
Summary of key changes to General and Academic Regulations, Policies and Guidance for 2025-6

This table presents the key changes to the General and Academic Regulations for 2025-6 approved by Academic Council sub-committees.

[Policies and regulations - 2025/2026 - Kingston University London](#)

Regulation, Guidance or Policy	Details
<p>General Student Regulations – GR1</p>	<ul style="list-style-type: none"> • Inclusion of enrolment/re-enrolment deadlines for students on research degrees: <i>'For students on research degrees, the last date for enrolment each year is usually the Monday of the third week following your cohort start date (1st October, 1st January, 1st March, or 1st May)'</i> (Paragraph 27). • Inclusion of a new section titled <i>Support for students with Disability</i>. This section outlines the University's process for supporting students with disabilities, including how they can declare a condition, access support through a Summary of Support Needs (SoSN), and the responsibilities of both students and staff in this process (Paragraphs 30-33). • Inclusion of information on Readmission to the University following termination of registration on academic grounds: This information has been moved to GR1 from AR2 Undergraduate and AR3 Postgraduate regulations (Paragraphs 59-61). • Clarification under clause (I) of Appendix 1 Student Code of Conduct: Students can show a physical KU ID card and/or a digital KU ID (the latter via the KU App) to any member of staff who requests to see it. • Inclusion of an additional clause (P) in Appendix 1 Student Code of Conduct: This new clause covers students' responsibilities under the University's Data Protection Policy. It outlines expectations regarding the handling of personal data, including a prohibition on making audio or video recordings of others without their consent—except in exceptional circumstances such as evidence of criminal activity.

Student Attendance Policy	<ul style="list-style-type: none"> Students will not be prevented from entering a teaching session if they are late, unless there is a specific health and safety concern directly related to Learning and Teaching e.g. missing lab or workshop H&S briefing.
Student Complaints	<ul style="list-style-type: none"> Clarification that the Deputy Dean rather than the Dean will appoint a Complaint Investigator ('the Investigator') when complaint relates to staff conduct (version 2)
Student Conduct and Behaviour Procedure	<ul style="list-style-type: none"> Updated references to suspensions to 'prohibit' wherever appropriate as the term suspend should be used only in the context of suspension to studies (full suspension) and/or to physical attendance at scheduled teaching and learning (partial suspension). Clarified that appeals can only be submitted against suspensions Appeals against suspensions can be considered by a member of the Senior Leadership Group and not just a member of the Senior Leadership Team Definitions relating to harassment, sexual misconduct, bullying and assault revised in line with the OfS E6 Condition of Registration Clarification that the University may take action under the SCBP where there are incidents involving applicants engaged in programmes or activities organised by the university and/or which take place on university premises (version 2)
Fitness to Practise Procedure	<ul style="list-style-type: none"> Rewritten into a new accessible format, combining two previously separate procedures (Student Conduct and Health & Disability) into one document. Alignment, wherever appropriate, with the Student Conduct and Behaviour Procedure to ensure consistency of treatment of common policy areas and better articulating the potential links between these and other procedures such as Academic Integrity Language and structure revised in line with principles for accessibility (further revisions will be undertaken over the summer with input from Student Inclusion Advisors)

<p>Fitness to Practise Procedure</p>	<ul style="list-style-type: none"> • Updating language to talk about ‘concerns’ rather than ‘allegations’ • Updating language to talk about ‘outcomes’ rather than ‘penalties’ • Streamlining of the process to better articulate how and when full investigations may take place and when cases might be referred directly to a Panel • Clarification that the Formal investigation stage can either conclude with appropriate remedial outcomes, or a referral to Panel. • Articulating that there may be more than one investigator for a case. This is to allow academic colleagues who normally investigate from a professional standards perspective to be supported by professional service colleagues in specialist cases, such as sexual misconduct or where students are subject to criminal proceedings. • In the most serious cases, giving the Fitness to Practise Panel the authority to expel a student from the University rather than just a programme • Addition of courses relating to Nutrition under the scope of the policy
<p>Undergraduate Regulations (AR2)</p>	<ul style="list-style-type: none"> • Following a periodic review, the Undergraduate Regulations (AR2) have been rewritten and restructured to improve accessibility, making the regulations more concise and easier to navigate for students and staff. • Recognition of Prior Learning (RPL): Clarification that where a student is admitted with Recognition of Prior Learning (RPL), their standard and maximum registration periods will be adjusted to reflect the reduced credit load required to complete the course. (Paragraph 15) • Summary of Support Needs (SoSNs): New section added to clarify how students with disabilities can access support, including before an SoSN is in place. (Paragraphs 23-29)

