

# School of Physical and Chemical Sciences

## Student Handbook 2025/26

This handbook is for all undergraduate and postgraduate students  
on Physics, Applied AI and Chemistry programmes

## Student Handbook

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### Important Notes

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This handbook should be used together with the Academic Regulations and online [Student Enquiry Centre](#). This handbook provides information specific to the School of Physical and Chemical Sciences, while the [Student Guide](#) gives information common to all students at Queen Mary. The Academic Regulations provide detailed information on progression, award and classification requirements.

Please note that nothing in this handbook overrides the Academic Regulations, which always take precedence.

The Academic Regulations are [available online](#).

#### **Other formats available**

This handbook is available in large print format and other formats. If you would like a large print copy or other formats, please contact the School Office via [spcs-education@qmul.ac.uk](mailto:spcs-education@qmul.ac.uk).

#### **Disclaimer**

The information in this handbook is correct as of September 2025. In the unlikely event of substantial amendments to the material, the School of Physical and Chemical Sciences will inform you of the changes.

QMUL cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

This Handbook is a concise source of information about the School. If the information you require is not here, please tell us so that we can include it next year. Comments and suggestions should be addressed to the Student Support Officer.

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## Welcome to the School of Physical and Chemical Sciences

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On behalf of the School of Physical and Chemical Sciences, I warmly welcome you to Queen Mary University of London and to our School. We have seen a continued increase in demand for places on our degrees in recent years and have had to raise the entry requirements accordingly. So congratulations on doing well in your studies so far and on winning a coveted position to study with us. We are excited to be working with you as you explore your chosen subject and develop knowledge and skills that will help you succeed in your degree and beyond. You will develop valuable transferable skills and work to become an accomplished scientist while here.



We strive to provide the best possible education offering and to help you attain a high-quality degree. You don't have to take our word for it, we asked Chat GPT who the best degree providers were from the perspective of education excellence and student satisfaction in Greater London for Physics and Chemistry, and it told us we were! In this year's National Student Survey (NSS), among the research-intensive Russell Group universities, we were top for student voice in Chemistry, and we were above average across most areas in the NSS. Our commitment to education excellence and student support is also demonstrated through the Ofsted "Outstanding" award for our Degree Apprenticeship provision. Colleagues from our School have shared a National Teaching award for the Peer Led Team Learning provision in Chemistry, something we are now looking to roll out into other areas of the School. We've used our teaching approaches from both areas to develop our new Applied AI BSc programme that many of you will be starting this year, and we expect that in the fullness of time, those of you who are on this new programme will be able to give us your assessment of how we did in the NSS. Our postgraduate students are also satisfied with their education experience, with 88% of our postgraduate students responding to the equivalent survey stating they were satisfied with their course.

While it seems a long way off, it is worth noting that with the degree you will get from QMUL you will be able to move into any number of highly skilled careers as adept problem solvers. We have seen our past students securing graduate jobs at the end of their second year, others take a more relaxed approach and start looking for jobs after they graduate. We have embedded employability into the curriculum to help prepare all of our students for the next step of applying for a job in the workplace, which is the next destination for most of you. The remainder target further education, and a few of you may have your sights set on a career in academia. Destinations for recent graduates include Allianz Insurance, EDF Energy, Goldman Sachs, the NHS, the National Physical Laboratory, Roche Pharmaceuticals, and TikTok. The average salary of recent graduates from our School, as provided by data from the Graduate Outcomes Survey (15 months after graduation) is £37,784, with a median of £33,000. Our graduates command a median salary of about 10% above the national average. Remember that every time you enter the classroom, work on

an assignment, or talk about a topic with a staff member or fellow student, you are not just engaging in the process of learning, but also helping position yourself to do as well as, or better than, our recent graduates in the job market.

Our academic staff are global leaders in their research subjects, astronomy, physics, chemistry, data science and education. Our research informs our teaching, and you will see evidence of this side of School life in some of your lectures and in your independent project work. We also have colleagues who work closely with industry, and in one case, who split their day job between academia and industry. Use the opportunity of being at a research-intensive university to talk with your lecturers about the latest developments in your subject to learn beyond the curriculum. Our School provides an enhanced learning environment that includes expanding our maths and Python programming support, where you can get one-to-one tuition in addition to working in larger classes. We have active subject student societies, operate a peer assistance study scheme, and run initiatives to work with students in providing advice, work experience and skills development for their future careers. Our professional and technical staff will assist you in diverse roles in teaching, project and research work and student support, and our postgraduate students will work to assist you in practical and exercise classes.

We provide a wide range of academic and other support, from the senior tutor, academic advisors, and module organisers to our full-time student support officer, and we encourage you to seek advice or help at any time. We hope that you enjoy your time at Queen Mary and take advantage of the many opportunities that you will have to develop intellectually and personally. We look forward to seeing your success in the coming years.

