Regulations web page

These versions of the regulations are effective from the start of the academic year 2013/14. Previous versions of the regulations can be accessed here [link to archived page]

The new Directorate of Quality Enhancement and Standards is now responsible for the overall management of the regulations, working with colleagues in Academic Registry and the Secretariat. Please direct any queries to qesadmin@surrey.ac.uk in the first instance

The table below gives information on the changes that have been made to the regulations for 2013/14. "Technical amendments" refers to amendments that have been made to reflect the creation of the Directorate of Quality Enhancement and Standards and the transfer of certain responsibilities from the Academic Registry to the new Directorate. Amendments have also been made to update any out of date terminology, particularly in relation to the QAA and the new UK Quality Code. All references to the University Calendar have also been removed as this publication is being discontinued and alternate references given

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<td>Section C Regulations for the Degrees of Master of Philosophy (MPhil), Doctor of Philosophy (PhD) and Doctor of Medicine (MD) by Research and Thesis</td>
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<td>Section C Regulations for the Award of the Degrees of Doctor of Letters (DLitt) and Doctor of Science (DSc)</td>
<td>No amendments</td>
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<td>Regulations for Fitness to Study</td>
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General Regulations for First Degrees, Diplomas and Certificates for Students pursuing modular programmes of study at the University of Surrey

Approved by Senate 12 July 2010
Revised 5 July 2011
Revised 3 July 2012
Revised and approved by Senate 2 July 2013
Revised August 2013 (technical amendments only)
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<td><strong>Academic judgement</strong></td>
<td>A judgement that is made about a matter where only the opinion of an academic expert will suffice, for example, a judgement about assessment, a degree classification, research methodology or course content or outcomes.</td>
</tr>
<tr>
<td><strong>Academic misconduct</strong></td>
<td>Academic misconduct is the term used by the University to refer to acts by a student seeking an unfair advantage in assessments. It includes personation, copying from another student in an assessment; the use of unauthorised reference material, texts, or equipment in an assessment; plagiarism; collusion between students in assessments in order to gain an advantage, and fabricating results. The University's procedures for dealing with academic misconduct can be found in paragraphs 11-18 of its Regulations for Academic Integrity and the University's Academic Standards Guidelines, Section V, paragraphs 3.1-3.9.</td>
</tr>
<tr>
<td><strong>Academic year</strong></td>
<td>A 12 month period, normally spanning two calendar years that is used by the University to organise the delivery of the curriculum and associated assessments. It comprises two semesters or, in some circumstances, three terms and normally begins in autumn and ends the following calendar year after late summer resits. An academic year is sometimes referred to as an 'academic session'.</td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
<td>In higher education accreditation is a process through which the value of academic or practice-based achievements is established and recorded in order to enable that value to be made available for the purposes of the University, another University or a body such as a Professional Statutory or Regulatory Body (PSRB).</td>
</tr>
<tr>
<td><strong>Accreditation of Prior Experiential Learning (APEL)</strong></td>
<td>The process whereby the University evaluates an applicant's previous achievements outside formal education in order to determine whether they are eligible to enter a university programme of studies.</td>
</tr>
<tr>
<td><strong>Accreditation of Prior Learning (APL)</strong></td>
<td>The process whereby the University evaluates an applicant's previous assessed and certificated educational and professional achievements in order to determine whether they are eligible to enter a University programme of studies and, if so, whether their prior learning achievement suggests that they might be admitted to a programme with academic credit. Now referred to as the Recognition of Prior Learning. See UK Quality Code for Higher Education, Chapter B6 Assessment of students and the recognition of prior learning</td>
</tr>
<tr>
<td><strong>Additional Learning Support</strong></td>
<td>Additional learning Support provides advice for students and staff on ways to support students with support needs that arise from physical or other impairments. ALS can provide students with general advice and can also prepare a written summary of the adjustments to learning, teaching and assessment assessed as reasonable for a named student by ALS staff (following consultation with the relevant programme director). See also Learning Support Adjustment (LSA).</td>
</tr>
<tr>
<td>Admission</td>
<td>The process through which a student enters the University and is registered to follow a programme of studies.</td>
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<tr>
<td>Aegrotat Degree</td>
<td>A degree awarded by the University in exceptional circumstances for a student prevented by illness or other occurrences from sitting the whole or part of their assessments in the year in which the programme would normally be completed. An Aegrotat degree recognises a student's degree-level achievement. Aegrotat degrees are not honours awards.</td>
</tr>
</tbody>
</table>
| Anonymisation; anonymised | 1 The removal of evident personal identification information from a document so that the facts it presents can be used (for example in case studies) without breaching an individual's right to privacy.  
2 The removal of evident personal identification information from a script or piece of coursework to lessen the risk of bias in the marking process. |
<p>| Assessment         | The process through which a student and their tutors check that the learning outcomes for a piece of work, a module or a programme have been met. See also, 'formative assessment', 'summative assessment' and 'unit of assessment'. |
| Assessment, formative | A formative assessment task is one that has been devised primarily to help a student check whether they have succeeded in acquiring a particular skill, technique, or facet of knowledge. Such a task is formative in that it forms (or informs) the student's understanding through performing the assessment task(s) and through receiving and acting on the feedback from their tutor(s). See also assessment, summative assessment. |
| Assessment, summative | A summative assessment task/unit of assessment is one that tests the student's command of the knowledge, understanding and skills required to demonstrate the achievement of some or all of the learning outcomes approved for a module. Marks given for summative assessments contribute to a student's overall mark for the module. While summative assessments are primarily to enable the student to demonstrate their mastery of a particular skill, technique, or facet of knowledge, they are also formative in that the student will normally receive feedback on their performance. |
| Assessment, unit of | The pattern of assessments for modules in different programmes and subjects varies according to the needs of the programme and the subject(s). In many modules several summative assessments and forms of summative assessment may be used by the tutor(s) to test the student's command of different parts of the learning outcomes for that module. In this context an individual assessment task is referred to as a 'unit of assessment'. |
| Average            | The arithmetic mean when used in calculations for classification or compensation. |
| Award | Formal recognition that a student has met the learning outcomes required by the University for a programme of studies is given in the form of an academic award, such as a Diploma or a Degree. Specified awards are normally linked to particular programmes of study. See also 'intermediate exit award'. |
| Bologna Process | The Bologna Process dates from the mid 1990s with the signing of the Lisbon Convention in 1997 and takes its name from the Bologna Declaration of 1999. The aim of the process is to create an area extending beyond the European Union to enable students to study at any institution in one of the states of the European Higher Education Area for academic credits and qualifications that will be recognised by institutions and national authorities in other EHEA states. To realise this aim, participating states throughout the EHEA have modified their curricular structures and qualifications frameworks. The UK is a participant member of the Bologna Process through which the common European Higher Education Area (EHEA) is being constructed. See also ECTS, FQ-EHEA and FHEQ. |
| Class, class of award. | In the context of assessment a way of providing a measure of an undergraduate student's overall performance. The University uses the following classifications for honours undergraduate and integrated Master's awards: First Class (I); Upper Second Class (II (i)) or 2(i); Lower Second Class (II (ii)) or 2 (ii); Third Class (III) or 3 (not for extended undergraduate programme/integrated Master's). |
| Class, Classes. | In the context of describing teaching and learning or attendance, a generic term used to refer to taught or supervised sessions provided by the University or another body for its students. |
| Compensation | Compensation is a procedure through which strong performance by a student in the greater part of the current level or stage of their programme entitles them to compensation for limited failures following reassessment. |
| Compulsory module | A module (often in the first year of a taught programme) that is identified in a programme handbook as a module students are required to study and may include some units of assessment that must be passed. Compulsory modules may be found in some programmes that are linked to the awards of professional, statutory or regulatory bodies (PSRBs). Where it does not conflict with the requirements of any PSRB to which the programme is linked, compensation may be applied. |
| Core module | A module that is so central to the programme of studies for which the student has registered that it must be studied and all units of assessment passed in order for the student to progress to the next level of their studies or to gain their award. Core modules are identified as such in programme handbooks and programme specifications. Because core modules must be passed if the student is to progress and/or take their award, compensation cannot be applied to a failure in a core module. |
| Credit, academic credit | A way of quantifying the amount of volume and complexity of work associated with learning and its outcomes. In the UK one credit is normally awarded for each ten hours of study that a student is expected to complete in a module, whether that is through face-to-face tuition, group work or self-directed learning. In common with other UK higher education institutions and following the alignment of the FHEQ with the FQ-EHEA, two University of Surrey credits are equivalent to one ECTS credit. |
| Deferred assessments | Where a student is unable to take the assessments for one or more modules in the normal assessment period and there are confirmed extenuating circumstances the board of examiners, advised by the programme director, may permit the student to take the relevant assessments as if for the first time in the late summer reassessment period or, exceptionally, in the following academic year. These assessments are described by the University as 'deferred assessments' to distinguish them from reassessments. |
| Dissertation | A substantial written report, usually completed by a student towards the end of their programme of studies, designed to enable them to demonstrate their command of the subject matter of the dissertation, their academic, practical and/or professional skills and understanding and to integrate concepts, theories and knowledge. |
| Distinction | A way of describing excellent performance in final assessments for some non-honours awards. See also 'merit'. |
| ECTS, see also Bologna Process, 'FHEQ', 'FQ-EHEA' and 'credits' | The European Credit Accumulation and Transfer System (ECTS) assigns credits to course components based on the learning outcomes of the course and the competences to be acquired. In ECTS the workload of a full-time student during one academic year is calculated to be 60 ECTS credits. Workload refers to the average time a learner might be expected to reach the required learning outcomes. More information can be found on the web pages of the Universities UK International Unit. To arrive at their ECTS credit equivalent halve the number of University of Surrey credits. |
| Enhanced award | See 'Integrated Master's award' and 'Extended undergraduate awards' |
| Examination | A form of assessment (usually summative assessment) in which students undertake an assessment task(s) under specified conditions, normally under the supervision of staff acting as invigilators to ensure compliance with the University's regulations. |
| Extended undergraduate awards | See integrated Master's awards. An award made for successfully completing a programme of study that leads directly to an award at Master's-level (FHEQ Level 7) from undergraduate entry. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Description</th>
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<tbody>
<tr>
<td>External examiner</td>
<td>An experienced academic or practitioner who is retained by the University to act as an independent and impartial adviser. External examiners are required to provide the University with informed comment on the standards set for programme outcomes and awards and student achievement in relation to those standards.</td>
</tr>
<tr>
<td>Extenuating circumstances</td>
<td>Extenuating circumstances are unforeseen circumstances that are accepted by the University as having temporarily impaired a student's ability to participate in the work of their programme, to submit their work for assessment, or to attend an assessment.</td>
</tr>
<tr>
<td>Framework for Higher Education Qualifications in England, Wales and Northern Ireland, FHEQ</td>
<td>Since 2011 The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ EWNI, or FHEQ) has been included in Section 1 of Part A of the UK Quality Code for Higher Education. It is used as a reference point by higher education institutions in England, Wales and Northern Ireland to set the standards of their academic awards (Certificates, Diplomas, Degrees and Higher Degrees). Section 1 of Part A of the UK Quality Code contains the FHEQ and provides generic 'descriptors' for the levels of student achievement that lead to particular academic awards and enables universities and colleges (including the University of Surrey) to map their academic awards against the expectations of the UK higher education community generally and higher education across the participating countries in the European Higher Education Area of the Bologna process.</td>
</tr>
<tr>
<td>Framework for Qualifications of the European Higher Education Area (FQ-EHEA)</td>
<td>The FQ-EHEA dates from 2005. It provides means to relate national qualifications frameworks across the member states that comprise the European Higher Education Area (EHEA) of the Bologna process with the aim of improving comparability, international transparency, recognition and mobility of qualifications. It now provides the 'parameters within which the countries of the European Higher Education Area (EHEA) develop their national qualifications frameworks.' QAA certified the FHEQ for England, Wales and Northern Ireland as compatible with the FQ-EHEA in 2009.</td>
</tr>
<tr>
<td>Global Graduate Award (GGA)</td>
<td>A University of Surrey scheme to promote the international mobility of its students through enabling them to study a language module each year in addition to their other modules. Credits are shown on the student's transcript but do not count towards gradings (for non-honours awards) or the class of degree (for honours and integrated Master's awards). Modules are worth 10 credits each and are separately recognised through the University’s Global Graduate Award.</td>
</tr>
<tr>
<td>Grade</td>
<td>For students registered for some non-honours awards that require study for a substantial number of credits the University provides for performance to be graded as a way of marking the extent of students' achievements. The typical grades allowed by the University's regulations are 'distinction' for excellent performance and 'merit' for good performance. Grades should not be confused with 'classes': the term 'class' as a way of recording achievement is used only in connection with undergraduate honours awards and</td>
</tr>
<tr>
<td><strong>Integrated Master's award</strong></td>
<td>An award achieved by following an integrated master's degree programme through which study at bachelor's level is integrated with study at master's level. At the University of Surrey integrated master's degree programmes are studied for four academic years full-time; integrated master's degree programmes that include professional training periods may be studied for five years. Integrated Master's awards maybe referred to historically in some University papers as 'enhanced awards' and 'extended awards'.</td>
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</table>
| **Intermediate exit award** | An intermediate exit award recognises the academic achievement accrued by students as they progress towards the final award for their programme of studies. It enables a student who wishes to leave their programme without submitting for their final award to gain recognition for their achievements.  
  
  For a Foundation Degree the intermediate exit awards are the Foundation Certificate where the student has accrued 60 credits at FHEQ level 4 and the Certificate of Higher Education, where the student has accumulated 120 credits at FHEQ Level 4.  
  
  For an honours undergraduate degree typical intermediate exit awards will include a Certificate of Higher Education where the student has accumulated 120 credits at FHEQ Level 4 and a Diploma of Higher Education where the student has accumulated 240 credits with 120 credits at FHEQ Level 5.  
  
  Intermediate exit awards are graded but not classified.  
  
  The University does not permit students whose studies have been terminated for failure to make academic progress, and who have taken an intermediate exit award, to return to study on that programme. |
| **Invigilator** | A person employed by the University who it charges with responsibilities for supervising and assisting the administration of assessments (normally, an examination). |
| **Learning outcomes, Intended learning outcomes** | The term learning outcomes (also 'intended learning outcomes') is used to describe what a student completing a package of work should know and be able to do. Learning outcomes are generally defined for each module and for a group of modules that together constitute a programme of studies. |
| **Learning Support Adjustment (LSA)** | Formerly known as Verified Individual Services and Adjustments (VISA).  
  
  This is a statement in a standard form through which the University's Additional Learning Support service (ALS) provides a written summary of the adjustments for physical or other impairments assessed as reasonable by ALS staff for a named student.  
  
