

Summary of key changes to General and Academic Regulations, Policies and Guidance for 2026/2027

This table presents the [key changes](#) to the General and Academic Regulations for 2026/2027 approved by Academic Council sub-committees.

[Policies and regulations - 2026/2027 - Kingston University London](#)

Regulation, Guidance or Policy	Details
General Regulations	
General Student Regulations – GR1	• Inclusion of reference to the University's Freedom of Speech obligations and the Single Source of Information relating to the prevention and addressing of bullying and harassment in the Student Code of Conduct. • Amendment introducing provisions relating to the non-payment of accommodation fees, including exclusion from graduation ceremonies, termination of accommodation rights, and the initiation of debt recovery action. (Paragraph 13) • Inclusion of a new approach to providing disabled students with access to support and reasonable adjustments through a Summary of Support Needs (SoSN). All students who declare a disability will automatically receive a standard SoSN with common inclusive adjustments, without requiring medical evidence ensuring timely and inclusive support. An enhanced SoSN will be available from the Disability and Mental Health service for students requiring bespoke adjustments supported by medical evidence. (Paragraphs 30-35)
Student Conduct and Behaviour Procedure – GR3	• Precautionary measures and appeals against such measures: Clarification on suspensions and Enforced Breaks of Study processes (paragraphs 5.6-5.10); appealing the outcome of a risk assessment (paragraph 5.11); option for appeal reviewer to refer the decision back to the risk assessment panel for further consideration taking into account the reviewer's findings (paragraph 5.13)

Fitness to Practise Procedure – GR4	• Precautionary measures and appeals against such measures: Clarification on suspensions and Enforced Breaks of Study processes (paragraphs 8.1-8.8); appealing the outcome of a risk assessment (paragraph 8.9); option for appeal reviewer to refer the decision back to the risk assessment panel for further consideration taking into account the reviewer's findings (paragraph 8.11)
Academic Regulations	
Awards of the University – AR1	• Following a periodic review, the Awards of the University (AR1) have been updated to improve accessibility, making the regulations more concise and easier to navigate for students and staff. • Degree Apprenticeship Awards: New section added clarifying the criteria for conferral of a Degree Apprenticeship award. Confirms that the award is conferred when both the academic requirements and all apprenticeship requirements have been successfully completed, including any End Point Assessment and all required Knowledge, Skills and Behaviours. (Paragraphs 12-14) • Aegrotat and Posthumous awards: Amendment of regulations pertaining to the award of Aegrotat and Posthumous awards. Clarification that an aegrotat award may be conferred on completion of at least two thirds of the credit required for the intended registered award. Clarification that a posthumous award may be conferred on successful completion of at least half of the credit required for the intended registered award, and if this is not met exceptional cases may be approved by the PVC Education. • MArch Architecture award: reclassified as an undergraduate integrated masters award rather than a postgraduate award. (Paragraph 24, 29) • Level 3: Clarification that the University does not confer level 3 awards but does confirm credits achieved if a student exits at this level. (Annex 1)

Undergraduate Regulations – AR2	Expanded and clarified disability support arrangements through a Summary of Support Needs (SoSNs), setting out responsibilities, timescales and processes for implementing reasonable adjustments, alternative assessments and exam/in-class test arrangements for students with disabilities, including support for students with short-term or newly identified conditions. (Paragraphs 23-29)
Postgraduate Regulations – AR3	Expanded and clarified disability support arrangements through a Summary of Support Needs (SoSNs), setting out responsibilities, timescales and processes for implementing reasonable adjustments, alternative assessments and exam/in-class test arrangements for students with disabilities, including support for students with short-term or newly identified conditions. (Paragraphs 20-26)
Mitigating Circumstances and Extensions Regulations - AR5	- Inclusion of a new section on the mitigation of portfolio assessments (assessments comprising more than one piece of work). The section directs students to the relevant sources of information to determine whether they are required to submit a formal mitigation claim or whether local arrangements apply. (Paragraph 62) - Addition of two new examples of acceptable mitigating circumstances, together with the evidence required to support claims made on these grounds: - Geopolitical events and natural disasters - Temporary suspension of studies that prevents the submission of assessment(s) (Annex 1 – Guideline on Acceptable/Unacceptable Mitigation)
Academic Integrity Regulations Taught Courses- AR6	- Inclusion of a definition for academic misconduct in a time-constrained assessment. (Paragraph 17) - Clarification on the procedures which will be followed should there be an allegation of academic misconduct in a time-constrained assessment such as an in-class test. (Paragraph 28) - Introduction of Type 1 and Type 2 classifications for academic misconduct to make it easier to identify the penalties associated with different forms of misconduct. No change has been made to the underlying penalty framework.

Degree Apprenticeship Regulations – AR10	• Criteria for conferring Degree Apprenticeship Awards: Clarification that the award is conferred when both the academic requirements and all apprenticeship requirements have been successfully completed, including any End Point Assessment and all required Knowledge, Skills and Behaviours. (Paragraph 121) • Expanded and clarified disability support arrangements through a Summary of Support Needs (SoSNs), setting out responsibilities, timescales and processes for implementing reasonable adjustments, alternative assessments and exam/in-class test arrangements for students with disabilities, including support for students with short-term or newly identified conditions. (Paragraphs 37-43)
Appeals Regulations (2026/7 will be published in January 2027)	• Inclusion of a definition of Academic Judgement. Clarification of the term, as derived from the OIA Good Practice Framework: Academic judgment is not any judgment made by an academic; it is a judgment that is made about a matter where the opinion of an academic expert is essential. So for example a judgment about marks awarded, degree classification, research methodology, whether feedback is correct or adequate, and the content or outcomes of a course will normally involve academic judgment.
Academic Policies	
Audio Recording of Lectures by Students – AP4	• This Policy has been discontinued and is replaced by a new Policy: Recording of Teaching – AP4
NEW - Recording of Teaching – AP4	• This is a new document which sets out the University's Policy on the Recording of Teaching
Cancellation of Learning and Teaching Activities – AP8	• Following a periodic review, this Policy has been updated to improve accessibility, making the Policy more concise and easier to navigate for students and staff and ensuring the key principles and accountabilities are clear. • The policy has been renamed from the 'Timetabled Student Activity Cancellation Policy' to 'Cancellation of Learning and Teaching Activities Policy'

Timetabling Scheduling Policy – AP12	Following a review, this Policy has been updated to improve accessibility, making the Policy more concise and easier to navigate for students and staff and ensuring the key principles and accountabilities are clear.
Fairness in Assessment Policy – AP14	Ephemeral work: Alignment of digital capture and retention arrangements for ephemeral work, as per the Retention of Assessed Work Policy.
Student Attendance and Engagement Policy – AP15	- The policy has been renamed from the 'Student Attendance Policy' to the 'University Attendance and Engagement Policy'. - Expectations regarding attendance and engagement have been clarified in light of the new Recording of Teaching Policy: The University records teaching activity, however this cannot be used to replace attendance at scheduled teaching sessions and should be used as an additional resource to supplement learning. - An additional clause has been added that allows flexibility for PSRB courses in arranging placements for students who are not attending classes: Students who are on courses with professional practice assessment who have persistent and significant low levels of engagement and attendance may have their placement delayed or withdrawn. - The SEAtS system check-in window has been revised to allow students to check in from five minutes before the start of a scheduled class.
NEW – Retention of Assessed Work – AP16	This is a new document which sets out the University's Policy in relation to the retention of assessed work in line with OfS requirements.