Our School needs you. We cannot continue to deliver excellent education, improve our degrees and provide you with the best experience in the sector without your feedback. We want to hear your student voice, through your year representatives, through your conversations with your lecturers and demonstrators and through conversations with the School management; that means me and my senior executive team. We work hard to provide you with the best education possible, but we only see one half of the story, and your viewpoint is critical in ensuring that we deliver the best possible education experience for you all. I thank you in advance for telling us when you spot something we can improve, and thanking us when you think we have things just right. Please connect with us online via our linked in page: <https://www.linkedin.com/in/qmulspcs/> so that you can follow developments with the School online. I hope to see you all soon while you are studying, and remember that everyone is welcome to use the School on the first floor of the G. O. Jones building to study, relax or talk with friends between classes. This is also a great way to mingle with some of the staff who are in that building, as we often pass through on the way to labs or the kitchen to make a hot drink.

**Prof Adrian Bevan**

**Head of the School of Physical and Chemical Sciences**

## **A Brief History of the School and College**

Queen Mary has its roots in four historic colleges: Queen Mary College, Westfield College, St Bartholomew's Hospital Medical College and the London Hospital Medical College. The Mile End campus is historically the home of Queen Mary College, which began life in 1887 as the People's Palace, a philanthropic endeavour to provide east Londoners with education and social activities. It was admitted to the University of London in 1915 as the East London College. In 1934 the College achieved its Charter of Incorporation as Queen Mary College, named after Queen Mary of Teck, wife of George V. Westfield College was founded in 1882 as a pioneering college for the higher education of women, and was granted its Royal Charter in 1932. In 1989 Queen Mary College and Westfield College merged to form Queen Mary and Westfield College.

In 2000 the College changed its working name to Queen Mary, University of London. Queen Mary, University of London is now one of London and the UK's leading research-focused higher education institutions. Amongst the largest of the colleges of the University of London with 16,000 students.

In 2012 Queen Mary joined the prestigious Russell Group of top UK universities.

Queen Mary's 3,000 staff teach and research across a wide range of subjects in three sectors: Humanities and Social Sciences, Medicine and Dentistry, and Science and Engineering.

## **The School of Physical and Chemical Sciences**

Physics has been taught at Queen Mary since 1888 (as part of the People's Palace). The first student to be awarded a BSc in Physics graduated in 1908 with a first class honours degree.

On 1st August 2021 the School of Physics and Astronomy merged with the Chemistry department creating the new School of Physical and Chemical Sciences. Research in the Physics department is organised around four research groups - the Astronomy Unit, the Centre for Research in String Theory, the Centre for Condensed Matter and Material Physics and the Particle Physics Research Centre. We also have undergraduate teaching programmes which align with these.

The School currently has 80 academic staff, 60 research and technical staff, and 25 professional services staff. We have over 750 undergraduate students, 50 Master's and 150 PhD students.

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## Key Dates

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Queen Mary operates two twelve-week semesters, each corresponding approximately to one term.

Teaching begins in week 1 on **Monday 22<sup>nd</sup> September 2025**

The semester dates for 2025/26 are as follows:

### Semester One

- 15 September - 12 December 2025
- Study period: 15 December - 19 December 2025
- Bank holidays: 25 and 26 December 2025, 1 January 2026
- **Examination period for Semester One: 8 January – 23 January 2026**

### Semester Two

- 26 January – 17 April 2026
- Bank Holidays: 3 and 6 April 2026

### Semester Three

- **Examination Period for Semester Two: 7 May – 5 June 2026**
- Bank holidays: 4 and 25 May 2026

### Late Summer Resit Period

- 3 August – 14 August 2026

### Exam dates

After the end of the first semester in December 2025 there is a two-week examination period in January 2026 that covers modules studied in the first semester. There are study weeks at the end of December and beginning of January.

After the end of the second semester there will then be a four week examination period for modules covered in that semester and year-long modules.

Please note that you should be available to attend University throughout this time. The School is closed on weekends, Bank Holidays and University closure dates.

Key dates: <https://www.qmul.ac.uk/about/calendar/>

## Key assessment/project deadlines

You will need to ensure that you check your module QMPlus page to see when the deadline is for assessments or coursework. Project deadlines are also listed on the relevant project QMPlus page. It is your responsibility to know when your work is due and ask for clarification if you are unsure.

## Degree Ceremonies

You will be invited to attend a formal degree ceremony (to which you can invite guests) for the conferment of your degree. Full details are at [www.qmul.ac.uk/graduation](http://www.qmul.ac.uk/graduation). The precise date for the School of Physical and Chemical Sciences students will be announced by the University in due course. If you cannot attend the ceremony in July, then you can attend the one in December or the following July. Please note that you do not have to attend a degree ceremony.