  Adjustments are designed to provide the student with an equal opportunity to participate in all educational activities: they are not intended to provide an unfair advantage. |
<p>| <strong>Level</strong> | Higher education in the UK and Europe uses the term 'level' to describe learning activities that make similar demands on the student. In modular higher education programmes the learning outcomes for an individual module are set at a level appropriate for the place that module occupies in the programme overall and to locate it with other modules with learning outcomes of a similar level of difficulty. The University's approach is consistent with that of the UK Quality Code for Higher Education in relation to the 'level descriptors' for the four levels applicable to taught programmes. See the UK Quality Code for Higher Education, Part A Section 1 |
| <strong>Level descriptor</strong> | A statement that sets out the relative complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement and the demands that it makes on the learner. See the definition adopted by QAA when certifying the FHEQ (2008) for the purposes of the Bologna Process, paragraph 2.6. |
| <strong>Merit</strong> | A way of describing good performance in final assessments for some non-honours awards. Merit grades are not available for Ordinary Degrees when the latter are awarded. See also 'distinction'. |
| <strong>Moderation</strong> | The processes followed by assessment and examination boards, closely advised by external examiners and the Academic Registry and the Directorate of Quality Enhancement and Standards to satisfy themselves that internal examiners have applied the relevant assessment criteria consistently and that there is a shared understanding of the academic standards students are expected to achieve across the group of tutors responsible for the assessment of particular modules, levels and stages. Moderation may be limited to sampling a representative number of scripts from a cohort of students, perhaps with emphasis on borderline cases. In other cases, moderation may involve double, or second, marking. See UK Quality Code for Higher Education, Chapter B6 Assessment of students and the recognition of prior learning. |
| <strong>Module</strong> | A set of learning activities designed and organised to enable a student to meet a coherent set of learning outcomes. The University of Surrey expects that each module at a given level will make comparable intellectual demands on the student and will require the student to undertake about 10 hours of learning for each credit point whether in the form of face-to-face tuition or self-directed learning. |
| <strong>Module descriptor</strong> | A statement setting out the learning outcomes the student is expected to be able to demonstrate on successfully completing the module. |
| <strong>OIA</strong> | Office of the Independent Adjudicator. The independent body that runs the student complaints scheme for England and Wales. It reviews complaints by students against universities and makes findings and recommendations. It has no statutory powers but is widely respected. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Optional module</td>
<td>A module that is not a core module or a compulsory module and is chosen for study by the student (with academic advice). Optional modules are listed as such in programme handbooks. Compensation may be applied in the case of optional modules where this does not conflict with the requirements of any professional, statutory or regulatory body to which the programme is linked.</td>
</tr>
<tr>
<td>Ordinary Degree</td>
<td>An academic award made for successfully completing a programme of studies that includes a minimum of 60 credits at FHEQ level 6. Ordinary degrees are not honours degrees and are therefore not classified.</td>
</tr>
<tr>
<td>Pass mark</td>
<td>The threshold mark set by the University for completing a module successfully. For a module at FHEQ Levels 4-6 the pass mark is 40 per cent. For a module at FHEQ Level 7 the pass mark is 50 per cent.</td>
</tr>
<tr>
<td>Personation</td>
<td>In the context of academic misconduct, to represent oneself as another in order to deceive, or allow another to represent her- or himself in order to deceive. An act of personation does not require the impersonation of the appearance, speech or manner of another.</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Inserting words, concepts or images from the work of someone else into work submitted for assessment without acknowledging the originator's contribution.</td>
</tr>
<tr>
<td>Professional Statutory, and Regulatory Bodies (PSRB, PSRBs)</td>
<td>Often used as an umbrella term to group together bodies that have an interest in an aspect of higher education for vocational and/or professional purposes. This interest may extend to a more formal monitoring of academic provision and student achievements through a process known as 'accreditation'.</td>
</tr>
<tr>
<td>Professional Training</td>
<td>One or more periods of work-based learning integrated into the structure of a taught programme of studies in order to enable the student to develop their ability to apply their previous academic studies in a work-based professional environment and acquire the skills needed to work successfully at a professional level. Students' achievements in their period(s) of professional training are recognised by the University through the award of credits at P-Level.</td>
</tr>
<tr>
<td>Programme of studies, programme</td>
<td>A coherent package of modules that enables a student to study with the University to accumulate academic credit and (usually) progress to a named academic award.</td>
</tr>
<tr>
<td>Programme specification</td>
<td>A concise description of the intended learning outcomes of a higher education programme, and the means by which the learning outcomes are achieved and demonstrated. Programme specifications show how modules can be combined into whole qualifications and the learning and attributes developed by the programme as a whole.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Progression</td>
<td>In the context of curriculum design, the concept that programmes and modules are designed in such a way that modules in successive years of a programme have more demanding learning outcomes. See also 'student progression'.</td>
</tr>
<tr>
<td>QAA</td>
<td>The Quality Assurance Agency for Higher Education is an independent body funded by the higher education institutions of the UK through their representative bodies and by the bodies in the UK through which its Governments fund higher education. It provides a check on academic standards and quality in higher education institutions (including the University of Surrey) through external reviews and audits.</td>
</tr>
<tr>
<td>Reassessment</td>
<td>The process through which a student who has failed an assessment retakes that assessment in order to pass it.</td>
</tr>
<tr>
<td>Registration</td>
<td>The process through which the University and the student formally record that the student has entered the University to study for a specific programme of studies, that they have exchanged information, and that the student agrees to abide by the University's academic and other regulations and pay any fees due to the University. See also: suspension of registration; termination of registration.</td>
</tr>
<tr>
<td>Semester</td>
<td>A period roughly equivalent to half the academic year, usually about 15 weeks.</td>
</tr>
<tr>
<td>Senate Progression and Conferment Executive (SPACE)</td>
<td>Senate Progression and Conferment Executive. SPACE serves as the body that monitors the application of the academic regulations on behalf of Senate and how bodies and individuals to which powers have been delegated by Senate use those powers. Exceptionally SPACE may review assessment and/or progression decisions made by boards of examiners and Deans of Faculty, on behalf of Senate.</td>
</tr>
<tr>
<td>Session</td>
<td>A programme is described as being 'in session' (as distinct from being 'in vacation') when it is providing tuition and other learning and assessment opportunities for its students. For each programme the duration of a session and of vacation periods is specified in the programme handbook. The dates of vacations are also set on the University's web pages</td>
</tr>
<tr>
<td>SITS</td>
<td>SITS is the acronym for Strategic Information Technology Services Ltd. This is the provider of the University's student information system. The SITS system is used by the University to hold registration, assessment, and other data on its students.</td>
</tr>
<tr>
<td>Stage</td>
<td>A term used in some programmes (for example, those leading to integrated Master's awards) to describe that part of the programme of studies which comprises a mix of FHEQ Level 6 and FHEQ Level 7 modules.</td>
</tr>
<tr>
<td><strong>Student progression</strong></td>
<td>Defined by the University as taking place when a student meets the University's requirements to move from one level or stage of a taught programme to the next level or stage, when a student terminates their programme and takes an intermediate exit award (having met the University's requirements for that award) and when a student completes their programme and, having met the University's requirements, takes their final award.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Subsidiary award</strong></td>
<td>See 'Intermediate exit award'.</td>
</tr>
</tbody>
</table>
| **Suspension (of registration)** | A student who is in difficulties with their studies through personal circumstances may be allowed to temporarily suspend their registration with the intention of returning to their studies at an appropriate time. This may be after a successful application for the consideration of extenuating circumstances.  
Suspension of registration may also be initiated by the University in exceptional circumstances. These include on health grounds and (again, exceptionally) where it is alleged that a student has breached the University's disciplinary or other regulations. |
| **Termination (of registration)** | Where a student has failed to meet the University's requirement that they make academic progress the University will terminate their registration, at which point they cease to be a student registered to study with the University. Under the terms of University Statute 26 students have a right of appeal against such a decision. |
| **Viva Voce examination, 'Viva'** | A meeting of a student or a sample of students with one or more examiners (usually including an external examiner). Viva voce examinations for students following taught programmes are usually intended to enable a board of examiners to check the overall level of student achievement for the purposes of confirming the appropriateness of any moderation to the overall results of the cohort. |
| **Weighting** | In general, modules that are taken in the final year of a programme of studies are given a higher weight than modules studied earlier in the programme for example when calculating the student's overall performance for the purposes of classifying an honours degree or integrated Master's award. |
| **Withdrawal (from studies, from registration)** | Where a student comes to the view that it is not in their interest to proceed with their studies they will inform the University that they wish to withdraw.  
Unlike a decision to suspend registration, a decision on the part of the student to withdraw states their intention to end their studies and their registration with the University. |
Table 1. University of Surrey Higher Education Qualifications Map

<table>
<thead>
<tr>
<th>Typical higher education qualifications within each level as described in the FHEQ†</th>
<th>FHEQ level</th>
<th>Former University of Surrey HE Level Equivalents</th>
<th>Corresponding FQ-EHEA cycle*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degrees (e.g., PhD/DPhil (including new-route PhD, EdD, DBA, DClinPsy; EngD; PsychD))</td>
<td>8</td>
<td>HE Level 5</td>
<td>Third cycle (end of cycle) qualifications</td>
</tr>
<tr>
<td>Master's degrees (e.g., MPhil, MLitt, MRes, MA, MSc) Integrated master's degrees (e.g., MEng, MChem, MPhys, MPPharm)** Postgraduate Diplomas Postgraduate Certificate in Education (PGCE)*** Postgraduate Certificates</td>
<td>7</td>
<td>M-Level</td>
<td>Second Cycle (end of cycle) qualifications</td>
</tr>
<tr>
<td>Bachelor's degrees with honours (e.g., BA/BSc Hons) Bachelor's degrees Professional Graduate Certificate in Education (PGCE)*** Graduate Diplomas Graduate Certificates</td>
<td>6</td>
<td>HE Level 3</td>
<td>First cycle (end of cycle) qualifications</td>
</tr>
<tr>
<td>Foundation Degrees (e.g., FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)</td>
<td>5</td>
<td>HE Level 2</td>
<td>Short Cycle (within or linked to the first cycle) qualifications</td>
</tr>
<tr>
<td>Higher National Certificates (HNC) **** Certificates of Higher Education (CertHE)</td>
<td>4</td>
<td>HE Level 1</td>
<td></td>
</tr>
</tbody>
</table>

† Now Part A, Section 1 of the UK Quality Code p.6. For ease of reference the University has retained the abbreviation 'FHEQ' in these Regulations

* Framework of Qualifications for the European Higher Education Area (the Bologna Process)

** Integrated master's degree programmes typically include study equivalent to at least four full-time academic years, of which study equivalent to at least one full-time academic year is at level 7. Thus study at bachelor's level is integrated with study at master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

*** In April 2005, the Universities Council for the Education of Teachers (UCET), the Standing Conference of Principals (SCOP – now GuildHE), Universities UK and QAA issued a joint statement on the PGCE qualification title. The full statement may be accessed at:
Higher National Certificates (HNCs) are positioned at level 4, to reflect typical practice among higher education awarding bodies that award the HNC under licence from Edexcel.

Adapted from the UK Quality Code, Part A, Section 1 Table 1, p.6
Principles and regulations for taught modular programmes of study leading to Diplomas, Certificates, Foundation Degrees, first Degrees, and Integrated Master's awards

Principles

i The University of Surrey is committed to the continuing development of its academic regulations in line with a number of key principles, set out below. The purpose of publishing the principles, together with the revised regulations, is twofold. First, to enable staff and students who need to refer to the regulations to understand the University's thinking and to appreciate why particular regulations have been adopted. Second, to enable those who refer to and apply its academic regulations in established and in novel circumstances to understand how the University expects matters to be handled (see paragraph iv).

Fairness and reasonableness

ii The University treats those who are subject to its academic regulations fairly and reasonably. That involves ensuring that students studying with the University, and for its awards with its Associated Institutions, are treated even-handedly, so that students across the University, in the Associated Institutions and studying with partners and at a distance who have similar circumstances will be treated comparably.

iii Fairness and reasonableness also involves the University

- setting out its rationale for adopting particular academic regulations (and for the way it applies them) for the benefit of students and staff and as an aid to transparency
- using plain language in setting out its academic regulations as a further aid to transparency, keeping the use of technical terms to a minimum consistent with the requirements of accuracy and certainty of meaning.
- where the use of technical terms is unavoidable, ensuring that they are defined in a glossary
- providing guidance and advice for students and staff on how its academic regulations are to be applied, and technical training and updating for University staff applying the regulations and members of the Students' Union or its staff who advise students
- making decisions that are governed by the academic regulations in a way that is proportionate to the seriousness of the consequences for those affected and is timely
- ensuring that decisions made by applying these regulations can be swiftly reviewed, if need be, through its complaints and appeals procedures.

Proportionality

iv The University ensures that its academic regulations are proportionate to its requirements and no more extensive than they need to be. For that reason the academic regulations do not cover every possible set of circumstances that students and staff are likely to encounter. They do, however, set out a sufficient framework for all but a few cases together with the principles under which they have been developed and approved. For exceptional cases and novel situations the University expects its academic staff and professional administrators will seek advice from the Directorate of Quality Enhancement and Standards and apply the principles.
Certainty

v It is highly desirable that students and staff should know what these academic regulations mean and how they will be applied. Students submitting work for assessment should be able to know how the mark it will be given has been arrived at and how it will contribute to their overall results. Likewise, when judging the effect of aggregating a student's marks for the purpose of making a recommendation on her or his award, academic staff and administrators need to know how the University intends them to proceed. The University therefore recognises the need to explain to students and staff what it expects from the application of its academic regulations, and why.

Deans of Faculty: operational responsibilities for quality and academic standards

vi Deans of Faculty have operational responsibility for ensuring that the University's regulations and other requirements are met, for the quality of the academic provision offered by the University through their Faculty and for ensuring that the standards of the associated taught postgraduate academic awards are safeguarded on behalf of Senate. Deans of Faculty delegate aspects of their operational responsibilities in these matters to individuals and committees they nominate. The names of individuals identified by Deans to act on their behalf in particular matters in their Faculty are provided to Senate by each Dean of Faculty at the beginning of each academic year.

vii Note. Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The terms 'Registrar' and 'Director of Quality Enhancement and Standards' should be read likewise.

The University's academic regulations for first Degrees, Diplomas and Certificates

viii The University's academic regulations for first Degrees, Diplomas and Certificates are made and approved by Senate, which is the only body within the University of Surrey that has the power to make, amend, suspend, approve, or revise academic regulations. Academic regulations that have not been formally approved by Senate have no force.

ix Senate monitors the application of the University's academic regulations through the Senate Progression and Conferment Executive (SPACE).

x Where Senate has delegated powers to officers and committees to act on its behalf it also monitors how these delegated powers have been used. This monitoring function is also conducted on behalf of Senate by SPACE which, exceptionally, may review decisions made under delegated powers and require their reconsideration and/or amendment.

xi Senate reviews and revises the University's academic regulations from time to time. These regulations first came into effect on 1 October 2010. They have subsequently been revised by Senate in July 2011 and July 2012 and the latter are the University's definitive academic regulations until further notice. Technical amendments to reflect changes in administrative structures and to update terminology were made for the academic year 2013/14.

Academic regulations and the requirements of professional, statutory and regulatory bodies (PSRBs)

xii Where it is necessary for a modular programme to be structured in a particular way in order to gain or retain recognition for its students by a PSRB or exemption from some or all of its requirements, a statement by the PSRB of its requirements must be prepared for the Chair of the relevant validation panel who will consult with the Directorate of Quality Enhancement and Standards. The statement will include the
relevant regulations of the PSRB, or a written statement from a senior officer of the
PSRB, certifying that meeting its requirements will be necessary to retain recognition
or exemption for University of Surrey students.

xiii Where the Chair of the validation panel (advised, as necessary, by the Directorate of
Quality Enhancement and Standards) is satisfied that the application of a PSRB's
requirements will not conflict with these regulations the validation panel may approve
their adoption for the particular programme and the statement of the PSRB's
requirements is appended to the programme handbook and the programme
specification.

xiv Where the Chair of the validation panel (advised by the Directorate of Quality
Enhancement and Standards) considers that the application of a PSRB's requirements
would conflict with the University's academic regulations but that the benefits to
students of exemption from the PSRB's requirements justifies following them (and
thereby abridging the University's regulations) the Chair, through the Dean of the
Faculty may request Senate to agree to meet the PSRB's requirements.

xv If it is agreed by Senate that the programme should be arranged to meet the PSRB's
requirements this agreement, together with the statement of the PSRB's requirements,
is published in the relevant programme handbook, the programme specification and in
an appendix to these academic regulations for application by those contributing to the
programme, its assessments and its administration.

Responsibilities of boards of examiners and equivalent bodies

xvi Boards of examiners (including external examiners) have particular responsibilities for
administering and overseeing the assessment of students. Additionally, they are
required by the University to apply their collective academic judgement to advise it,
through the minutes of their meetings and their reports, on the maintenance of the
University's academic standards for its higher awards, the improvement of the
curriculum, learning and teaching and, in particular

- what light the performance of students sheds on the match between the
  assessment tasks set for students and the learning outcomes/intended learning
  outcomes for the relevant modules or the programme overall
- how the performance of the students being considered compares with the
  performance of their predecessors and other groups with whom they could
  reasonably be compared, such as students studying on comparable programmes
  in the associated institutions and in other Universities used by Surrey as
  comparators
- how well the assessment process overall has enabled them to judge the relative
  performance of individual students in relation to their peers.