<p>Undergraduate Regulations (AR2)</p>	<ul style="list-style-type: none"> • Electronic Submission of Work: Clarification on the assessment submission process. This includes accepted file formats to ensure students know how to submit their work correctly. Additionally, it outlines the procedures if a student submits the wrong file or if the submitted work cannot be opened (Paragraphs 72-73). • Compensation: Clarification that a student who has passed a module or had a module compensated for failure will not be offered the opportunity to be re-assessed to improve the mark (Paragraph 83). • Clarification that a PAB may compensate a maximum of 30 credits at each level of study (levels 3-7), and inclusion of additional information detailing when compensation will be applied by the PAB, and any restrictions on when modules can be compensated (e.g., PSRB restrictions or modules with academic misconduct) (Paragraphs 102-108). • Progression Trailing Credit: Assessment Boards may permit a student to progress from Level 6 to Level 7 on an Integrated Masters course with 90 credits passed at the current level of study and undertake a retake in a maximum of 30 credits while studying at the higher level (Paragraph 85). • Clarification that trailing is not permitted from level 3 to level 4 (Paragraph 86).
<p>Postgraduate Regulations – AR3</p>	<ul style="list-style-type: none"> • Following a periodic review, the Postgraduate Regulations (AR3) have been rewritten and restructured to improve accessibility, making the regulations more concise and easier to navigate for students and staff. • Recognition of Prior Learning (RPL): Clarification that where a student is admitted with Recognition of Prior Learning (RPL), their standard and maximum registration periods will be adjusted to reflect the reduced credit load required to complete the course. (Paragraph 12) • Summary of Support Needs (SoSNs): New section added to clarify how students with disabilities can access support, including before an SoSN is in place. (Paragraphs 20-26)

<p>Postgraduate Regulations – AR3</p>	<ul style="list-style-type: none"> • Electronic Submission of Work: Clarification on the assessment submission process. This includes accepted file formats to ensure students know how to submit their work correctly. Additionally, it outlines the procedures if a student submits the wrong file or if the submitted work cannot be opened (Paragraphs 66-67). • • Compensation: Clarification that a student who has passed a module or had a module compensated for failure will not be offered the opportunity to be re-assessed to improve the mark (Paragraph 77).
<p>Academic Integrity Regulations- AR6 and AR7</p>	<ul style="list-style-type: none"> • Introduction of a formal definition of use of generative artificial intelligence articulated within our current different types for academic misconduct. • Expanding the definition of self-plagiarism to provide clarity on circumstances that would lead to concerns raised under this procedure. • Expanding the academic induction period to cover the first teaching block of short courses for academic credit at UG and PG level. • Having one process of AIP across all levels at the University. This is to remove the possibility of students who have a case of AIP gaining an academic advantage over peers who have simply failed. This will allow consistency of treatment and simplify the process for all colleagues involved in the process. • Providing clarity with concurrency rules and that it only applying to the same form of academic misconduct (i.e two or more cases of collusion) and not a mix of academic misconduct (i.e a case of plagiarism and then a case of use of AI)
<p>Degree Apprenticeship Regulations – AR10</p>	<ul style="list-style-type: none"> • Following a periodic review, the Degree Apprenticeship Regulations (AR10) have been rewritten and restructured to improve accessibility, making the regulations more concise and easier to navigate for students and staff. • Recognition of Prior Learning (RPL): Clarification that where a student is admitted with Recognition of Prior Learning (RPL), their standard and maximum registration periods will be adjusted to reflect the reduced credit load required to complete the course. (Paragraph 28)