## Where to find us

The School of Physical and Chemical Sciences is located between the G.O. Jones building and the Joseph Priestley Building in the Mile End Campus.

The School Office containing the Education Services Team are located in Room 110 on the first floor of the G.O. Jones building (shown on the map below).

All offices and classrooms are prefixed with their floor (e.g. room 610 is on the 6th floor).



We are located in building 25 on the above campus map.

<b>Address</b>	School of Physical and Chemical Sciences Queen Mary University of London 327 Mile End Road London, E1 4NS, UK
<b>Contact Us</b>	Please use AskQM if you have an enquiry for the Education Services Team. To do this visit the <a href="#">AskQM</a> site.
<b>Opening Hours</b>	The office will be open between 10am – 4pm Monday to Friday.
<b>GO Jones Facilities</b>	IT facilities/printers – Located in The Hive next door Every student is given £10 printing credit each year.

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## Academic and Pastoral Support

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If you find yourself struggling with your studies, please do not struggle alone. We want to ensure that you engage with your studies and academic staff are here to support you if you are struggling.

### Advisors

Every student will be assigned to a member of the academic staff, who will act as your advisor. Your advisor has the dual role of supervising your academic progress and also providing pastoral support. Where possible you will keep the same advisor throughout your degree programme, however it will be necessary to reassign students when a member of staff goes on sabbatical.

The principal academic duties of the advisor are:

- First point of contact for any support, alongside the Student Support Officer.
- To advise you on your choice of modules, ensuring that the proposed programme has coherence, especially important when you are contemplating modules from other disciplines.
- Meet regularly throughout the year to monitor progress and provide support in cases of unexplained absence, failure to produce coursework on time, and prolonged illness.
- To provide feedback on your academic performance.

Please check your university emails to see who your academic advisor is, and it is expected that you attend the scheduled meeting with your advisor during Welcome Week.

### Contacting Staff – Advice and Feedback

If you have a question for your module organiser you should always try to speak to them after your lecture or arrange a meeting with them. The best way to enquire about any questions that you may have is to email academic staff, then if necessary you can schedule a meeting on campus or an online MS Teams chat. Staff are not required to read emails over the weekend.

[Staff contact details can be found here.](#)

### Senior Tutor

[Dr Craig Agnor](#) is the Senior Tutor for Physics and Applied AI students and [Dr Eva Galante](#) for Chemistry students. The Senior Tutor has overall responsibility for academic support and pastoral care within the school. The Senior Tutor also has a key role in overseeing the school's engagement policy and chairs Student Voice Meetings. If you have any problems that cannot be resolved by your advisor or the Student Support Officer, you should contact the Senior Tutor for further guidance.

## Further Advice and Guidance

[Student Information Zone](#)  
[QMUL Advice and Counselling](#)

[Academic Skills Centre](#)  
[Disability and Dyslexia Service](#)

## Student Support Officer

Mason Newbury is the Student Support Officer (SSO) for Physical and Chemical Sciences. The SSO is here to support students throughout their studies.

- First point of contact for all students and signpost students to relevant support services and mechanisms.
- Offer advice on matters which may be impeding your ability to study.
- To make the student experience the best it can possibly be.
- Manage and monitor the school's engagement policy and offer support mechanisms to get students re-engaged with their programme of study.
- Manage the School's extenuating circumstances policy.
- Lead on the School's student feedback procedures for assuring academic standards and enhancing the student learning experience.

If you are having any difficulties at all with your programme of studies, please let us know. We are here to help and can provide you with guidance and support. If you do not feel comfortable approaching us, you can always talk to someone else in the school who you have found supportive (such as a module organiser or seminar tutor).

## Extenuating Circumstances

Extenuating circumstances are defined by Queen Mary as:

***“Significant and unforeseen circumstances that are outside a student’s control and which have a negative impact on a student’s ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student’s achievement.”***

Extenuating circumstances are usually personal or health problems. Health problems include your emotional wellbeing and mental health, as well as your physical health. Extenuating circumstances do not include computer problems, misreading your exam timetable, planned holidays or events, observance of a religious festival or holy day\*, or local transport delays.

\*A student should plan their work to take into account participation in religious observances.

### Fit to Sit Policy

Queen Mary operates a fit to sit policy, which covers all assessments including coursework and exams. **If you sit an exam or submit a piece of coursework you are declaring yourself fit to do so.** Being ‘fit’ generally means that a student is feeling well and functioning effectively. In such instances a request for extenuating circumstances will not normally be considered. If you do not feel you are well enough to attend an exam or submit an assignment, then **you should not attend** and should submit a claim for extenuating circumstances instead.

