise developmental year two, and part-time years five and six comprise developmental year three. To progress from one year to the next on a standard part-time BA, BEng, LLB, BSc, BSc (Econ), or BSc (Eng), a student must:

- i take 60 credits in each of the six part-time years, which is equal to 120 credits in each developmental year. A minimum 90 credits in developmental year one must be at level 4. A minimum 90 credits in developmental year two must be at level 5. A minimum 90 credits in developmental year three must be at level 6.
- ii pass modules to achieve the following minimum credit values and marks:
 - a Part-time years one to two: 30 credits.
 - b Part-time years two to three (developmental years one to two): 90 credits, with a minimum weighted average mark of 40.0 across developmental year one.
 - c Part-time years three to four: 135 credits.
 - d Part-time years four to five (developmental years two to three): 195 credits, with a minimum weighted average mark of 40.0 or higher using the two weighted average developmental year marks in a 1:3 weighting (developmental year one counting for 25 per cent and developmental year two for 75 per cent of the mark).
 - e Part-time years five to six: 255 credits.

- **6. Special regulations**

A number of programmes have had special regulations added or removed, following approval by the Taught Programmes Board and/or the Education Quality and Standards Board.

- 6.13 BSc Accountancy [Flying Start]
- 6.74 LLMs with SQE
- 6.76 PgCert Trade Mark Law and Practice
- 6.84-85 Certificate in Learning and Teaching
- 6.87-88 PgCert Academic Practice
- 6.89-90 MEd Academic Practice
- 6.92 MSc in Forensic Psychology and Mental Health (PSFPM)
- [Deleted] MSc Management of Intellectual Property

- **7. Special Regulations for Collaborative Programmes**

- 7.8 LLM Intellectual Property, Data and the Law (dual award programme with MIPDaL).
- 7.4 and 7.5 BSc (Eng) programmes with BUPT and with Queen Mary School Hainan:
 - Removal of regulations related to cohorts that have completed their study.
 - Clarification on the number of resits allowed, compensation of modules and related conditions for withdrawal.
 - Further clarification on progression requirements.
 - Further clarification on interruption requirements.
- 7.6 BSc programmes with Nanchang University (NCU):
 - The number of resit attempts allowed in the normal study period reduces from three to two.
- 7.7 BEng programmes with Northwestern Polytechnical University (NPU)
 - The changes aim to reduce the instances of students continuing the JEI with trailing credits over a long period of time (greater than six years). This is done by providing more specific detail on the number of attempts that are allowed to pass and clearer guidance on what the outcome of failing those attempts is.
 - Additionally, the change in the regulations defines deregistration conditions due to poor academic performance and outlines that students will be assigned one-year probation in their programme. Full tuition fees are required during probation period.
 - The terminology on assessment/reassessment in the glossary has been updated for greater clarity.