Detailed information on the roles and responsibilities of University staff and external
examiners with respect to the assessment of students may be found in the University's
'Regulations for Boards of Examiners' and 'Regulations for External Examiners'.

xvii Where it is not possible to convene a board of examiners with an external examiner
present the contributions of the external examiner(s) may be taken by correspondence
(including e-mail) or through teleconferencing, as agreed by the programme director,
the Chair of the board of examiners, the Dean of the Faculty and the external
examiners.

xviii Where a board of examiners is conducted and no external examiner is present in
person the minutes of the board record this and state how the external examiner(s)
were enabled to contribute to the board’s work.
The University's academic regulations, the Quality Code for UK Higher Education (formerly the 'Academic Infrastructure') and the European Standards and Guidelines.

xix Until 2011 the 'Academic Infrastructure' was a term used in higher education in the UK to refer to a suite of reference documents maintained by the Quality Assurance Agency for Higher Education (QAA) on behalf of higher education institutions collectively. It has since been succeeded by the UK Quality Code for Higher Education.

xx In planning and delivering its internal quality assurance and academic standards arrangements, the University recognises the usefulness of the Quality Code as a source of advice and guidance and, similarly, the relevance of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (Part 1) (3rd Edition).

xxi Members of the University will find that its academic arrangements, including its academic regulations are broadly consistent with the advice of the Academic Infrastructure and the European Standards and Guidelines. Staff and students are, however, required to follow the University's academic regulations, referring enquiries on matters not covered by the academic regulations to the Director of Quality Enhancement and Standards.
Programmes of study, modules and awards

1 For the purposes of these academic regulations, programmes of study that lead to the following awards are termed 'taught programmes of studies' or 'taught programmes' and the awards are collectively referred to as 'taught awards'. Where there are arrangements for a particular award this is indicated in the text or by a footnote. The term 'taught awards' includes:

- Certificate of Higher Education
- Diploma of Higher Education
- Foundation Degree
- Ordinary Degree
- Honours Degree
- integrated Master's Degree.¹

2 Regulations for taught modular programmes leading to higher awards of the University are published separately on the University web pages.²

3 Throughout these academic regulations all references to 'assessments' are to be read as references to summative assessments that contribute marks and credits to modules unless otherwise specified.

4 The requirements of these regulations apply equally to taught programmes delivered at the University, through collaborative provision and distance learning, via a part-time or other mode, and taught programmes delivered by the University's Associated Institutions that lead to University of Surrey awards.

Compulsory, core, and optional modules

5 In the University's taught modular undergraduate and integrated Master's programmes modules may sometimes be described as 'compulsory', 'core', or 'optional' modules. The status of individual modules is set out in the programme handbook and the programme specification.

- **Core modules** are defined by the University as modules that are so central to the programme of studies for which the student has registered that they must be studied and all units of assessment passed in order for the student to progress to the next level of their studies or to gain their award. Compensation is not available for failures in core modules.

- **Compulsory modules** are modules that the student is required to study and may include some units of assessment that must be passed. Compulsory modules may be found in the first year of a programme of studies and in some programmes are linked to the awards of professional, statutory or regulatory bodies (PSRBs). Where it does not conflict with the requirements of any PSRB to which the programme is linked, compensation may be applied.

- **Optional modules** are modules that are not compulsory or core modules and are chosen by the student (with academic advice). Optional modules are usually at FHEQ Level 5 or above. Compensation may be applied in the case of optional modules where this does not conflict with the requirements of any PSRB to which the programme is linked.

¹ Sometimes referred to as an 'extended degree' or an 'enhanced undergraduate degree'.

² 2013-14
In their programme handbooks many taught programmes specify core modules at FHEQ Level 5 and FHEQ Level 6 and some integrated Master's programmes specify core modules at FHEQ level 7. In such cases, students are required to pass the core modules for which they are registered in order to proceed to the next level in their studies or to gain their award.
Admission and registration of students following taught programmes leading to first awards

7 Students may only be admitted to a University of Surrey programme of studies if they fulfil its ‘General admission requirements’ (see below) together with any particular conditions approved by Senate for specified programmes.

General admission regulations for taught programmes leading to awards and academic credit

General entrance requirements

8 To be offered a place on one of the University's taught programmes students are required to meet the conditions set out in the University's General Entrance Requirements and any requirements for entrance to specific programmes. Students from outside the UK who wish to apply to the University should contact Undergraduate Enquiries for further information.

9 Students applying to enter some University programmes who can provide other satisfactory evidence of their academic or performance ability to follow the programme for which they are applying successfully may also be considered. Other satisfactory evidence for this purpose will normally be in the form of a portfolio. Advice on evidence that can be included in a portfolio that will meet the University's general entrance requirements and specific requirements for particular programmes is available from Undergraduate Enquiries and the director of the relevant programme.

English Language

10 The University's programmes of study are delivered and assessed through the English language other than when required for a particular programme. The University therefore requires that applicants who wish to be considered for entry to one of its programmes of studies and whose first language is not English, or who have not been educated wholly or mainly through the medium of English, should demonstrate that they have reached the level of academic competence in the English language that it considers appropriate as stated in the General Entry Requirements and programme-specific requirements.

11 The University regularly reviews the level of achievement it requires applicants to achieve or have achieved in the above tests and qualifications and publishes this information on its web site, in its prospectuses, and in programme handbooks. To be accepted by the University an applicant who does not meet the minimum standard through one of the above qualifications or an equivalent will be required to undertake English language instruction before admission.2

12 Students whose qualifications and/or test results have met the University's requirements but whose proficiency in English is subsequently judged by their tutors to be hindering their academic progress will be required to attend a programme in English for academic study.

Admission to taught programmes

13 The University will not admit former students whose registration has been terminated for academic misconduct to programmes or modules that lead to its awards.

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2 The University’s Centre for Language Studies provides programmes in English for academic study that are specially designed for overseas students who are planning to study in the UK.
14 As noted in paragraph 8, to be admitted to a University of Surrey programme that leads to a taught award an applicant must satisfy the University's General Entrance Requirements and any specific requirements set for the programme they wish to follow.

15 Applicants registered for a programme that provides intermediate exit awards will also be considered as having registered to study for those awards. See paragraphs 60-62.

16 Where the University has terminated the registration of a student the student may not re-apply for the same programme.

17 Where a student has withdrawn from the University and taken an intermediate exit award they may apply to the University to be admitted to the same or another programme and to have the credits they formerly accrued exempt them from some part of the programme (see paragraph 57). Where exemptions are granted the student will be required to relinquish any intermediate awards they have taken before they register.

18 Applications from students who in the course of the application process are found to have supplied false information about their qualifications or other false personal information will be rejected.

19 Students who have registered with the University and are subsequently found to have provided false information about their qualifications, or false personal information when applying, will have their registration terminated under the University's disciplinary procedures.

Admission to a taught programme with advanced standing and exemptions

20 A student who has previously studied satisfactorily with the University (including an Associated or partner institution of the University of Surrey), or another recognised or European Higher Education Area degree awarding body may apply to join a taught programme and to have their previous academic performance taken into consideration for the purpose of exempting them from some of the study requirements of the programme for which they are applying. Students from institutions outwith the EHEA, but with established links with the University, may also apply to join a taught programme and for their previous academic performance to be considered for the purpose of exempting them from some of the University's study requirements.

21 Students applying to the University for entry with advanced standing and/or exemptions should note that the class of any taught award they achieve will be determined solely on the basis of the modules they have studied with the University (see Appendix 1, page 25).

22 The University's procedures for the accreditation of prior learning (APL) and the accreditation of prior experiential learning (APEL) can be found on the University's web pages.

Registration for taught programmes

Programme registration and re-registration

23 Students are required to register at the start of their programme. Continuing students are required to re-register at the beginning of each academic year and may be required to pre-enrol in the preceding semester and/or session. When registering and re-registering, students agree to comply with the University's Charter, Statutes, Ordinances, and Regulations, including these academic regulations.

24 In the absence of confirmed extenuating circumstances, students who fail to register or re-register within two calendar weeks of the beginning of the academic year will not normally be considered to be a continuing student of the University.
25 The name in which a student registers or re-registers for their programme will be the name that is recorded on any transcript or certificate issued by the University. Where a student changes their name in the course of their studies with the University they are required to inform the Dean of Faculty within a month of the change.

26 As part of the University's commitment to encourage good academic practice and counter plagiarism students are required under the terms of these regulations, and as a condition of registration, to consent to the University's submission of instances of their work in electronic format for analysis by a service such as the Joint Information Services Committee (JISC) Plagiarism Detection Service.

**Tuition fees**

27 Full-time and part-time students, who fail to pay their tuition fees in accordance with the University's stated policies will be subject to the University's established procedures for late payment of tuition fees.

**Communications between students and the University**

28 The University normally uses a student's University email account to communicate important information about registration, module registrations, assessment, degree ceremonies and other matters. Students studying with the University are required to activate and use their University email account within 48 hours of first registering. Once their University email account has been activated students should regularly check and use their account.

29 Students studying for University awards with the University's Associated Institutions are required to follow the relevant Institution's requirements for communication.

30 Students studying with the University are responsible for ensuring that it has their current postal address and contact telephone number(s) while their programme is in session and their postal address and their contact telephone number(s) for vacations where this is different. This information is initially gathered through registration and re-registration. Similar responsibilities apply between students studying for University awards with the University's Associated Institutions and their Institution.

31 Where the University has agreed to the request of a student studying with it to suspend their registration for a period the student will retain their University email address which will be used by their programme director in the first instance and other University officers to contact them. See paragraphs 49-54.

32 Where a student studying with the University fails to respond to official email enquiries from the University over a reasonable period (normally, four weeks) the Registrar will send a postal enquiry to the student's last known address. If there is no response to this communication, again within a reasonable period, the University will normally consider the student's registration to have lapsed.

33 Access to University services and the University's email systems will be withdrawn for students whose registration has lapsed or has been terminated by the University.

**Registration for modules**

34 Full-time and part-time students following taught programmes are required to register or confirm their choice of modules at the beginning of the academic year or semester (as appropriate). Full-time students other than students undertaking academic exchanges are required to register modules with a value of 120 credits (see

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3 Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities. The term 'Registrar' and 'Director of Quality Enhancement and Standards' should be read likewise.
paragraphs 72-74). Part-time students following taught programmes normally register to study modules with a value of up to 90 credits in each academic year.

35 Students who do not register or confirm an earlier provisional registration for a module within two calendar weeks of the beginning of the academic session (or semester) will not be considered to have registered for that module unless there are confirmed extenuating circumstances. Work submitted for assessment by a student on a taught programme who is not registered for a module will not be assessed.

36 Students who have failed to progress in the previous session may be permitted by a board of examiners to repeat their studies in order to be reassessed in the failed elements (with or without attendance). Such students are required to confirm their registration for the necessary modules at the beginning of the academic session or semester. If they have not registered (or confirmed an earlier registration) for a module within two calendar weeks of the beginning of the academic session or semester they will not be considered to have registered for the module and the associated assessments (or assessment elements) and their registration will lapse.

37 Students who have been permitted to repeat studies are required to pay the relevant registration and other fees to the University within the normal period and arrangements (see paragraph 27).

38 Full-time and part-time taught students may not normally change their module registrations once the module has started and may only do so with the approval of the programme director and where timetabling permits. After the second week following the commencement of a module changes to module registrations will only be permitted where the student has confirmed extenuating circumstances.

39 Full-time and part-time taught students who have registered for a credit-bearing module may not withdraw their registration from that module after the passage of four weeks or after they have submitted work for assessment, whichever is the sooner.

40 Students who withdraw from their module after four weeks or after they have submitted for assessment (whichever is sooner) will be considered to have failed the module.

41 A student who has completed a module and has been awarded the academic credit for that module by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not allowed to repeat that module in order to improve their marks.

Transfer of programme registration

42 Students may apply to the director of their programme to transfer their registration to another programme within the same Faculty at any point within the first six months of their first year of study. Such a transfer will be permitted where the relevant programme directors consider there is sufficient commonality between the curricula of the two programmes for the student to effect a seamless transfer that will not jeopardise their academic progress.

43 Applications by students to transfer their registration from one programme to another after the first six months of study must be approved by the relevant Dean of Faculty.

44 Students transferring their registrations from one University programme to another programme under the terms of paragraph 42 will be considered to have followed a continuing programme of studies and continue to accrue credits. In such a case marks for assessments already completed by the student will remain unchanged and be transferred to their record for the second programme.
Where the relevant programme directors consider there is not sufficient commonality between the two programmes for the student to effect a seamless transfer, but the director of the second programme agrees to admit the student for the following academic year, the student is advised to withdraw from their registration for the first programme, with the University's agreement that it will admit her/him to the second programme in the next academic year.

**Maximum periods for registration**

Table 2. Indicative maximum periods for registration for taught programmes

<table>
<thead>
<tr>
<th>Award title</th>
<th>Indicative maximum period for registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award title</td>
<td>Full time</td>
</tr>
<tr>
<td>Foundation Certificate</td>
<td>One year</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>Two years</td>
</tr>
<tr>
<td>Foundation Diploma</td>
<td>Two years</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Three years</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Three years</td>
</tr>
<tr>
<td>Bachelor's Degree (without honours)</td>
<td>Four years</td>
</tr>
<tr>
<td>Bachelor's Degree (with honours)</td>
<td>Four years</td>
</tr>
<tr>
<td>Bachelor's Degree (with honours) and professional training period</td>
<td>Five Years</td>
</tr>
<tr>
<td>Graduate Certificate*</td>
<td>Two years</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Three years</td>
</tr>
<tr>
<td>integrated Master's (MPhys, MChem, MEng, MMath)</td>
<td>Six years</td>
</tr>
</tbody>
</table>

* Includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education

In exceptional circumstances where there are confirmed extenuating circumstances a Dean of Faculty may extend the maximum period of registration indicated in Table 2 for a given award for an individual student normally by not more than one year.

Where a student has been permitted by the University to suspend their registration the maximum periods of registration set out in Table 2 will be extended by a period equivalent to the period of the suspension.

Where a student has not completed their studies within the maximum period indicated in Table 2, and has not been granted an extension by the relevant Dean of Faculty, their registration will be terminated. In such a case the relevant board of examiners will offer a student who has accrued the necessary credits the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations.
Suspension of registration

49 A student who is in difficulties, with their studies or through personal circumstances, may apply to the Dean of Faculty for the temporary suspension of their registration.

50 The period for which the University is prepared to allow suspension of registration for a student following a taught programme will not normally be longer than one academic year.

51 Where a student is unable to return to their studies at the end of a period of temporary suspension, and has not applied to the Dean of Faculty for an extension to that period, their registration will be terminated by the University.

52 Where a student's request for the suspension of their registration has been accepted by the Dean of Faculty the University will maintain the student's access to its email systems to assist contacts between the student, their programme director and personal tutor and the Registrar.

53 Exceptionally, a decision to temporarily suspend the registration of a student on health grounds may be taken by the Dean of Faculty on the recommendation of a Student Welfare Panel convened in accordance with University Ordinance 45. Again, exceptionally, the University may suspend the registration of a student for a defined period where they are alleged to have acted in a manner that contravenes the University's disciplinary regulations under University Ordinance 44, or the University Disciplinary Procedures.

54 Suspension of registration will be kept under review by the programme director in consultation with the student and Registrar. This will normally be through the University's email facilities and by post (see paragraphs 30 and 32). Where a student's registration has been suspended they are not eligible to participate in their programme (including assessments and reassessments) before resuming their registration or re-registering.