### EC Submission Process

To submit an extenuating circumstance request you must log a claim through the online extenuating circumstances task on MySIS. Once you have submitted the claim you will be able to check the progress and will be notified of any decisions or enquiries made.  
Standard EC Claim

If you are submitting a standard EC claim it must be accompanied by relevant supporting evidence (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority). Please note that although accompanying documentation can be submitted after the EC form, evidence must be uploaded within 7 calendar days of the form submission otherwise the claim will be automatically deleted from the system.

## **Self-certification**

You are entitled to self-certify on up to two occasions each academic year; each self-certification can cover a period of up to seven calendar days from the assessment deadline. This means completing and submitting the Queen Mary self-certification form in place of independent evidence. Please note that self-certification does not mean automatic approval of a claim – it will consider it in the normal way and will need to be satisfied of the validity of the claim and satisfied that it justifies the outcome.

Where students are not able to secure evidence of their circumstances, they may submit a third self-certification claim in each academic year. This claim should be submitted as normal. It will be assessed and an outcome issued. However, in order to ensure the student is aware of support available, the student must attend a compulsory meeting with the school or institute, e.g. with their Advisor, for the outcome to be confirmed and the adjustment applied.

You may only submit a maximum of one self-certify claim in each examination period. If you submit a self-certification claim in more than one exam period each academic year, it will be assessed and an outcome issues. However, you must attend a compulsory meeting.

## **When to Claim**

Claims should be made as soon as possible and no later than the following cut-off dates:

- 7 calendar days after the indicated deadline for coursework assessment.
- 7 calendar days after submission of written coursework that has been submitted up to 7 calendar days after the indicated deadline. A standard claim can be considered on written coursework where the evidence supports circumstances that have an impact of longer than 7 calendar days, where the written coursework has been submitted up to 14 calendar days after the indicated deadline (providing this date does not exceed the mark return date).
- Three calendar days after the last day of the Examination Period for exam

It is your own responsibility to submit any claims for extenuating circumstances. Please ensure that if you have what you believe is a valid case for ECs, you complete the submission process in accordance with the guidelines.

It is not possible to make a retrospective claim for ECs, specifically once you know your results of any assessment that might have been affected. Consequently, claims for ECs submitted after the deadline will not be considered.

## Extenuating Circumstances Submission Deadlines

- Semester one assessments/coursework – **Monday 15<sup>th</sup> December 2025**
- Semester one examinations – **Monday 26<sup>th</sup> January 2026**
- Semester two assessments/coursework – **Monday 20<sup>th</sup> April 2026**
- Semester two examinations – **Monday 8<sup>th</sup> June 2026**
- Late summer resit examination – **Monday 17<sup>th</sup> August 2026**

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## How will the School contact you – Engagement and Attendance

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Queen Mary will communicate with you in a variety of ways. Formal correspondence will be sent to you by email, and it is important that you keep Queen Mary up to date with your personal details and address. You can do this online via the MySIS record system.

### Using Queen Mary Email

It is most common for the School of Physical and Chemical Sciences, Queen Mary and the Students' Union to contact you by your Queen Mary email. You are assigned a university email address when you enrol, and you are responsible for checking this account on a daily basis. All major notifications and updates will be sent to you by email first, such as examinations information, timetable changes and assessments.

You can access your email account by logging on to a Queen Mary computer, or, if you are not on campus, at: <http://mail.qmul.ac.uk>.

### SPCS School Admin Office

The School Admin Office for Physics, Applied AI and Chemistry enquiries is located on the first floor of the G.O. Jones building and is open between 10am-4pm Monday and Friday. If you have any questions, please feel free to visit the office as we are always happy to answer your questions in person.

### Attendance and Engagement Checkpoints

For the timely and effective administration of support, the School uses a number of engagement markers and checkpoints, such as attendance, assessment submission, participation etc. This is to ensure that students are well supported and given every opportunity to progress with their studies and to achieve to their fullest potential whilst here.

The underpinning principles are that the School, once it has admitted a student to a programme of study, has a duty of care to that student, whilst in turn the student has a responsibility to engage with the available support.

A student identified as approaching or falling below the minimum requirements of engagement set by their School will be contacted alerting them to this, outlining support mechanisms to deal with the issues that may be contributing to this.

Once a student is identified as in need of support in order to re-engage with their studies, they will be invited to a meeting with their advisor to discuss issues that might be affecting their studies, and for the provision of encouragement/advice.

## **Attendance**

All students are expected to attend scheduled taught sessions including lectures, practical classes, group work, workshops, tutorials, seminars, field work, computer lab sessions, problem-solving classes, exercise classes, lab sessions, project meetings, and other events which are associated with the modules for which they are registered as part of their programme of study. This attendance data will be collected for the purpose of monitoring your engagement to identify students who may need further support. Please see the section below for the attendance expectations of the school and further action that will be taken for those who fall below that level.