<p>Degree Apprenticeship Regulations – AR10</p>	<ul style="list-style-type: none"> • Summary of Support Needs (SoSNs): New section added to clarify how students with disabilities can access support, including before an SoSN is in place. (Paragraphs 39-45) • Electronic Submission of Work: Clarification on the assessment submission process. This includes accepted file formats to ensure students know how to submit their work correctly. Additionally, it outlines the procedures if a student submits the wrong file or if the submitted work cannot be opened (Paragraphs 80-81). • Compensation: Clarification that a student who has passed a module or had a module compensated for failure will not be offered the opportunity to be re-assessed to improve the mark (Paragraph 94). • Clarification that a PAB may compensate a maximum of 30 credits at each level of study (levels 3-7), and inclusion of additional information detailing when compensation will be applied by the PAB, and any restrictions on when modules can be compensated (e.g., PSRB restrictions or modules with academic misconduct) (Paragraphs 116-121). • Progression Trailing Credit: Assessment Boards may permit a student to progress from Level 6 to Level 7 on an Integrated Masters course with 90 credits passed at the current level of study and undertake a retake in a maximum of 30 credits while studying at the higher level (Paragraph 96). • Clarification that trailing is not permitted from level 3 to level 4 (Paragraph 97).
<p>Exceptional Arrangements</p>	<p><i>Quoracy and Operation of Assessment Boards</i></p> <p><i>If it is not possible for an External Examiner to participate in the PAB, where a PSRB explicitly requires their involvement, the PAB will consider the programme outcomes but the agreed outcomes will be provisional until such time that an External Examiner is available to review a sample of outcomes and confirm that they have been applied consistently and fairly.</i></p>

Exceptional Arrangements	<p>At its November 2024 meeting, RFC agreed that the University’s Regulations and Quality Assurance Framework would be reviewed to reflect the value-added and enhancement focus of the External Examiner role and to clarify that modules do not need to be ratified by External Examiners before proceeding to assessment boards.</p> <p>External Examiners and confirmation of module marks</p> <p>Chair’s Action has since been taken to amend the University’s AR16 regulations, to reflect the recently approved changes to the Subject External Examiner audit process. Specifically, a statement has been added to clarify that exceptional arrangements for the approval of module marks in the absence of an External Examiner audit, should only be applied where a PSRB explicitly requires External Examiner audit and approval of module marking and moderation processes prior to the assessment board.</p> <p>External Examiner audit of work</p> <p><i>The following guidance applies only to courses or modules where a PSRB explicitly requires External Examiner audit and approval of module marking and moderation processes prior to the assessment board</i></p>
Fairness in Assessment Policy	<ul style="list-style-type: none">• New guidance has been included outlining the University’s institutional approach to reviewing marginal fail module marks (Paragraphs 33-34): <p>Review of Marginal Fail Module Marks</p> <p>33. <i>Where a student’s final module mark falls within the marginal fail band (i.e. 35–39% for undergraduate modules or 45–49% for postgraduate modules), and the final mark results from the aggregation of two or more assessment elements, the Module Leader may initiate an additional, holistic moderation process. This step is supplementary to the standard moderation of individual elements, which may have been completed at different times in the academic year and by different assessors and moderators. The Module Leader will coordinate a review of the student’s assessed work across all relevant elements, involving the appropriate assessors and moderators, to determine whether the module learning outcomes have been met overall.</i></p>

Fairness in Assessment Policy	<p>34. <i>It is expected that adjustments to marginal fail marks following this review will be infrequent. The purpose of the process is to ensure that, where the assessment evidence demonstrates that all module learning outcomes have been met, any mark adjustment is based on sound academic grounds and in accordance with the published marking criteria. All decisions must be clearly documented and made available to the External Examiner.</i></p> <ul style="list-style-type: none">• Clarification that assessment parameters such as word counts and equivalents and the arrangements for breaches of these will be clearly set out in assessment briefs and addressed through marking criteria (<i>version 2</i>)• Clarification that assessed group work should only lead to individuated marks (<i>version 2</i>).
Publication of a new Academic Guidance document: Academic Guidance 2: Guidance on Editorial Help for Student Assessment	<p>This guidance is for students to use when considering whether to employ a third party such as a professional copy editing or proof-reading company or software tool (including generative artificial intelligence (GAI)) when producing work in draft or final version. This guidance was previously published as an Annex within the Academic Integrity Procedures for Taught and Research degrees (AR6 and AR7) but has been reviewed as a new standalone document which references both AI and non-AI editorial help.</p>