Withdrawal from registration and termination of studies

Withdrawal from registration and intermediate exit awards

55 Students who wish to withdraw from the University before they have completed their programme of studies are required to notify the Dean of Faculty of their intention by email and in writing.

56 Boards of examiners will offer students who have withdrawn from a programme of studies and have accrued the necessary credits the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations.

57 As noted in paragraph 16, students whose studies have been terminated by the University for academic reasons may not reapply to the University to register for the same programme but may apply for another programme of studies as a new entrant.

Termination of registration and intermediate exit awards

58 Where a student has not made academic progress and their registration has been terminated by the University, but they have accrued the necessary credits, the relevant board of examiners offers the student the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations (see paragraphs 76-78).
University regulations for taught modular programmes

Taught programmes of study, modules, credits and awards: introduction and underlying principles

The UK Framework for Higher Education Qualifications (FHEQ) and the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) of the Bologna Process

Programmes of study

Programmes of study that lead to the academic awards of the University of Surrey have the following characteristics in terms of credits and levels.

Table 3. Credits and awards

<table>
<thead>
<tr>
<th>Award title</th>
<th>Number of credits*</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Certificate</td>
<td>60 Credits</td>
<td>60 credits at FHEQ Level 4</td>
</tr>
<tr>
<td>Foundation Diploma</td>
<td>60 Credits</td>
<td>60 credits at FHEQ Level 5</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120 Credits</td>
<td>120 credits at FHEQ Level 4</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>240 Credits</td>
<td>Includes 120 credits at FHEQ Level 5</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240 Credits</td>
<td>Includes 120 credits at FHEQ Level 5</td>
</tr>
<tr>
<td>Bachelor's Degree (Ordinary)</td>
<td>300 Credits</td>
<td>Includes 60 credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Bachelor's Degree (with Honours – three years)</td>
<td>360 Credits</td>
<td>Includes 120 credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Bachelor's Degree (with Honours – including professional training)</td>
<td>480 Credits</td>
<td>Includes 120 credits at FHEQ Level 6, with 120 credits at P-Level</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>60 Credits</td>
<td>60 Credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>120 Credits</td>
<td>120 credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Integrated Master's Degree with Honours (e.g. MPhys, MChem, MEng, MMath)</td>
<td>480 Credits</td>
<td>Includes 120 credits at FHEQ Level 7</td>
</tr>
<tr>
<td>Integrated Master's (e.g. MEng) including professional training</td>
<td>600 Credits</td>
<td>Includes 120 credits at FHEQ Level 7, 120 credits at FHEQ Level 6, and 120 Credits at P-Level</td>
</tr>
</tbody>
</table>
* Does not include the additional credits shown on the transcript of a student working towards the Global Graduate Award by taking a 10 credit languages module each year.

Intermediate exit awards

60 Where a student wishes to leave the University before completing their programme of studies, but after accruing sufficient academic credits to take an intermediate exit award, the University may permit them to take the relevant award to which their credits entitle them, providing that they are not in debt to the University or otherwise in breach of its regulations.

61 Intermediate exit awards made by the University are graded but not classified (see Table 3, page 9 and paragraphs 125-127). For an honours undergraduate degree the typical intermediate exit awards are as follows:

Table 4 Intermediate exit awards

<table>
<thead>
<tr>
<th>Credits accrued</th>
<th>Intermediate Exit Award indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 credits at FHEQ Level 4</td>
<td>Foundation Certificate*</td>
</tr>
<tr>
<td>120 credits at FHEQ Level 4</td>
<td>Certificate of Higher Education</td>
</tr>
<tr>
<td>120 credits at FHEQ Level 5.</td>
<td>Diploma of Higher Education</td>
</tr>
<tr>
<td>300 credits, including 60 at FHEQ Level 6</td>
<td>Ordinary Degree</td>
</tr>
</tbody>
</table>

*For Foundation Degree only.

62 Where a student has withdrawn from the University and taken an intermediate exit award the terms of paragraph 17 apply. Students whose studies have been terminated by the University for lack of academic progress and who have taken an intermediate exit award may not return to study on the same programme or one closely similar.

Participation by students in the work of their programme

Participation

63 The University requires that students participate fully in the work of their programme as set out in the programme specification and the programme handbook. For students learning at a distance, participation involves availing themselves of the virtual and other learning opportunities provided for them by the University.

64 Where a student fails to participate in the learning opportunities available to them or declines to do so, the University, through the Dean of Faculty will enquire into their participation including (for students based at the University) their attendance. Where extenuating circumstances are confirmed the student's registration continues and their performance is dealt with through the relevant examination board(s).

65 Where there are no confirmed extenuating circumstances the Dean of Faculty will warn the student that their registration will be withdrawn for non-participation unless participation in the work of their programme improves to meet the expectations of the programme specification and the programme handbook. Where, after a specified period (normally, four weeks), a student fails to respond to such a warning the student's registration will be terminated. The University's approach to extenuating circumstances is addressed in the Regulations for Extenuating Circumstances and its
approach to the non-submission of work for assessment by reason of non-participation are addressed in paragraphs 79-90.

**Student progression**

**Defining student progression**

66 Student progression is defined by the University of Surrey as taking place when a student meets the University's requirements to move from one level or stage of a taught programme to the next level or stage; when a student terminates their programme and takes an intermediate exit award (having met the University's requirements for that award); and when a student finishes their programme and, having met the University's requirements, takes the final award for their programme of studies.

**The University's requirements for student progression**

**Requirement to make progress**

67 For a student following a taught programme of studies to progress to their award they must satisfactorily complete each Level or stage of the programme. Satisfactory completion of a level or stage is demonstrated by achieving the required credits (normally, 120 credits at each Level). For programmes that have part-time or other modes of study the programme handbook specifies the number of credits required to be passed in order to progress from level to level (or stage).

**Pass mark**

68 For taught programmes of studies at FHEQ Levels 4-6 the pass mark is 40 per cent. For assessments at FHEQ Level 7 in taught programmes of study the pass mark is 50 per cent.

**Requirement to achieve credits and pass core modules in order to progress**

69 For a student to progress from one level or stage of a taught programme to the next level or stage, or to take their final award, the University requires that they have achieved the required credit in full for that level or stage and passed all units of assessment for any modules designated core modules in the programme handbook.

**Legibility of written work**

70 The University requires that coursework assessments and examination scripts be legible: it does not require internal and external examiners to mark illegible written assessments. Where an internal assessor judges an examination script or other written assessment to be illegible, there are no extenuating circumstances, and their judgement is supported by a second internal assessor and the external examiner, the board of examiners may require the student to have the written assessment transcribed under secure conditions at the student's own expense.

**Exchange students: credits and marks**

71 The University encourages its students to participate in educational exchange arrangements it has established with other Universities and in other recognised international study arrangements (with its approval) such as ERASMUS.

**Credits and marks**

72 Students undertaking approved educational exchanges are required to pass any required assessments taken on the exchange; normally, however, only the marks they achieve at the University of Surrey count towards their degree classification unless the programme handbook advises otherwise. The final year of the programme (FHQ Level 6 or 7) must be undertaken at the University of Surrey.
For exchange students who undertake an exchange lasting for only a single semester the marks achieved for the credits taken at Surrey are used for the full 120 credits for that level. This means that if a student in the second year has undertaken an exchange in the first semester worth 60 credits and taken 60 taught credits at Surrey in the second semester, then the mark for the 60 credits taken at Surrey will be treated as the mark for the full FHEQ Level 5 (120 credits) and weighted accordingly as described in Table 7, page 21.

Credits and marks accrued by an exchange student while studying with another higher education institution are reported to the University by that institution and are appended to the student's transcript.

**Academic misconduct**

The University's arrangements for defining and dealing with academic misconduct are set out in its [Regulations for Academic Integrity](#).

**Failure to make progress: termination of registration**

Where a student proves unable to make progress with their studies through failing assessments and/or ceasing to participate in their programme it is not normally in their interest or that of the programme that they should continue. In such circumstances (and following the offer of academic advice) if there are no confirmed extenuating circumstances the Dean of Faculty writes to the student stating that unless there is an improvement in their performance within four weeks their registration will be terminated for lack of academic progress.

Where, after a written warning and the passage of four weeks, there has been no improvement the Dean of Faculty informs the student that their registration is to be terminated for lack of academic progress. The student may challenge the decision to terminate their registration through the University's appeals processes. If the student's appeal is not upheld their registration is terminated within ten working days of their notification of the outcome of the appeal.

Where a student's registration is terminated for failure to make progress with their studies and the student has accrued sufficient credits and/or marks to achieve an intermediate exit award, the relevant board of examiners will recommend the intermediate exit award to which they are entitled (see paragraph 56).

**Arrangements for receiving required coursework**

The University requires each Faculty to ensure that there are robust and transparent arrangements in place for collecting student work and recording the date of submission. For each programme, statements of these arrangements and where coursework is required to be submitted are to be found in the programme handbook.

**Submission of coursework**

Students following taught programmes are required to submit coursework units of assessment (including project and other reports and dissertations) on time and in accordance with the arrangements published in the handbook for the relevant programme. Compensation is not available for a module where there are no confirmed extenuating circumstances and where a unit of assessment has not been submitted.

Where a student has not submitted a coursework unit of assessment by the deadline specified (which shall either be a Monday at 4pm or Tuesday at 4pm), and there are no confirmed mitigating circumstances, the mark given by tutors for that unit of assessment will be reduced by 10 percentage points for work submitted for each 24 hour period after the deadline, up to and including the third day after the submission (30 percentage points). Penalties are applied after the assessed work is marked and marks are deducted until zero is reached. The mark recorded for assessed work
submitted after 4pm on the third day after the deadline (72 hours), or not submitted at all, is zero and will not be marked.

For example

<table>
<thead>
<tr>
<th>Deadline Monday 4pm</th>
<th>Deadline Tuesday 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4.01pm 10%</td>
<td>Tuesday 4.01pm 10%</td>
</tr>
<tr>
<td>Tuesday 4.01pm 20%</td>
<td>Weds 4.01pm 20%</td>
</tr>
<tr>
<td>Weds 4.01pm 30%</td>
<td>Thursday 4.01pm 30%</td>
</tr>
<tr>
<td>Thursday 4.01pm zero</td>
<td>Friday 4.01pm zero</td>
</tr>
</tbody>
</table>

82 Where the student's marks for the remaining units of assessment for the module are sufficient to enable them to pass the module overall the mark that is recorded for the module includes the penalised mark in the relevant unit of assessment. If the student fails the module they are reassessed in the unit(s) of assessment they have failed. Where the student passes the reassessment the mark that is recorded for the unit of assessment (and is used in calculating the student's overall mark for the module) is the pass mark.

Joint or group project

83 When two or more students have conducted a joint or group project, each student normally submits written work in accordance with the requirements of the relevant programme or module handbook.

84 Students who have participated in a joint or group project are required to provide an introductory note to the project report that specifies the contributions made by each person. The introductory note must be countersigned by each participant co-worker and attached to the report submitted.

Failure and reassessment

85 The University requires that students achieve specified credits in each level or stage of their programme in order to progress to the next academic level or stage of their programme or take their award, other than when entering the professional training element of their programme (see paragraph 96). The specified credits (normally 120) are stated in the programme handbook.

86 Where, following reassessment, a student has failed to achieve all the credits required for a level or stage of a programme (normally, 120 credits) and there are no confirmed extenuating circumstances, they have failed to complete that level of the programme successfully and their registration is terminated by the University. Where the student has met the University's requirements for an intermediate exit award the board of examiners will recommend that award.

87 A student who has failed a module is reassessed on a single occasion in the units of assessment they have failed in order to pass the module and progress to the next academic level or stage of their programme, or to take their award (see paragraphs 106-107). Where a student passes the reassessment the mark recorded, and used in calculating the student's overall module mark, is the pass mark for the unit. Where a student fails a reassessment in modules other than core modules they may be entitled to pass the module via compensation (see below, paragraphs 100-103).
A student who has completed a module and has been awarded the academic credit for that module by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not allowed to repeat that module in order to improve their marks.

Status of marks achieved through reassessment

In all cases, where a student is reassessed the mark recorded is the better of the two marks achieved by the student (assessment and reassessment) calculated as described in paragraph 87.

Assessment and failure to attend for assessment/examination

Where a student has failed an assessment for a module through failing to attend a required examination, or by attending a required examination but not making (in the judgement of the board of examiners) a reasonable attempt to address the examination questions, and there are no confirmed extenuating circumstances, the student has failed that unit of assessment and will be given a mark of zero. Should the student fail the module overall as a consequence they may not progress without reassessment, as described in paragraph 85, and will not be entitled to compensation.

Failure of modules with a value of more than 45 credits

Where a student following a taught programme fails modules with a value of more than 45 credits at that level or stage of their programme, their progression through their programme is halted and the board of examiners will require them to retake the units of assessment they have failed in the next academic year, in order to pass any failed modules and progress to the next stage or level of their studies. In such a case the board of examiners requires that the student is reassessed, with or without attendance.

Failure and reassessment for modules with a value up to and including 45 credits

Where a student following a taught programme has failed modules with a value up to and including 45 credits at that level or stage of their programme and, following reassessment and/or compensation (within the limits permitted by these regulations), passes the modules, they may progress to the next level or stage of their programme. In such circumstances the marks recorded for each reassessed unit of assessment that has been passed, and for calculating the overall mark for the module, is the pass mark. If the student does not wish to retake the failed units of assessment and wishes to withdraw, or retakes the modules and subsequently fails, the University terminates their registration.

Where a student has passed a module after reassessment or compensation this is recorded in their transcript.

Timing of reassessments

Reassessments for units of assessment failed in the first semester of the year are undertaken in the University-appointed reassessment period. The dates for this period are published on the University web pages and programme handbooks.

Students who have been permitted to repeat studies in order to be reassessed take the reassessment(s) for the module(s) they are repeating at the time appointed for that module. Such students are required to pay the relevant registration and other fees to the University within the normal period and arrangements (see paragraph 27).

Reassessments for students undertaking professional training

Where a programme provides for a period of professional training and a student has not passed modules with a value of 120 credits in the level or stage that precedes the professional training period, the student may proceed to the professional training
period only where they have passed modules with a minimum value of 105 credits. Students undertaking professional training who are required to be reassessed in order to secure 120 credits and progress, take their reassessments in the University-appointed reassessment period.

97 Students who have registered to retake modules that have previously been failed and who subsequently fail one or more such modules may not progress and may not be reassessed further (see paragraph 69).

Nature of reassessment at FHEQ Level 6 and FHEQ Level 7

98 Students at FHEQ Level 6 and FHEQ level 7 submitting for reassessment are normally reassessed in the units of assessment they have failed in the module for which they had registered. Exceptionally, for one module only, a board of examiners (advised by the programme director and with the consent of the student) may recommend that a student in their final year be reassessed in another module with the same credit value and advise Academic Registry accordingly. In such a case the student is required to pass the second 'replacement' module overall, and will not be permitted to be further reassessed in case of failure. Where the student passes the reassessments, the marks are recorded as pass marks and used in the calculation of the student’s results for the module. Where the student fails but is eligible for compensation, compensation may be applied.

99 As noted in paragraph 41, a student who has completed a module and has been awarded the academic credit for that module, by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not allowed to repeat that module in order to improve their marks.

Compensation

100 Compensation is available following reassessment for failed units of assessment in modules with a value up to and including 30 credits in the first year of a programme. In subsequent years, other than for core modules, compensation is available for modules with a value up to and including 15 credits. Compensation is not available where, after reassessment the student has an overall mark for the module of less than 30 per cent (modules at FHEQ Levels 4-6) or 40 per cent (modules at FHEQ Level 7). Circumstances that can affect eligibility for compensation are described in paragraphs 90 and 103.

101 The procedure for determining compensation when a student has failed modules with a value of 30 credits or fewer in their first year (15 credits or fewer in subsequent years) is to check whether

- the weighted level aggregate of all the student's module marks at that level or stage (including the failed modules) is 45 per cent or higher (55 per cent or higher for FHEQ Level 7 modules on Integrated Masters' programmes)
- the lowest overall mark achieved in a failed modules is 30 per cent or more (40 per cent in a failed FHEQ level 7 module on Integrated Master's programmes).