## **Coursework Submission**

All students are expected to submit reports, exercises essays, and other pieces of coursework associated with each module for which they are registered as part of their programme of study, by the individually advertised deadlines and method of submission. The submission data will be collected for the purpose of monitoring your engagement to help us identify students who are not engaging and help them to understand the consequences of not submitting assessed work.

## **Participation in Formative Assessments**

All students are expected to participate in a range of activities (with or without the allocation of marks) that help to inform teaching and learning during the learning process. Examples of such activities are subject related quizzes, or exercises linked to module materials on QMPlus. This activity data on QMplus will be collected for the purpose of monitoring your engagement to identify students who may need further support.

## **Marks from Summative Assessments**

All students are expected to participate in a range of activities assessing the outcomes of a learning process. Provisional and/or confirmed marks allocated from such summative assessments e.g weekly tests, coursework, and Examinations, often contribute to the overall module grade and programme degree classification.

Assessment submissions will be monitored and students that fail to achieve above 40% for two or more assessments in a particular module, or fail a mid-term examination, will be contacted. Students with extenuating circumstances will be excluded from this, providing they have filled out the required documentation which then has to be accepted.

## **Other Student Engagement Activities**

All students are expected to participate in a range of formal or informal activities that signify continued engagement with their programme of study. Examples of such activities are scheduled meetings with advisors, and group work. The school will collect and monitor your engagement with your advisor and contact you when you have missed scheduled meetings.



## Action taken by the school when a student is not engaging with their course

A student identified as approaching or falling below the minimum requirements of engagement set by the School will be contacted alerting them to this, outlining support mechanisms to deal with the issues that may be contributing to this.

The school expects attendance levels at each module of 70% for all students, over a rolling period of 2-3 weeks. Attendance falling below this level will result in an email drawing attention to this, indicating what support we could offer with work or other problems.

Students whose attendance falls below acceptable levels on consecutive rolling periods or those who are identified as failing multiple pieces of coursework will be invited to meet with the Student Support Officer to discuss their attendance and circumstances surrounding their engagement. The Student Support Officer will attempt to help reengage the student with their studies and signpost support resources on campus.

If a student is identified as in need of support in order to re-engage with their studies, they will also be invited to a meeting with their Advisor to discuss issues that might be affecting their studies, and for the provision of encouragement/advice. If this persists students will be required to meet with the Senior Tutor or Head of School for further action, which could include deregistration from the programme.

## Deregistration from programme of study

Should you not meet programme requirements for attendance or for submission of coursework, you may be deregistered from your programme of study. You will be given warnings before deregistration occurs, and you will have the right to represent your case to the School.

## Tuition Fee deregistration

When you enrol or re-enrol at the start of each academic year you agree to [Queen Mary's Tuition Fee Regulations](#), which set the deadlines for paying tuition fees. Failure to pay your tuition fees by these deadlines may lead to your deregistration from your programme of study, under College Ordinance C3.

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## Learner Engagement Analytics (LEA)

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### What is Learner Engagement Analytics and what does it have to do with me?

Let's begin with the basics! Learner Engagement Analytics is a term that is used to describe the data the University holds about your engagement with various services, as well as your demographic data. Learner Engagement Analytics is often referred to as LEA, so you may also have heard about it under that name. Currently, your engagement data comes from your digital footprints that you leave when you use QMPlus and other University systems and data about your grades and academic history. When all this data about you is brought together in one system, it's called Learner Engagement Analytics.

The following types of data may be used for the LEA system at Queen Mary:

- Background information: your name, identifiers used by the [University / College], contact details, and a link to the photo we hold of you.
- Details about your course, the modules you are taking, the credits you have achieved and your advisers.
- Details of your assessments, marks and grades obtained.
- Details of your activity in **QMPlus and other digital systems**: logins, resources viewed, assessments submitted and graded, and session timeouts.
- Details about your engagement with teaching activities.
- Any extenuating circumstances that have been approved.
- As part of the ongoing development of the LEA platform we will be including some data about your use of reading lists and may pilot the inclusion of some other data about your library usage.
- We may link data for **Statistical Purposes only** to your date of birth, ethnicity, gender, declared disabilities, entry qualifications, whether your parents were in higher education, your socio-economic background, whether you are an overseas student. Two of these data types are what is known as special category personal data: Ethnicity and Disability. They are being included within our models with the aim of improving our monitoring of equality of opportunity and to improve the accuracy of the models. These statistical analyses will allow us to identify different patterns of engagement between different groups. They will not be used to identify individuals.