102 Where the conditions set out in paragraph 102 are met

- the student's overall performance compensates for their failed units of assessment
- the student's transcript shows that they achieved ('passed') credits in the module(s) following reassessment and through compensation
- the mark to be recorded for the compensated module is the aggregate module mark, including the mark awarded for the failed units of assessment

the student is allowed to progress to the next level or stage of their programme.
**Final year students: availability of compensation**

103 Compensation is not available to students who have not failed a module.

104 Where a final year honours undergraduate student has failed a module that is not a core module with a mark that is eligible for compensation within the terms set out in paragraphs 100-102 above, compensation is available without the requirement to submit for reassessment. Once awarded, compensation cannot be refused (rescinded) by the student other than where there are confirmed extenuating circumstances that entitle the student to be re-assessed. In circumstances where a final year student has failed a module in Semester 1 they may resit the module in Semester 2 (see paragraph 94).

**Deferred assessments**

105 Where a student has not completed all the units of assessment for one or more modules, and it has been confirmed that extenuating circumstances apply, they are allowed to be assessed in the relevant units of assessment for the module(s) as if for the first time through a ‘deferred assessment’, to be taken in the next University-appointed assessment or reassessment period.

106 Where in the final year of an undergraduate programme, or of an Integrated Masters programme, a student has taken a deferred assessment, in one module only, at the assessment or reassessment point formally approved for their programme, and they have failed that module the following apply

- where the assessment is for an FHEQ Level 6 module on an undergraduate or Integrated Master's programme, and the student has achieved a mark of 30 per cent or more in the deferred assessment, compensation may be applied where the student is eligible to receive it

- where the assessment is for an FHEQ Level 7 module in an Integrated Masters programme and the student has achieved a mark of 40 per cent or more in the deferred assessment, compensation may be applied where the student is eligible to receive it.

107 Where a student who is not in the final year of an undergraduate programme or an Integrated Masters programme has taken one or more deferred units of assessment and passed the units, and therefore the relevant module(s), they may progress to the next level or stage of their programme. In such a case the marks that are recorded are the marks the student has achieved in the deferred assessment(s).

108 Where a student who is not in the final year of an undergraduate programme or an Integrated Masters programme takes one or more deferred units of assessment in a module, and fails one or more of these, since they are deferred units the student is not eligible for compensation to be applied. The student must therefore submit for reassessment in those units of assessment at the next University-approved assessment or reassessment point, subject to the limits on progression set out in paragraph 69. In such a case the student may follow the University's procedure for reassessment without attendance. Access to email, Library and VLE facilities for such students is available subject to the payment of the appropriate fee which is refunded when the student passes their reassessment.
Fitness to practise

109 The procedures that are followed by the University for matters to do with fitness to practise are set out in its Regulations for Fitness to Practise.

110 Students registered for a programme of study that includes one or more period(s) of clinical and/or professional experience may be required at all times, and as a condition of continued registration for that programme, to act or behave in a manner

- that conforms to the relevant professional code of practice (where relevant)
- is consistent with the standards of behaviour required by the profession or the employer
- does not jeopardise or put at risk the welfare or wellbeing of others (for example, patients; pupils; clients; members of the public; fellow students; fellow employees; members of academic or professional/clinical staff) or themselves.

111 Where the University becomes aware of, or is made aware that a student has departed from the requirements set out in paragraph 109, it reserves the right to exclude or withdraw a student from a clinical or professional placement without notice, stating whether the grounds are for unprofessional behaviour, professional misconduct, or arise from the belief of the University or agents acting on its behalf, that the student’s behaviour has the potential to cause harm to others or herself/himself.

112 Where a student is withdrawn or suspended from a clinical or professional placement by the University it will investigate the circumstances and ensure that the student is aware of their rights to appeal against the withdrawal or suspension and the procedures to be followed to lodge an appeal.

Extenuating circumstances and additional learning support

Extenuating circumstances

113 The University’s arrangements for defining and dealing with extenuating circumstances are set out in its Regulations for Extenuating Circumstances.

Learning Support Adjustment (LSA) procedure

114 The University’s procedures for providing a student with an individual statement of the Learning Support Adjustment (LSA) they need in order to follow their programme were previously referred to as VISA (Verified Individual Services and Adjustments). They are provided for students by the University’s Additional Learning Support service (ALS).

115 Where a student faces chronic, foreseeable or recurring circumstances or physical or other impairments that have the potential to hinder their academic progress they may inform the University through the programme director or a member of the University’s Additional Learning Support service that they wish to request advice and support with their particular learning support arrangements.

116 Under the LSA procedure ALS works with the student, their tutors and other professionals (as required), to assess the learning support needs of students with impairments. Following this assessment ALS will provide the student, where appropriate, with a written summary of the adjustments to the student’s learning, teaching and assessment arrangements that ALS, in consultation with the programme director, has assessed as reasonable and a note will be added to the student’s centrally held records. Adjustments suggested in an LSA statement are designed to provide the student with an equal opportunity to participate in all educational activities: they are not intended to provide an unfair advantage.
Where a student has secured an LSA statement, ALS will ensure that their programme director is formally notified of its contents so that the latter can notify the relevant departmental, Faculty and University officers of the adjustments suggested in the LSA statement and periodically check their continuing suitability for the student.

Exclusion on non-academic grounds

A student may be excluded from the University and their registration terminated for the reasons stated in Statutes 5(5)(B) (engaging in conduct that is harmful to the University).

Where a student who is excluded from the University for non-academic reasons has accrued sufficient academic credits to be eligible for an intermediate exit award the relevant board of examiners will recommend the relevant award.
Taught awards of the University of Surrey

120 The University may only make the taught awards listed in paragraph 1 following the successful completion of the programme associated with that award to a student who has been registered for and who has satisfactorily followed the prescribed programme linked to that award and who has been awarded the required credits, as specified in Table 3. Credits page 9, and Table 10, page 25.

Certificate and date of the award

121 The award is made by the Senate. The date of the award is the date on which SPACE or another body nominated by Senate approves the award on its behalf.

Students in debt to the University

122 Academic awards of students who are in debt to the University or who have not returned articles of University property to it when requested to do so, will be withheld until the student has paid all their debts to the University and returned any items of its property that it has requested.

Classification of undergraduate honours degrees

123 Where a student following a programme of studies leading to a taught undergraduate honours degree has successfully completed their programme the award made to the student will be classified according to the following scheme.

Table 5 Award classifications for undergraduate honours degrees

<table>
<thead>
<tr>
<th>Formal title</th>
<th>Other titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>First, I</td>
</tr>
<tr>
<td>Second Class Honours (Upper Division)</td>
<td>Upper Second; II (i)</td>
</tr>
<tr>
<td>Second Class Honours (Lower Division)</td>
<td>Lower Second; II (ii)</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>Third</td>
</tr>
</tbody>
</table>

Awards for successful completion of integrated Master's programme

124 Where a student has successfully completed an integrated Master's programme (MEng*, MPhys, MChem, MMath) the award they will receive will be classified according to the following scheme.

Table 6 Award classifications for integrated Master's degrees

<table>
<thead>
<tr>
<th>Formal title</th>
<th>Other titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>First, I</td>
</tr>
<tr>
<td>Second Class Honours (Upper Division)</td>
<td>Upper Second; II (i)</td>
</tr>
<tr>
<td>Second Class Honours (Lower Division)</td>
<td>Lower Second; II (ii)</td>
</tr>
</tbody>
</table>
* Awards for students entering FHEQ Level 5 of the Master of Engineering (MEng) in 2008/9 or before are graded merit or distinction (with distinction being the higher award, as in Table 9). For students entering FHEQ 5 of the Master of Engineering in 2009/10 and subsequently, the MEng is classified in the same way as other integrated Master's awards.

Procedures for grading non-honours awards

125 The University provides for the following non-honours undergraduate awards to be graded to enable boards of examiners to recognise the strengths of students' performances

- Certificate of Higher Education
- Diploma of Higher Education
- Foundation Degree

126 Boards of examiners grade the performance of students for these non-honours awards as follows

- 40-59 per cent Pass
- 60-69 per cent Merit
- 70 per cent and above Distinction

For programmes where the award is a Certificate of Higher Education, grades are determined on the basis of all modules. For programmes where the award is a Diploma of Higher Education or a Foundation Degree grades are determined solely on the basis of the student's performance in their FHEQ Level 5 modules. Calculations for grades apply the rules for rounding marks described in paragraph 131.

127 The University does not grade or classify Ordinary Degrees.

Procedures for classifying undergraduate honours degrees and integrated Master's awards

128 The University's requirement that programmes must become demonstrably more challenging as students progress through them is reflected in the way that marks achieved at Level FHEQ Level 5 and at FHEQ Level 6 (and for integrated Master's programmes FHEQ Level 7) are weighted when calculating the student's final results.

129 The ways in which marks achieved by students at FHEQ Level 5 and FHEQ Level 6 (and for integrated Master's programmes, at FHEQ Level 7) are weighted is described in the programme handbook and programme specification as follows
Table 7 Undergraduate honours awards and integrated Master's awards: weightings for module marks at FHEQ Level 5 and FHEQ level 6

<table>
<thead>
<tr>
<th>Award title</th>
<th>Weightings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Degree with Honours</td>
<td>FHEQ Level 5 (35) FHEQ Level 6 (65) 35:65</td>
</tr>
<tr>
<td>Bachelors Degree with Honours with Professional Training Year, where the programme Handbook and the programme specifications require P-Level marks should contribute to the overall degree classification</td>
<td>FHEQ Level 5 (25):P-Level (10):FHEQ Level 6 (65) 25:10:65</td>
</tr>
<tr>
<td>Master of Chemistry, Master of Engineering, Master of Mathematics, Master of Physics, where the programme Handbook and the programme specifications require P-Level marks should contribute to the overall degree classification</td>
<td>FHEQ Level 5 (15):P-Level (10):FHEQ Level 6 (35):FHEQ Level 7 (40) 15:10:35:40</td>
</tr>
</tbody>
</table>

* Students who entered FHEQ Level 5 studies at the University in 2008-09 or earlier are subject to the weightings for the calculation of their award that were current then.

Mark thresholds for classification purposes

130 For taught honours and integrated Master's awards marks are aggregated and expressed as scores out of 100.

131 When calculating a student's aggregate mark for their final degree classification the University requires that the result of the calculation is as a whole integer. In calculations aggregate marks of 0.01-0.49 are rounded down; marks of 0.5-0.99 are rounded up.

Table 8 Mark thresholds for taught honours and integrated Master's awards

<table>
<thead>
<tr>
<th>Formal title</th>
<th>Mark threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>70 or above</td>
</tr>
<tr>
<td>Second Class Honours (Upper Division)</td>
<td>60-69</td>
</tr>
<tr>
<td>Second Class Honours (Lower Division)</td>
<td>50-59</td>
</tr>
</tbody>
</table>
Table 9 Mark thresholds for grading the Master of Engineering for those entering FHEQ Level 5 in 2008-9 and earlier

<table>
<thead>
<tr>
<th>Formal title</th>
<th>Mark threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEng with Distinction</td>
<td>70 or above</td>
</tr>
<tr>
<td>MEng with Merit</td>
<td>60-69</td>
</tr>
<tr>
<td>MEng</td>
<td>50-59</td>
</tr>
</tbody>
</table>

Classification method

132 When classifying undergraduate honours and integrated Master’s degrees the University uses the overall (weighted) aggregate mark the student has achieved.

Calculation of the student’s overall aggregate mark for the purposes of classification

133 For taught honours degree awards the student’s results are classified with reference to the weighted level aggregate marks at FHEQ Level 5 and FHEQ Level 6.

134 For integrated Master’s awards the student’s results are classified with reference to the weighted level aggregate marks at FHEQ Level 5, FHEQ Level 6 and FHEQ Level 7.

135 Credits at P-Level are not used to classify honours undergraduate and integrated master’s awards other than when specified in the programme handbook and programme specification.

Aegrotat Degree

136 A student prevented by illness or other circumstance from sitting the whole or part of their assessments in the year in which the programme would normally be completed may be considered for the award of an Aegrotat Degree with their consent. Aegrotat Degrees are not honours awards and are not classified or graded.

137 The decision to recommend the award of an Aegrotat Degree is made by the relevant board of examiners to SPACE, having received a report on the student’s circumstances from the Chair of the board, advised by the programme director.

138 A student who chooses not to accept the award of an Aegrotat Degree may complete their assessments on one subsequent occasion. This will normally be in the following academic year. A student who continues to be unable to complete the assessments on a subsequent occasion may then choose to accept the award of an Aegrotat Degree.

Approval and dissemination of results

139 Boards of examiners make provisional recommendations for students’ assessments and awards to Senate Progression and Conferment Executive (SPACE) as the body to which Senate has delegated authority to confirm awards (or otherwise) on its behalf.

140 The University expects that boards of examiners will make their provisional recommendations available to students, stating that these are provisional recommendations and that students should not act or rely on them until they have been confirmed by SPACE.
141 The confirmed results of assessments and awards are published and distributed to students by the Dean of Faculty. Where, following an examination board, a student's registration is suspended or terminated the Registrar is responsible for notifying them of the courses of action open to them, including the University’s appeals procedures and providing general advice on the University’s academic regulations.

Certification of awards
142 Awards are confirmed by SPACE on behalf of Senate and may be conferred at a Degree Congregation ceremony held for the purpose.
143 Each student is given or sent a formal certificate appropriate to their award. Students collecting their award certificates in person should be prepared to provide a form of photographic identification such as a passport.
144 Certificates not collected in person by the student are sent through the ordinary post to the graduate's address as listed in the University's records.

Student seeking to decline award in order to re-register in order to seek to achieve an improved award
145 Where a student who has achieved their award requests the University to rescind it, so that they may apply to re-register in order to improve their classification or grade, the University will not rescind the award in the absence of extenuating circumstances. Any such request must be made by the student within three months of receiving the award they are seeking to have rescinded.

Publication of results
146 The names of those who have been awarded Certificates, Diplomas, and Degrees and the classes or categories associated with them, are published by the Vice-President Administration and Registrar in the University Gazette and may be published elsewhere.

Transcripts
147 The University provides each of its students with an official transcript of their achievements on completing their studies. There is no charge for this service. The University's Associated Institutions similarly provide transcripts for their students who have been studying for the University's awards.
148 The transcript records each module for which the student was registered, together with the level of the module, the credits awarded, and the marks awarded. The transcript also records, where appropriate, any professional training and other work-based learning completed among other matters.

Aftercare: replacement certificates and transcripts
149 If a graduate or former student requires a replacement certificate they must apply to the Academic Registry stating the name under which their award was made; the title of the programme they followed; the dates between which they attended the University; and the month and year of their graduation. Replacement certificates can be issued only on receipt of a written request from the holder of the award, together with evidence of the identity of the holder of the award and on payment of the appropriate fee.
150 If a graduate or former student requires a replacement transcript they should apply to the Academic Registry stating the name under which they were known to the University; the title of the programme they followed; the dates between which they attended the University; and either the month and year of their graduation or the date when they ceased to be registered. Replacement transcripts can be issued only on
receipt of a written request from the holder of the award, together with evidence of the identity of the holder of the award and on payment of the appropriate fee.

**Academic appeals**

151 The grounds for and procedures for academic appeals are set out in the University’s published [ Regulations for Academic Appeals.](#)
Appendix 1

Entry to a programme with advanced standing

152 A student who has previously satisfactorily studied with a recognised degree awarding body in the UK or elsewhere may apply to enter a University of Surrey taught programme and to have their previous academic performance taken into consideration for the purpose of exempting them from some of the study requirements of the programme for which they are applying.

153 In each case the decision on the level of exemption to be allowed is an academic judgement made after reviewing the student's transcript or its equivalent and considering the studies they have previously completed and the programme they have applied to join.

154 The minimum number of credits that a student transferring in to a University programme of studies must successfully complete at the University in order to achieve a University of Surrey award is indicated in Table 10, below.

Table 10. The minimum number of credits that must be taken at the University to achieve its award

<table>
<thead>
<tr>
<th>Award title</th>
<th>Credits that must be studied with the University (including with an Associated or partner institution) in order to achieve a University of Surrey award.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>40 out of 120 at FHEQ Level 4</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>120 out of 240 at FHEQ Level 5</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>120 out of 240 at FHEQ Level 5</td>
</tr>
<tr>
<td>Bachelor's Degree (Ordinary)</td>
<td>100 out of 300 credits with a minimum of 60 credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Bachelor's Degree (with Honours three years)</td>
<td>120 out of 360 credits; a minimum of 90 must be at FHEQ Level 6</td>
</tr>
<tr>
<td>Bachelor's Degree (with Honours and including professional training)</td>
<td>200 out of 360 credits, of which 90 must be at FHEQ Level 6 with 80 P-Level credits</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>20 out of 60 credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>45 out of 120 credits at FHEQ Level 6</td>
</tr>
<tr>
<td>Integrated Master's (MChem, MMath, MEng, MPhys)</td>
<td>240 out of 480 credits of which 120 credits must be at FHEQ Level 7.</td>
</tr>
</tbody>
</table>
Contribution of marks from previous study to a student's final result

155 Where a student admitted to a taught programme has been exempted from completing parts of the programme having satisfied the University's requirements their final result (including the classification of their degree, where relevant) is determined on the basis of the work they have undertaken at the University after transferring to the programme.

156 A Memorandum of Agreement or Memorandum of Cooperation with another institution may explicitly provide for marks gained at the other institution to be considered when determining the student's final result. Other than under such an agreement marks gained at another institution are not considered when determining the student's final result.

| P-Level | The Dean of a Faculty may exempt a student from up to one third of the total P-Level credits required by a programme where the student can show that they have previously successfully acquired experience that is the equivalent of the relevant professional training required by the University |
GENERAL ENTRY REQUIREMENTS FOR UNDERGRADUATE DEGREES

To be eligible for consideration for admission to a First Degree programme through UCAS to the University of Surrey a candidate must satisfy the specific requirement (including grades) for entry to the particular programme of study. A 'typical offer' will be expressed in terms of three minimum A level grades or equivalent. All candidates will be also required to meet the general entrance requirements below.

Academic Qualifications

First Degrees

1. Minimum of three¹ passes at GCE A Level (not including General Studies or Critical Thinking) or an equivalent qualification:
   - International Baccalaureate Diploma, including at least two Higher-level subjects with achievement at Grade 4 or above;
   - European Baccalaureate;
   - Cambridge Pre-U Diploma;
   - Cambridge International Level 3 Pre-U Certificates in Subject (Principal)
   - AQA Baccalaureate;
   - Three Advanced Scottish Highers. Holders of those offering less than three Advanced Highers but who have at least five Scottish Highers passed at an appropriate level will be considered;
   - Welsh Baccalaureate Advanced Diploma (WBAD);
   - Irish Leaving Certificate which show passes in five approved subjects at the higher level achieved at minimum grade C1;
   - BTEC Higher National Certificate (HNC) or Higher National Diploma (HND);
   - Completion of the first year of a UK Foundation Degree, achieving at least 50% overall. Applicants who have pursued a Foundation Degree may also be considered for direct entry to the second or later year of a programme;
   - BTEC National Diploma in a relevant subject (candidates must also satisfy the normal 'required subject' where stated i.e., be offering an additional A level subject in addition to a BTEC National Diploma);
   - OCR National Extended Diploma in a relevant subject;
   - Advanced International Certificate of Education (AICE);
   - Graduates of universities and institutions of Higher Education in the United Kingdom and other recognized institutions outside the UK;
   - international qualifications determined by the University to be equivalent Access to HE Diploma course validated by the Quality Assurance Agency or satisfactory performance in an International Foundation Year accepted by the University;
   - Holders of Open University credits with a minimum of 60 credits;
   - An acceptable Advanced Diploma*;

* The Advanced Diploma is accepted where stated in the requirements for a specific programme in the prospectus/factfile, dependent on the Diploma and additional/specialist learning taken.

¹ Except where the Senate has approved a particular programme of study at the University or an Associated Institution with an entry requirement of two GCE A levels or equivalent
2. In addition to the above all candidates will be required to have obtained GCSE English and GCSE Mathematics with a minimum pass of Grade C or a recognized equivalent. Higher grades may be specified for individual programmes of study.

Applicants aged over 21 on entry who can demonstrate that their qualifications and experience are appropriate for entry to the programme to which they are applying, will be considered on an individual basis and should contact the relevant Admissions Tutor before submitting a formal application.

**Foundation Degrees**

Applicants will be expected to provide satisfactory evidence of ability to pursue successfully the Foundation Degree to which they are seeking admission. In the case of applicants who will not have attained 21 years of age on entry this will normally be expected to include at least one pass at GCE A level or a qualification deemed to be equivalent

**English Language**

All students will need a good standard of English. The minimum standard required for most programmes is shown below although there are exceptions (requiring a higher level of English) which will be detailed in the specific programme pages of the prospectus.

- International English Language Testing System (IELTS): band 6.5 overall, with a minimum of 6.0 in each of the subtests. The IELTS test must have been taken no earlier than two years before the date the Confirmation of Acceptance for Studies is issued;
- Test of English as a Foreign Language (TOEFL): 92 in the Internet-based test, normally with 22 or higher in each subtest (23 in the speaking test) (or paperbased equivalent);
- Cambridge Certificate in Advanced English (grade B)
- Cambridge Certificate of Proficiency in English (grade C)

Some other school leaving or matriculation certificates contain a compulsory examination in English and these may be taken as equivalent. Some English language examinations may also be accepted as part of an International Foundation Year.

An applicant with IELTS at 0.5 below the required level for their proposed programme (e.g. 6.0) and not less than 1.0 below the level in any single component (e.g. 5.0) will meet the English requirements upon successful completion of the University’s pre-sessional programme, PS10, without the need to take another IELTS test.
Regulations for Taught Modular Programmes leading to Higher Awards

Approved by Senate 12 July 2010
Revised and approved by Senate 5 July 2011
Revised and approved by Senate 3 July 2012
Revised and approved by Senate 2 July 2013
Revised August 2013 (technical amendments only)
Regulation 83 amended for clarification December 2013
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</tr>
<tr>
<td><strong>Academic misconduct</strong></td>
</tr>
<tr>
<td><strong>Academic year</strong></td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
</tr>
<tr>
<td><strong>Accreditation of Prior Experiential Learning (APEL)</strong></td>
</tr>
<tr>
<td><strong>Accreditation of Prior Learning (APL)</strong></td>
</tr>
<tr>
<td><strong>Additional Learning Support</strong></td>
</tr>
<tr>
<td><strong>Admission</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>
| **Anonymisation; anonymised** | 1. The removal of evident personal identification information from a document so that the facts it presents can be used (for example in case studies) without breaching an individual's right to privacy.  
2. The removal of evident personal identification information from a script or piece of coursework to lessen the risk of bias in the marking process. |
<p>| <strong>Assessment</strong> | The process through which a student and their tutors check that the learning outcomes for a piece of work, a module or a programme have been met. See also, 'formative assessment', 'summative assessment' and 'unit of assessment'. |
| <strong>Assessment, formative</strong> | A formative assessment task is one that has been devised primarily to help a student check whether they have succeeded in acquiring a particular skill, technique, or facet of knowledge. Such a task is formative in that it forms the student's understanding through performing the assessment task(s) and through receiving and acting on the feedback from their tutor(s). See also assessment, summative assessment. |
| <strong>Assessment, summative</strong> | A summative assessment task/unit of assessment is one that tests the student's command of the knowledge, understanding, and skills required to demonstrate the achievement of some or all of the learning outcomes approved for a module. Marks given for summative assessments contribute to a student's overall mark for the module. While summative assessments are primarily to enable the student to demonstrate their mastery of a particular skill, technique, or facet of knowledge, they are also formative in that the student will normally receive feedback on their performance. |
| <strong>Assessment, unit of</strong> | The pattern of assessments for modules in different taught postgraduate programmes and subjects varies according to the needs of the programme and the subject(s). In many modules several summative assessments and forms of summative assessment may be used by the tutor(s) to test the student's command of different parts of the learning outcomes for that module. In this context individual assessment tasks are referred to as a 'unit of assessment'. |
| <strong>Average</strong> | The arithmetic mean when used in calculations for gradings and other matters. |
| <strong>Award</strong> | Formal recognition that a student has met the learning outcomes required by the University for a taught postgraduate modular programme of studies (taught postgraduate) is given in the form of an academic award, such as a Certificate, Diploma or a Degree. Specified awards are normally linked to particular programmes of study. See also 'intermediate award'. |</p>
<table>
<thead>
<tr>
<th>Bologna Process</th>
<th>The Bologna Process dates from the mid 1990s with the signing of the <a href="#">Lisbon Convention</a> in 1997 and takes its name from the <a href="#">Bologna Declaration</a> of 1999. The aim of the process is to create an area extending beyond the European Union to enable students to study at any institution in one of the 48 participating countries of the <a href="#">European Higher Education Area (EHEA)</a>. For academic credits and qualifications that will be recognised by institutions and national authorities in other EHEA states. To realise this aim, participating states throughout the EHEA have modified their curricular structures and qualifications frameworks. The UK is a participant member of the Bologna Process through which the common European Higher Education Area (EHEA) is being constructed. See also ECTS, FQ-EHEA and FHEQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class, Classes.</td>
<td>In the context of describing teaching and learning or attendance, a generic term used to refer to taught or supervised sessions provided by the University or another body for its students.</td>
</tr>
<tr>
<td>Compensation</td>
<td>Compensation is a procedure whereby strong performance by a student in the greater part of their programme entitles them to compensation for limited failures in other modules. Compensation is not available for modules designated as core modules in the programme handbook.</td>
</tr>
<tr>
<td>Compulsory module</td>
<td>A module (often in the first year of a taught programme) that is identified in a programme handbook as a module students are required to study and may include some units of assessment that must be passed. Compulsory modules may be found in some programmes that are linked to the awards of professional, statutory or regulatory bodies (PSRBs). Where it does not conflict with the requirements of any PSRB to which the programme is linked, compensation may be applied.</td>
</tr>
<tr>
<td>Core module</td>
<td>A module that is so central to the programme of studies for which the student has registered that it must be studied and all units of assessment passed in order for the student to progress to the next level of their studies or to gain their award. Core modules are identified as such in programme handbooks and programme specifications. Because core modules must be passed if the student is to progress and/or take their award, compensation cannot be applied to a failure in a core module.</td>
</tr>
<tr>
<td>Credit, academic credit</td>
<td>A way of quantifying the amount of volume and complexity of work associated with learning and its outcomes. In the UK one credit is normally awarded for each ten hours of study that a student is expected to complete in a module, whether that is through face-to-face tuition, group work or self-directed learning. In common with other UK higher education institutions and following the alignment of the FHEQ with the FQ-EHEA, two University of Surrey credits are equivalent to one ECTS credit.</td>
</tr>
<tr>
<td>Deferred assessments</td>
<td>Where a student is unable to take the assessments for one or more modules in the normal assessment period and there are confirmed extenuating circumstances the board of examiners, advised by the programme director, may permit the student to take the relevant assessments as if for the first time in the late summer reassessment period or, exceptionally, in the following academic year. These assessments are described by the University as 'deferred assessments' to distinguish them from reassessments.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Dissertation</td>
<td>A substantial written report, usually completed by a student towards the end of their programme of studies, designed to enable them to demonstrate their command of the subject matter of the dissertation, their academic, practical and/or professional skills and understanding and to integrate concepts, theories and knowledge.</td>
</tr>
<tr>
<td>Distinction</td>
<td>A way of describing excellent performance in final assessments for taught modular programmes that lead to higher awards. A distinction is awarded for a performance of 70% or over.</td>
</tr>
<tr>
<td>ECTS, see also Bologna Process, 'FHEQ', 'FQ-EHEA' and 'credits'</td>
<td>The European Credit Accumulation and Transfer System (ECTS) assigns credits to course components based on the learning outcomes of the course and the competences to be acquired. In ECTS the workload of a full-time student during one academic year is calculated to be 60 ECTS credits. Workload refers to the average time a learner might be expected to reach the required learning outcomes. More information can be found on the web pages of the Universities UK International Unit. To arrive at their ECTS credit equivalent halve the number of University of Surrey credits.</td>
</tr>
<tr>
<td>Examination</td>
<td>A form of assessment (usually summative assessment) in which students undertake an assessment task(s) under specified conditions, often under the supervision of staff acting as invigilators to ensure compliance with the University's regulations.</td>
</tr>
<tr>
<td>Extenuating circumstances</td>
<td>Extenuating circumstances are unforeseen circumstances that are accepted by the University as having temporarily impaired a student's ability to participate in the work of their programme, to submit their work for assessment, or to attend an assessment.</td>
</tr>
<tr>
<td>External examiner</td>
<td>An experienced serving academic or practitioner who is retained by the University to act as an independent and impartial adviser. External examiners are required to provide the University with informed comment on the standards set for programme outcomes and awards and student achievement in relation to those standards.</td>
</tr>
<tr>
<td>Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)</td>
<td>Since 2011 The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ EWNi, or FHEQ) has been included in Section 1 of Part A of the UK Quality Code for Higher Education. It is used as a reference point by higher education institutions in England, Wales and Northern Ireland to set the standards of their academic awards (Certificates, Diplomas,</td>
</tr>
</tbody>
</table>
Degrees and Higher Degrees).

Section 1 of Part A of UK Quality Code contains the FHEQ and provides generic ‘descriptors’ for the levels of student achievement that lead to particular academic awards and enables universities and colleges (including the University of Surrey) to map their academic awards against the expectations of the UK higher education community generally and higher education across the participating countries in the European Higher Education Area of the Bologna process.

### Framework for Qualifications of the European Higher Education Area (FQ-EHEA)

The FQ-EHEA dates from 2005. It provides means to relate national qualifications frameworks across the member states that comprise the European Higher Education Area (EHEA) of the Bologna process with the aim of improving comparability, international transparency, recognition and mobility of qualifications. It now provides the 'parameters within which the countries of the European Higher Education Area (EHEA) develop their national qualifications frameworks.' QAA certified the FHEQ for England, Wales and Northern Ireland as compatible with the FQ-EHEA in 2009.

### Grade

The University provides for performance in taught postgraduate programmes to be graded as a way of marking the extent of students' achievements. The typical grades allowed by the University's regulations are 'distinction' for excellent performance and 'merit' for good performance.

### Intermediate award. See also, 'subsidiary award'

An intermediate award recognises the academic achievement accrued by students as they progress towards the final award for their programme of studies. It enables a student who wishes to leave their programme without submitting for their final award to gain recognition for their achievements. For a taught modular postgraduate programme leading to a higher award the typical intermediate awards include Postgraduate Certificate and Postgraduate Diploma. Intermediate awards may be graded.

### Invigilator

A person employed by the University who it charges with responsibilities for supervising and assisting the administration of assessments (normally, an examination).

### Learning outcomes, intended learning outcomes

The term learning outcomes (also 'intended learning outcomes') is used to describe what a student completing a package of work should know and be able to do. Learning outcomes are generally defined for each module and for a group of modules that together constitute a programme of studies.

### Learning Support Adjustment (LSA)

Formerly known as Verified Individual Services and Adjustments (VISA).