As you can see, LEA has a lot to do with you – it's data about you! The University has collected this data about you for a long time, but the University has decided to create a system that brings your data from different sources together, and this new system is going to be used to analyse your data to better understand and support your journey through the University.

## What will my data be used for?

It's good to be careful with your personal data, and we can assure you that your data will only be used to improve the student experience and provide tailored support when you need it. For example, in schools where LEA has been implemented in 2021-22, if we can see that your engagement has decreased, your Advisor and the student support staff in your school might reach out to you to see if you need a bit of extra support to get back on track. Another benefit is that the engagement data from all the students in your cohort can help academic staff to improve their learning materials. If a lecturer can see that most students in your class aren't opening the resources on QMPlus, it might be sign that they need to redesign the QMPlus page, so it is easier for you to access the right resources at the right time.

Now that you know what we do with your data, we also want to make it clear that your data will never be used for assessment unless you have explicitly been told that this is the case (this is only the case for a small minority of courses that have relied on engagement data for assessment for a long time, so this isn't a new feature of the LEA system). Similarly, if we can see that you have disengaged, the LEA system will never be used to make any automatic decisions about your progression. Finally, your data will never (not now, not in the future) be used for the purpose of the Prevent scheme.

Your data – like all other kinds of data the University collects about you – will be processed in accordance with the University's [Data Protection Policy](#) and [Student Privacy Notice](#).

## Who will have access to my data?

We know that you probably don't want lots of people to see your data, and only a small group of people will have access to your data. Only two groups of people will have access to your data. The first group is staff whose job it is to support you and your learning. This includes your Advisers, academic staff and student support staff. Only staff that work directly with you (so not all staff across all parts of the university) have access to see your data. The second group is staff whose job it is to develop and maintain the LEA software. This may include IT staff and staff from external software suppliers. When staff from both of these groups access your data, they must adhere to strict data protection rules. Your data will also be combined with other students' data to find trends and enable comparison. When your data is used this way, it will not be possible to identify you.

## What will happen if my LEA data shows a lack of engagement?

Our first step will always be to try to get in contact with you to find out what is going on. Usually, your Advisor or someone from your Schools' student support team will contact you. If you're going through a difficult period or you are struggling to keep up with your academic work, the staff member will signpost you to relevant support services and see if any additional support needs to be put in place.

We know that all students have different study habits, so if you feel the LEA data doesn't accurately reflect your engagement, you can discuss this with the staff member that contacts you.

Your LEA data will never be used to make automatic decisions about your progression – a staff member will always reach out to you before any decisions are made!

### **What's the future of LEA?**

First of all, we're working on a dashboard that will give students a simple way to see their own Learner and Engagement Analytics. The intention is that students can choose to use this data to monitor their progress and get an accurate idea of their progress compared to the rest of their cohort. It will of course not be compulsory to check your LEA Analytics data – it's a tool you can choose to use if you find it helpful.

As the LEA system develops, the system will also be able to make predictions based on the data that comes into the system. This feature is not available yet, but when it becomes available, it will allow staff to identify if you might need a bit more support.

### **I have a concern or a question. Who can I contact?**

We want to be completely transparent about the way LEA works at Queen Mary, so don't hesitate to get in touch if you have a concern or a question. In the first instance, please contact your Advisor.

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## QMPlus and MySIS

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### QMPlus

The virtual learning environment is QMPlus. Students will receive training on how to use QMPlus. All module information, lecture slides, reading lists, past papers etc., will be made available on QMPlus.

From time-to-time announcements will also be posted by module organisers or administrative staff on QMPlus as a way of alerting students to context specific module information. There is a designated shared area on QMPlus (School of Physical and Chemical Sciences 'Student Information Zone') which contains announcements, timetables, forms and latest information on upcoming events.

### MySIS

MySIS is Queen Mary's student information system, as such it stores all your contract details, examination results, module choices and so forth. The login portal can be accessed through <https://mysis.qmul.ac.uk/>. You will be sent your MySIS login information by central Queen Mary administration and if you have any problems accessing MySIS you should follow the contact instructions on the MySIS login portal.

It is important that you log in to MySIS to update your contact details whenever they change (particularly mobile telephone numbers as these tend to change frequently).

You will also need to login to MySIS to choose your module choices each year. Details of this procedure will be sent to you at the appropriate time.

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## Important Forms and Notices

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### Exams, Assessment and Regulations

Examinations are held in January and May. You will receive your individual examination timetable from the Academic Registry via MySIS in the month preceding. Please note that the School does not release details of assessment results to any student who is considered a debtor or if you have an examination offence investigation pending.

Please check your degree programme page for specific information on progression requirements. All degree, exam and progression requirements are referenced in the relevant academic regulations. This is all available on the QMPlus “Student Information Zone”.