This is a statement in a standard form through which the University's Additional Learning Support service (ALS) provides a written summary of the adjustments for physical or other impairments assessed as reasonable by ALS staff for a named student. Adjustments are designed to provide the student with an equal opportunity to participate in all educational activities: they are...
<p>| <strong>Level</strong> | Higher education in the UK and Europe uses the term 'level' to describe learning activities that make similar demands on the student. In modular higher education programmes the learning outcomes for an individual module are set at a level appropriate for the place that module occupies in the programme overall and to locate it with other modules with learning outcomes of a similar level of difficulty. The University's approach is consistent with that of the UK Quality Code for Higher Education in relation to the 'level descriptors' for the four levels applicable to taught programmes. See the <a href="#">UK Quality Code for Higher Education, Part A Section 1</a>, pages 8-14. |
| <strong>Level descriptor</strong> | A statement that sets out the relative complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement and the demands that it makes on the learner. See the definition adopted by QAA when certifying the FHEQ (2008) for the purposes of the Bologna Process, paragraph 2.6. |
| <strong>Merit</strong> | A way of describing good performance in final assessments for taught modular programmes that lead to higher awards. Merit is awarded for a performance of 60-69%. |
| <strong>Moderation</strong> | The processes followed by assessment and examination boards, closely advised by external examiners and the Academic Registry and the Directorate of Quality Enhancement and Standards to satisfy themselves that internal examiners have applied the relevant assessment criteria consistently and that there is a shared understanding of the academic standards students are expected to achieve across the group of tutors responsible for the assessment of particular modules, dissertations, levels and stages. Moderation may be limited to sampling a representative number of scripts from a cohort of students, perhaps with emphasis on borderline cases. In other cases, moderation may involve double, or second, marking. See the <a href="#">UK Quality Code for Higher Education Part B Chapter 6</a>. |
| <strong>Module</strong> | A set of learning activities designed and organised to enable a student to meet a coherent set of learning outcomes. The University of Surrey expects that each module at a given level will make comparable intellectual demands on the student and will require the student to undertake about 10 hours of learning for each credit point whether in the form of face-to-face tuition or self-directed learning. |
| <strong>Module descriptor</strong> | A statement setting out the learning outcomes the student is expected to be able to demonstrate on successfully completing the module. |
| <strong>OIA</strong> | <a href="#">Office of the Independent Adjudicator</a>. The independent body that runs the student complaints scheme for England and Wales. It reviews complaints by students against universities and makes findings and recommendations. It has no statutory powers but is |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional module</td>
<td>A module that is not a core module or a compulsory module and is chosen for study by the student (with academic advice). Optional modules are listed as such in programme handbooks. Compensation may be applied in the case of optional modules where this does not conflict with the requirements of any professional, statutory or regulatory body to which the programme is linked.</td>
</tr>
<tr>
<td>Pass mark</td>
<td>The threshold mark set by the University for completing a module successfully. For a module at FHEQ level 7 the pass mark is 50 per cent. For a module at FHEQ Level 6 the pass mark is 40 per cent.</td>
</tr>
<tr>
<td>Personation</td>
<td>In the context of academic misconduct, to represent oneself as another in order to deceive, or allow another to represent her- or himself in order to deceive. An act of personation does not require the impersonation of the appearance, speech or manner of another.</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Inserting words, concepts or images from the work of someone else into work submitted for assessment without acknowledging the originator's contribution.</td>
</tr>
<tr>
<td>Professional Statutory, and Regulatory Bodies (PSRB, PSRBs)</td>
<td>Often used as an umbrella term to group together bodies that have an interest in an aspect of higher education for vocational and/or professional purposes. This interest may extend to a more formal monitoring of academic provision and student achievements through a process known as 'accreditation'.</td>
</tr>
<tr>
<td>Programme of studies, programme</td>
<td>A coherent package of modules that enables a student to study with the University to accumulate academic credit and (usually) progress to a named academic award.</td>
</tr>
<tr>
<td>Programme specification</td>
<td>A concise description of the intended learning outcomes of a higher education programme, and the means by which the learning outcomes are achieved and demonstrated. Programme specifications show how modules can be combined into whole qualifications and the learning and attributes developed by the programme as a whole.</td>
</tr>
<tr>
<td>QAA</td>
<td>The Quality Assurance Agency for Higher Education is an independent body funded by the higher education institutions of the UK through their representative bodies and by the bodies in the UK through which its Governments fund higher education. It provides a check on academic standards and quality in higher education institutions (including the University of Surrey) through external reviews and audits.</td>
</tr>
<tr>
<td>Reassessment</td>
<td>The process through which a student who has failed a unit of assessment retakes that assessment in order to pass it.</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>The process through which the University and the student formally record that the student has entered the University to study for a specific programme of studies, that they have exchanged information, and that the student agrees to abide by the University's academic and other regulations and pay any fees due to the University. See also: suspension of registration; termination of registration.</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>A period roughly equivalent to half the academic year, usually about 15 weeks.</td>
</tr>
<tr>
<td><strong>Senate Progression and Conferment Executive (SPACE)</strong></td>
<td>Senate Progression and Conferment Executive. SPACE serves as the body that monitors the application of the academic regulations on behalf of Senate and how bodies and individuals to which powers have been delegated by Senate use those powers. Exceptionally SPACE may review assessment and/or progression decisions made by boards of examiners and Deans of Faculty, on behalf of Senate.</td>
</tr>
<tr>
<td><strong>Session</strong></td>
<td>A programme is described as being 'in session' (as distinct from being 'in vacation') when it is providing tuition and other learning and assessment opportunities for its students. For each taught postgraduate programme the duration of a session and of vacation periods is specified in the programme handbook. The dates of vacations are also set on the University's web pages.</td>
</tr>
<tr>
<td><strong>SITS</strong></td>
<td>SITS is the acronym for Strategic Information Technology Services Ltd. This is the provider of the University's student information system. The SITS system is used by the University to hold registration, assessment, and other data on all its students, including its taught postgraduate students.</td>
</tr>
<tr>
<td><strong>Subsidiary award</strong></td>
<td>See 'intermediate award'.</td>
</tr>
<tr>
<td><strong>Suspension (of registration)</strong></td>
<td>A student who is in difficulties with their studies through personal circumstances may be allowed to temporarily suspend their registration with the intention of returning to their studies at an appropriate time. This may be after a successful application for the consideration of extenuating circumstances. Suspension of registration may also be initiated by the University in exceptional circumstances. These include on health grounds and (again, exceptionally) where it is alleged that a student has breached the University's disciplinary or other regulations.</td>
</tr>
<tr>
<td><strong>Taught postgraduate programme</strong></td>
<td>Abbreviation in these regulations for postgraduate taught modular programme.</td>
</tr>
<tr>
<td><strong>Termination (of registration)</strong></td>
<td>Where a student has failed to meet the requirements of their programme the University will terminate their registration, at which point they cease to be a student registered to study with the University. Under the terms of University Statute 26 students have a right of appeal against such a decision.</td>
</tr>
<tr>
<td>Viva Voce examination, 'Viva'</td>
<td>A meeting of a student or a sample of students with one or more examiners (usually including an external examiner). Viva voce examinations for students following taught programmes are usually intended to enable a board of examiners to check the overall level of student achievement for the purposes of confirming the appropriateness of any moderation to the overall results of the cohort.</td>
</tr>
<tr>
<td>Withdrawal (from studies, from registration)</td>
<td>Where a student comes to the view that it is not in their interest to proceed with their studies they will inform the University that they wish to withdraw. Unlike a decision to suspend registration, a decision on the part of the student to withdraw states their intention to end their studies and their registration with the University.</td>
</tr>
<tr>
<td>Typical higher education qualifications within each level as described in the FHEQ†</td>
<td>FHEQ level</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Doctoral degrees (e.g., PhD/DPhil (including new-route PhD, EdD, DBA, DClinPsy; EngD; PsychD))</td>
<td>8</td>
</tr>
<tr>
<td>Masters degrees (e.g., MPhil, MLitt, MRes, MA, MSc) Integrated Masters degrees (e.g., MEng, MChem, MPhys, MPharm)** Postgraduate Diplomas Postgraduate Certificate in Education (PGCE)*** Postgraduate Certificates</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor's degrees with honours (e.g., BA/BSc Hons) Bachelor's degrees Professional Graduate Certificate in Education (PGCE)*** Graduate Diplomas Graduate Certificates</td>
<td>6</td>
</tr>
<tr>
<td>Foundation Degrees (e.g., FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)</td>
<td>5</td>
</tr>
<tr>
<td>Higher National Certificates (HNC) **** Certificates of Higher Education (CertHE)</td>
<td>4</td>
</tr>
</tbody>
</table>

† Now Part A, Section 1 of the UK Quality Code p.6. For ease of reference the University has retained the abbreviation 'FHEQ' in these Regulations

* Framework of Qualifications for the European Higher Education Area (the Bologna Process)

** Integrated master’s degree programmes typically include study equivalent to at least four full-time academic years, of which study equivalent to at least one full-time academic year is at level 7. Thus study at bachelor's level is integrated with study at master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

*** In April 2005, the Universities Council for the Education of Teachers (UCET), the Standing Conference of Principals (SCOP – now GuildHE), Universities UK and QAA issued a joint statement on the PGCE qualification title. The full statement may be accessed at:
**** Higher National Certificates (HNCs) are positioned at level 4, to reflect typical practice among higher education awarding bodies that award the HNC under licence from Edexcel.

Adapted from the UK Quality Code, Part A, Section 1 Table 1, p.6
Principles and regulations for postgraduate taught modular programmes leading to higher awards of the University of Surrey.

Principles

i The University of Surrey is committed to the continuing development of its academic regulations in line with a number of key principles, set out below. The purpose of publishing the principles, together with the revised regulations, is twofold. First, to enable staff and taught postgraduate students who need to refer to the regulations to understand the University's thinking and to appreciate why particular regulations have been adopted. Second, to enable those who need to refer to and apply its academic regulations in exceptional circumstances to understand how the University expects matters to be handled (see paragraph vi).

Definition

ii These academic regulations apply to postgraduate taught modular programmes that lead to the University of Surrey higher awards listed in Table 2 (page 1). For ease of reference throughout these regulations such programmes are referred to as 'taught postgraduate programmes'.

iii These regulations do not apply to the University's integrated Master's programmes for which the relevant academic regulations are the University’s ‘General Regulations for first Degrees, Diplomas and Certificates for students pursuing modular programmes of study at the University of Surrey’.

Fairness and reasonableness

iv The University treats those who are subject to these academic regulations fairly and reasonably. That involves ensuring that taught postgraduate students are treated even-handedly, so that students across the University, and those studying with Associated Institutions and partners and studying at a distance who have similar circumstances will be treated comparably.

v Fairness and reasonableness also involves the University

- setting out its rationale for adopting particular academic regulations (and for the way it applies them) for the benefit of taught postgraduate students and staff and as an aid to transparency

- using plain language in setting out its academic regulations as a further aid to transparency, keeping the use of technical terms to a minimum consistent with the requirements of accuracy and clarity

- where the use of technical terms is unavoidable, ensuring that they are defined in a glossary

- providing guidance and advice for students and staff on how these academic regulations are to be applied, and technical training and updating for University staff applying the regulations and those who advise students

- making decisions that are governed by these academic regulations in a way that is proportionate to the seriousness of the consequences for those affected and is timely

- ensuring that decisions made by applying these regulations can be swiftly reviewed, if need be, through its complaints and appeals procedures.
Proportionality

vi The University ensures that its academic regulations are proportionate to its requirements and no more extensive than they need to be. For that reason the academic regulations do not cover every possible set of circumstances that students and staff are likely to encounter. They do, however, set out a sufficient framework for all but a few cases together with the principles under which they have been developed and approved. For exceptional cases and novel situations the University expects its academic staff and professional administrators will seek advice from the Directorate of Quality Enhancement and Standards and apply the principles.

Certainty

vii It is highly desirable that taught postgraduate students and staff should know what these academic regulations mean and how they will be applied. Students submitting work for assessment should be able to know how the mark it will be given has been arrived at and how it will contribute to their overall results. Likewise, when judging the effect of aggregating a taught postgraduate student's marks for the purpose of making a recommendation on her or his award, academic staff and administrators need to know how the University intends them to proceed. The University therefore recognises the need to explain to students and staff what it expects from the application of its academic regulations, and why.

Deans of Faculty: operational responsibilities for quality and academic standards

viii Deans of Faculty have operational responsibility for ensuring that the University's regulations and other requirements are met, for the quality of the academic provision offered by the University through their Faculty and for ensuring that the standards of the associated taught postgraduate academic awards are safeguarded on behalf of Senate. Deans of Faculty delegate aspects of their operational responsibilities in these matters to individuals and committees they nominate. The names of individuals identified by Deans to act on their behalf in particular matters in their Faculty are provided to Senate by each Dean of Faculty at the beginning of each academic year.

ix Note. Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The term 'Registrar' and 'Director of Quality Enhancement and Standards' should be read likewise.

The University's academic regulations for taught postgraduate programmes

x These academic regulations are made and approved by Senate which is the only body within the University of Surrey that has the power to make, amend, suspend, approve, or revise academic regulations. Academic regulations that have not been formally approved by Senate have no force.

xi Senate monitors the application of the University's academic regulations. This monitoring function is conducted for taught postgraduate programmes on behalf of Senate by the Senate Progression and Conferment Executive (SPACE).

xii Where Senate has delegated powers to officers and committees to act on its behalf it also monitors how these delegated powers have been used. This monitoring function is also conducted on behalf of Senate by SPACE which, exceptionally, may review decisions made under delegated powers and require their reconsideration and/or amendment.

xiii Senate reviews and revises the University's regulations for its taught postgraduate programmes and the associated higher awards from time to time. These regulations came into effect on 1 October 2010. They have subsequently been revised by Senate.
in July 2011, July 2012 and July 2013 and the latter are the University's definitive academic regulations for postgraduate taught modular programmes leading to higher awards until further notice. Technical amendments to reflect changes in administrative structures and to update terminology were made in August 2013.

**Academic regulations and the requirements of professional, statutory and regulatory bodies**

xiv Where it is necessary for a taught postgraduate programme to be structured in a particular way in order to gain or retain recognition for its students by a PSRB, or exemption from some or all of its requirements, a statement by the PSRB of its requirements must be prepared for the Chair of the relevant validation panel who will consult with the Directorate of Quality Enhancement and Standards. The statement will include the relevant regulations of the PSRB, or a written statement from a senior officer of the PSRB, certifying that meeting its requirements will be necessary to retain recognition or exemption for University of Surrey students.

xv Where the Chair of the validation panel (advised, as necessary, by the Directorate of Quality Enhancement and Standards) is satisfied that the application of a PSRB's requirements will not conflict with these regulations the validation panel may approve their adoption for the particular programme and the statement of the PSRB's requirements is appended to the programme handbook and the programme specification.

xvi Where the Chair of the validation panel (advised by the Directorate of Quality Enhancement and Standards) considers that the application of a PSRB's requirements would conflict with the University's academic regulations but that the benefits to students of exemption from the PSRB's requirements justifies following them (and thereby abridging the University's regulations) the Chair, through the Dean of the Faculty, may request Senate to agree to meet the PSRB's requirements.

xvii If it is agreed by Senate that the taught postgraduate programme should be arranged to meet the PSRB's requirements this agreement, together with the statement of the PSRB's requirements, is published in the relevant programme handbook, the programme specification, and in an appendix to these academic regulations for application by those contributing to the programme, its assessments and its administration.

**Responsibilities of boards of examiners and assessment boards**

xviii Boards of examiners (including external examiners) have particular responsibilities for administering and overseeing the assessment of students. Additionally, they are required by the University to apply their collective academic judgement to advise it, through the minutes of their meetings and their reports, on the maintenance of the University's academic standards for its higher awards, the improvement of the curriculum, learning and teaching and, in particular

- what light the performance of students sheds on the match between the assessment tasks set for them and the learning outcomes/intended learning outcomes for the relevant modules or the programme overall
- how the performance of the students being considered compares with the performance of their predecessors and other groups with whom they could reasonably be compared, such as students studying on comparable programmes in the associated institutions and in other Universities used by Surrey as comparators

xviii
• how well the assessment process overall has enabled them to judge the relative performance of individual students in relation to their peers.