Your academic year of enrolment onto your undergraduate degree will determine what academic regulations you must adhere to. If you started your first year in 2025/26 you will be on 25/26 Academic Regulations. The Academic Regulations are [available online](#).

### Resits

**If you do not pass a module at the first attempt you are permitted one resit attempt.**

The late summer resit period takes place in August and students will be sent their timetables in mid-July.

You need to get at least 40% overall to pass a BSc/MSci module (levels 4-6) and 50% to pass an MSci or MSc module (level 7).

In the School of Physical and Chemical Sciences our modules are assessed by 'synoptic' resits, this means that they are reassessed by 100% exam and your coursework marks no longer count towards the total for the module. The exception to this is the lab-based modules and projects which will each have different reassessment arrangements.

### Change of Programme, Interruptions and Withdrawing

You should discuss any change in your programme/student status with your Advisor. You can also discuss interrupting/withdrawing with the Student Support Officer before making your final decision, as they can go through all of your options with you.

To request an interruption or withdrawal of studies, this must be done on Mysis via the ‘Change of Circumstances’ tab in the top menu bar.

If you wish to change programme, please contact the SPCS School Office via [AskQM](#) who can better assist you with the process. This will soon be made available through Mysis similar to interruptions and withdrawals, but as of August 2025, this still remains a paper form.

## Late submission penalties

For every period of 24 hours or part thereof that an assignment is overdue there would be deduction of five per cent of the total marks available (i.e. five marks for an assessment marked out of 100). After 7 days the mark would be reduced to zero, and recorded as a failure OFL (zero, fail, late). A late work penalty would be removed where a student provided good reason for the late submission under the extenuating circumstances policy.

Schools and institutes are also able to grant extensions to submission deadlines, provided that the extension date was in advance of the relevant subject examination board.

**Not all submissions have a late submission window available so you should check the submission area and speak with the relevant MO.**

## Plagiarism

The University defines plagiarism as presenting someone else's work as one's own irrespective of intention. Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted (known as 'self-plagiarism') also constitutes 'plagiarism'.

[Plagiarism Policy](#)

[Use of Calculators](#)

[Past Exam Papers](#)

## What are Module Experience Surveys?

Module Experience surveys allow you to give your experiences directly to your teacher who is normally the Module Organiser. You complete a survey for each module you take once you've finished it, normally at the end of the semester.

The surveys are completed on a platform called Evasys and you can access all the surveys open to you using your Queen Mary login details. Once the survey window is closed your Module Organiser is expected to respond to your feedback by email within fifteen working days.

Access the [Evasys dashboard](#).

**Your responses are confidential.** Members of staff who receive your feedback will not be able to identify you. More information on confidentiality of these surveys and where that may not apply can be found on [MyQMUL](#).

## Why should you complete the surveys?

Module Organisers receive the results and comments from surveys as soon as they close. This feedback can help them make changes to how the module is taught next time. If something was amazing or didn't work so well your voice helps improve it for other students on your course. Your teachers care about doing a good job so honest, constructive feedback helps them understand what worked and what could be better.

## How should you give your feedback?

Please provide feedback in line with Queen Mary's values of inclusivity, integrity and accountability.

Remember: This feedback will go directly to your Module Organiser, so you should use constructive language when giving feedback. Focus on:

- what worked
- how could things improve.

When giving feedback, reference specific experiences or examples, this helps staff understand the context and take meaningful action.

## Where does your feedback go?

Your Module Organiser will receive your classes' responses in the first instance and you will be sent their feedback via email.



Your Module Organiser then discusses your feedback with your course/programme director before your School/Institute reviews the results of all the modules running that semester. Around the same time your Student Voice Committee should also be able to discuss results with staff in your School/Institute.

## Academic Skills Enhancement

Academic Skills Enhancement works in a number of ways with students at any level, undergraduate or postgraduate, from any subject discipline, to develop the skills and practices they need to become more effective in their academic work. Areas covered include writing for academic purposes, effective reading, presentation skills, time-management, critical thinking and avoiding plagiarism.

Writing & Study Guidance is offered by support staff in the form of one-to-one tutorials, workshops, drop-ins, retreats and downloadable resources. We also offer a programme of PhD writing development events. In addition, tutorials on writing are offered by the Royal Literary Fund (RLF) Fellows, who are hosted by Academic Skills Enhancement.

Writing & Study Guidance and RLF tutorials are based in the Library on the Mile End Campus. For more information on the range of services we offer, and to book a tutorial or workshop, check [qmul.ac.uk/library/academic-skills/](http://qmul.ac.uk/library/academic-skills/).

## Queen Mary ID Card

You will receive a Queen Mary photo-identity (ID) card upon enrolment. This card is very important and must be carried at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, you may be removed from the building, or from campus.

Misuse of your card will normally lead to an investigation under the Code of Student Discipline (<http://www.arcs.qmul.ac.uk/students/student-appeals/misconduct/>)

The card shows your student number. You must take your card into all examinations and display it on your table for inspection. You will also need to copy the student number onto your paper.

The card also serves as your library card, and as an access card for certain buildings. Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors.

It is vital that you always keep your card safe and with you on campus. If you lose your card, or if your card is stolen, you should contact the [AskQM Frontline Team](#) who will be able to help you. A fee is usually charged to replace lost ID Cards.

## Queen Mary Students' Union (QMSU)

Queen Mary Students' Union (QMSU) is led by elected students who work to be the voice of the student body and improve all aspects of your University life.

They can support you on all elements of your University experience as well as represent your views to QMUL and national authorities. You will automatically become a member of QMSU on enrolment though you may opt out of membership if you wish.

The Students' Union operate a number of facilities including the QMotion Health and Fitness Centre, Fitness to Practice & The Shield, Drapers Bar, Griff Inn, Ground Café, Infusion and the Village Shop and services across the QMUL campuses. QMSU also supports a wide range of student societies, sports, clubs, campaigns volunteering and media outlets.

QMSU also offers independent advice and representation services, such as the course representative system which provides student academic representation for every year of every course.

Full information on all Students' Union services is [available online here](#).

Telephone: 0207883 8030

Website: <http://www.qmsu.org> (QMSU)

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## How we listen to your feedback

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The School of Physical and Chemical Sciences is dedicated to ensuring high quality teaching and comprehensive support to students.

The school collects feedback from students in a number of ways, throughout the year you will have various opportunities to provide feedback to the school.



Each semester we hold student forums for each year, there is also a Student Voice Committee (SVC) and online reporting tools.

In addition, during the semester the school also organise ad-hoc events aimed at improving the student experience.

If you have ideas for improvements or suggestions, then please get in touch with the Student Support Officer. Thank you.

### Student Voice Committee (SVC)

The purpose of our student voice committee meetings is to ensure that there is an effective channel for formal communication between students and staff in each school or institute, through which students can reflect and give feedback on their programme of study as an integral part of QMUL's systems and procedures for assuring academic standards and enhancing the student learning experience.

[More information about how to become a course rep can be found here.](#)

## University Improvements from Student Feedback

You Said: It would be really useful if we could alert the school of any absences online rather than via email.

**We Did: Our online absence reporting form is now live on our website alongside a new detailed attendance policy.**

You Said: I find some of the maths we are expected to know for intercollegiate modules is quite complicated and that this gap needs to be bridged.

**We Did: There is a new maths module that is currently in development to capture any topics that need further explanation.**

You Said: The four hour block of lectures can be overwhelming and leave us feeling drained.

**We Did: Wherever possible we have changed this block so that you have more of a break between lectures.**

You Said: Some markers do not give nearly enough feedback on coursework's leaving us unable to see where we went wrong.

**We Did: Formal training for all markers has been implemented so standards are now very high and you should expect a great improvement.**

You Said: We find PowerPoint heavy lectures very dull and not helpful.

**We Did: This complaint was passed on at the teaching committee and wherever possible this was considered and acted upon.**

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## Health, Safety and Data protection

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You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points and equipment. On hearing a fire alarm in a QM building, you should immediately leave through the nearest emergency exit, unless redirected by a Fire Marshal. Do not go to any other part of the building for any reason. Proceed to the designated emergency assembly area and report to the Fire Marshal. Do not leave the assembly area until instructed to do so. Tampering with fire alarms or fire-fighting equipment is a serious offence, and we will take disciplinary action against any student who breaks this rule.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure.

First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

### Personal information and data protection

During application and at (re-)enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS. It's important that you ensure this information is accurate and keep it up to date. Throughout your studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support your fellow students by allowing this, but you may opt out by contacting your school office. Other markers of engagement are monitored to help support students.

We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the Higher Education Statistics Agency - or other conditions allow.

HESA requires us to collect details of our students' ethnicities and disabilities as a means of monitoring the success of equal opportunities policies at a national level. This information is kept confidential and helps us to provide you with support and information on facilities and services that may be useful.

When you enrol or re-enrol online you will be asked to read a privacy notice about the purposes for which we use your personal data and to whom we may disclose it when required. You must read this declaration carefully. All personal data is maintained in accordance with the General Data Protection Regulation. For more information, visit [here](https://www.qmul.ac.uk/privacy/).  
<https://www.qmul.ac.uk/privacy/> and/or contact QMUL's Data Protection Officer via [data-protection@qmul.ac.uk](mailto:data-protection@qmul.ac.uk).