Detailed information on the roles and responsibilities of University staff and external examiners with respect to the assessment of students may be found in the University’s ‘Regulations for Boards of Examiners’ and ‘Regulations for External Examining’.

xix For taught postgraduate modular programmes, the timing and frequency of the meetings of boards of examiners is decided in line with
• the best interests of the students
• the availability of the external examiners
• the overriding requirements of the programme.

xx Where it is necessary to convene boards of examiners for taught postgraduate modular programmes when an external examiner is not able to be present the contributions of the external examiner(s) may be taken by correspondence (including e-mail) or through teleconferencing, as agreed by the programme director, the Chair of the board of examiners, the Dean of the Faculty and the external examiners.

xxi Where a board of examiners is conducted without the physical presence of an external examiner, the minutes of the board record this and state how the external examiner(s) were enabled to contribute to the board’s work.

The University’s academic regulations, the UK Quality Code for Higher Education (formerly the ‘Academic Infrastructure’) and the European Standards and Guidelines

xxii Until 2011 the ‘Academic Infrastructure’ was a term used in higher education in the UK to refer to a suite of reference documents maintained by the Quality Assurance Agency for Higher Education (QAA) on behalf of higher education institutions collectively. It has since been succeeded by the UK Quality Code for Higher Education.

xxiii In planning and delivering its internal quality assurance and academic standards arrangements, the University recognises the usefulness of the Quality Code as a source of advice and guidance and, similarly, the relevance of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (Part 1) (3rd Edition).

xxiv Members of the University will find that its academic arrangements, including its academic regulations are broadly consistent with the advice of the Academic Infrastructure and the European Standards and Guidelines. Staff and students are, however, required to follow the University’s academic regulations, referring enquiries on matters not covered by the academic regulations to the Director of Quality Enhancement and Standards.
Taught postgraduate modular programmes of study

General

Programmes and modules

1 For the purposes of these academic regulations, postgraduate taught modular programmes that lead to University of Surrey higher awards are referred to collectively as 'taught postgraduate programmes'. Students following taught postgraduate programmes that lead to University of Surrey higher awards are referred to in these regulations as 'taught postgraduate students'.

2 The requirements of these regulations apply to taught postgraduate programmes delivered at the University, through collaborative provision and distance learning, via a part-time or other mode, and programmes delivered by the University's Associated Institutions that lead to University of Surrey higher awards.

3 These regulations apply to the taught postgraduate programmes that lead to the following higher awards

Table 2 Higher awards linked to taught postgraduate programmes

<table>
<thead>
<tr>
<th>Award Title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>PgCert</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>PgDip</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>MA</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>MBA</td>
</tr>
<tr>
<td>Master of Education</td>
<td>MEd</td>
</tr>
<tr>
<td>Master of Laws</td>
<td>LLM</td>
</tr>
<tr>
<td>Master of Music</td>
<td>MMus</td>
</tr>
<tr>
<td>Master of Research</td>
<td>MRes</td>
</tr>
<tr>
<td>Master of Science</td>
<td>MSc</td>
</tr>
</tbody>
</table>

Where there are different arrangements for a particular award this is indicated in the text.

4 The University defines a modular programme of studies as a coherent package of modules that enables a student to study with the University for a named academic award, in this case one of the higher awards listed in Table 2. Programmes may be studied at the University on a full-time or part-time basis, at other approved centres, or by distance learning, as specified in the relevant programme handbook and programme specification.

5 Throughout these academic regulations all references to 'assessments' are to be read as references to summative assessments that contribute marks and credits to modules unless otherwise specified.

6 Credits and requirements for programmes with other modes of attendance and other modes of study are set out in the relevant programme handbooks.
Compulsory, core, and optional modules

7 In the University's taught modular postgraduate programmes modules may sometimes be described as 'compulsory', 'core', or 'optional' modules. The status of individual modules is set out in the programme handbook and the programme specification.

- **Core modules** are defined by the University as modules that are so central to the programme of studies for which the student has registered that they must be studied and all units of assessment passed in order for the student to progress to the next level of their studies or to gain their award. Compensation is not available for failures in core modules.

- **Compulsory modules** are modules that the student is required to study and may include some units of assessment that must be passed. Compulsory modules may be found in some programmes that are linked to the awards of professional, statutory or regulatory bodies (PSRBs). Where it does not conflict with the requirements of any PSRB to which the programme is linked, compensation may be applied.

- **Optional modules** are modules that are not compulsory or core modules and are chosen by the student (with academic advice). (NB Compensation may be applied in the case of optional modules where this does not conflict with the requirements of any PSRB to which the programme is linked).

Admission and registration of students following taught postgraduate programmes leading to higher awards

Admission

8 An applicant may not be admitted to a taught postgraduate programme unless they have first been accepted by the Dean of Faculty in which the programme is offered. The admission of an applicant may be subject to conditions specified by the Dean of Faculty.

9 The University will not admit former students whose registration has been terminated for academic misconduct to taught postgraduate programmes that lead to its higher awards.

10 For some programmes applicants may be admitted to study initially for an intermediate award (for example a Postgraduate Certificate or a Postgraduate Diploma) or be required to study and complete specified modules before admission to the full programme. Where such arrangements, opportunities, and conditions apply they are set out in the programme handbook.

General entrance requirements for taught postgraduate programmes

11 An applicant holding a degree of the University of Surrey or of any other recognised degree awarding body may be admitted to a taught postgraduate programme leading to a higher award of the University.

12 Applications will not normally be considered where the prospective taught postgraduate student does not hold (or have the prospect of gaining before registration) at least a Lower Second Class Honours undergraduate degree (II (ii)) or its equivalent from a recognised degree awarding body.

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1 Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The term 'Registrar' and 'Director of Quality Enhancement and Standards should be read likewise.
13 Other applicants for entry to a taught postgraduate programme may be admitted provided that the Dean of Faculty is satisfied of their fitness to pursue the programme by virtue of their professional or other relevant qualifications and/or experience.

14 The University’s programmes of study are delivered and assessed through the English language other than when required for a particular programme. The University therefore requires that applicants who wish to be considered for entry to one of its programmes of studies and whose first language is not English, or who have not been educated wholly or mainly through the medium of English, should demonstrate that they have reached the level of academic competence in the English language that it considers appropriate. The minimum standard required for most programmes is shown below although there are exceptions (requiring a higher level of English) which will be detailed in the specific programme pages of the prospectus

- International English Language Testing System (IELTS): band 6.5 overall, with a minimum of 6.0 in each of the subtests. The IELTS test must have been taken no earlier than two years before the date the Confirmation of Acceptance for Studies is issued;
- Test of English as a Foreign Language (TOEFL): 92 in the Internet-based test, normally with 22 or higher in each subtest (23 in the speaking test) (or paper-based equivalent);
- Cambridge Certificate in Advanced English (grade B);
- Cambridge Certificate of Proficiency in English (grade C).

An applicant with IELTS at 0.5 below the required level for their proposed programme (e.g. 6.0) and not less than 1.0 below the level in any single component (e.g. 5.0) will meet the English requirements upon successful completion of the University's pre-sessional programme, PS10, without the need to take another IELTS test

Consideration will also be given to students who have studied and been examined in the medium of English for the final two years of a university degree in certain countries.

15 The University regularly reviews the level of achievement it requires applicants for taught postgraduate programmes to achieve (or have achieved) in the above tests and qualifications and publishes this information on its web site, in its prospectuses and in programme handbooks. An applicant who does not meet the minimum standard through one of the above qualifications or an equivalent will be required to undertake English language instruction before admission.

2 The University's Centre for Language Studies provides programmes in English for academic study that are specially designed for overseas students who are planning to study in the UK.

16 Students registered for a taught postgraduate whose qualifications and/or test results have met the University's requirements but whose proficiency in English is subsequently judged by their tutors to be hindering their academic progress will be required to attend a programme in English for academic study.

Admission to a taught programme with advanced standing and exemptions

17 A student who has previously studied satisfactorily with

- the University (including an Associated or partner institution of the University of Surrey)
• another recognised UK or European Higher Education Area degree awarding higher education institution

• an institution that has formal links with the University

may apply to join a University taught postgraduate programme and to have their previous academic performance taken into consideration for the purpose of exempting them from some of the study requirements of the programme for which they are applying.

18 Students applying to the University for entry to a taught postgraduate programme with advanced standing and/or exemptions are required to note that, other than when the University has concluded a formal agreement for the purpose of recognising and importing marks into students' transcripts, the grade assigned to any higher award linked to a taught postgraduate programme will be determined solely on the basis of the student's studies with the University.

Table 3. The minimum number of credits that must be taken at the University to achieve a higher award for a taught postgraduate programme

<table>
<thead>
<tr>
<th>Higher award title</th>
<th>Credits that must be studied with the University (including with an Associated or partner institution) in order to achieve a University of Surrey higher award for a taught postgraduate programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate*</td>
<td>30 out of 60 credits at FHEQ Level 7</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>60 out of 120 credits at FHEQ Level 7</td>
</tr>
<tr>
<td>Master's**</td>
<td>90 out of 180 credits at FHEQ Level 7</td>
</tr>
</tbody>
</table>

* Does not include the Postgraduate Certificate of Education.

** For Erasmus Mundus Master's programmes 120 out of 240 credits at FHEQ Level 7 must be studied at the University.

19 Students who have registered with the University for a taught postgraduate programme or an individual taught postgraduate module, and are subsequently found to have provided false information about their qualifications, or false personal information, will have their registration terminated under the University's disciplinary procedures.

Registration

Start time

20 The start time for taught postgraduate programmes is normally the beginning of the academic year.

Registration requirements

21 A student who has applied to follow a taught postgraduate programme leading to a higher award of the University must register and undertake to comply with the Charter, Statutes, Ordinances and Regulations of the University. This normally takes place at the start of the programme. For taught postgraduate programmes that extend over more than one academic year students are required to re-register at the beginning of each subsequent academic year.
Registration for intermediate higher awards

22 In some cases, taught postgraduate programmes are so arranged that students are first registered to study for an intermediate award (such as a Postgraduate Certificate or Postgraduate Diploma) and are subsequently offered the opportunity to transfer to a Master's level award after progressing some way through their studies. In other cases students are registered directly to study for the Master's award. Where the latter is the case, a student who has registered for the Master's award will be considered to have enrolled for the intermediate award of Postgraduate Certificate and a student who has registered for a Postgraduate Diploma will likewise be considered to have registered for a Postgraduate Certificate.

23 The University requires that students may not receive more than one award for the same programme of studies. Where a student who has registered for and received a Postgraduate Certificate or Postgraduate Diploma seeks to re-enrol to study for the Master's award linked to that taught postgraduate programme the University requires that the intermediate award is relinquished before the student is enrolled for the Master's award.

Registration for individual modules in a taught postgraduate programme

24 Individuals who wish to attend individual modules in a taught postgraduate programme but who do not wish to register for a higher award may apply to the Dean of Faculty to do so. Such applications will be considered on their merits and may be accepted where this is consistent with any the overriding needs of the programme and the requirements of the programme handbook. Successful applicants must register for the module(s), agree to abide by the University's Statutes, Ordinances and Regulations, and pay the relevant fee when requested. Credits may be awarded by the University for the successful completion of such modules.

Retrospective registration

25 A student may be permitted by the Dean of Faculty to register to follow a taught postgraduate programme retrospectively, if they have not completed more than one-third of the programme. Under this provision and, following the payment of all fees due to the University and the student's agreement to meet the conditions set out in paragraphs 20-24, registrations will be back-dated to the date of commencement for the taught postgraduate programme in question.

26 The name in which a student registers or re-registers for their programme will be the name that is recorded on any transcript or certificate issued by the University. Where a student changes their name in the course of their studies with the University they are required to inform the Dean of Faculty within a month of the change.

27 In the absence of confirmed extenuating circumstances, students who fail to register or re-register within two calendar weeks of the beginning of the academic session will not normally be considered to be a continuing student of the University.

28 As part of the University's commitment to encourage good academic practice and counter plagiarism students are required under the terms of these regulations, and as a condition of registration, to consent to the University's submission of instances of their work, in electronic format for analysis by a service such as the Joint Information Services Committee (JISC) Plagiarism Detection Service.

3 Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The term 'Registrar' and 'Director of Quality Enhancement and Standards' is to be read likewise.
Tuition fees

29 Full-time and part-time taught postgraduate students who fail to pay their tuition fees in accordance with the University's stated policies will be subject to the University's established procedures for late payment of tuition fees.

Communications between students and the University

30 The University normally uses students' email accounts to communicate important information about registration, module registrations, assessment, degree ceremonies and other matters. Students studying with the University are required to activate and use their University email account within 48 hours of first registering. Once their University email account has been activated students should regularly check and use their account.

31 Students studying for the University's higher awards with its Associated Institutions are required to follow the relevant Institution's requirements for communication.

32 Students studying with the University are responsible for ensuring that it has their current postal address and contact telephone number(s) while their programme is in session and their postal address and their contact telephone number(s) for vacations where this is different. This information is initially gathered through registration and re-registration. Similar responsibilities apply between students studying for University awards with the University's Associated Institutions and their Institution.

33 Where the University has agreed to the request of a taught postgraduate student to suspend their registration for a period the student will retain their University email address which will be used by their programme director in the first instance and other University officers to contact them. See paragraphs 53-57.

34 Where a taught postgraduate student studying with the University fails to respond to official email enquiries from the University over a reasonable period (normally, four weeks) the Registrar will send a postal enquiry to the student's last known address. If there is no response to this communication, again within a reasonable period, the University will normally consider the student's registration to have lapsed.

35 Access to University services and the University's email systems will be withdrawn for a taught postgraduate student whose registration has lapsed or has been terminated by the University.

Registration for modules

36 Full-time and part-time students following taught programmes are required to register or confirm their choice of modules at the beginning of the academic year or semester or the date specified in the relevant programme handbook.

37 Students who do not register or confirm an earlier provisional registration for a module within two calendar weeks of the beginning of the academic session (or semester) will not be considered to have registered for that module unless there are confirmed extenuating circumstances. Work submitted for assessment by a student on a taught postgraduate programme who is not registered for a module will not be assessed.

38 A taught postgraduate student following a full-time programme normally registers for modules with a credit value of up to 180 credits in any one twelve month period.

39 Taught postgraduate students who have failed modules may be permitted by a board of examiners to repeat their studies in order to be reassessed in the failed units of assessment (with or without attendance). Such students are required to register for the necessary modules at the beginning of the academic session or semester. If they have not registered or confirmed an earlier provisional registration for a module within two calendar weeks of the beginning of the academic session, or semester, they will not be considered to have registered for the modules and the associated assessments (or
assessment elements) and any provisional registration will lapse (see paragraphs 128-
129).

40 Taught postgraduate students who have been permitted to repeat studies are required
to pay the relevant registration and other fees to the University within the normal
period and arrangements (see paragraphs 29 and 128-129).

Changes to module registrations

41 Full-time and part-time taught students may not normally change their module
registrations once the module has started and may only do so with the approval of the
programme director and where timetabling permits. After the second week following
the commencement of a module changes to module registrations will only be permitted
where the student has confirmed extenuating circumstances.

42 Full-time and part-time taught postgraduate students who have registered for a credit-
bearing module may not withdraw their registration from that module after the passage
of four weeks, or after they have submitted work for assessment, whichever is the
sooner.

Completion of modules

43 Students following taught postgraduate programmes who do not complete a module
for which they have registered have failed that module.

44 A taught postgraduate student who has completed a module and has been awarded
the academic credit for that module by passing the associated assessments (or
reassessments), or through compensation by the board of examiners, is not allowed to
repeat that module in order to improve their marks.

Transfer of programme registration

45 Taught postgraduate students who wish to transfer their registration to another taught
postgraduate programme in the same or another Faculty are expected to have sought
the advice of the directors of both the relevant taught postgraduate programmes
before making an application to transfer. Applications should be directed to the director
of their current programme. Applications must have the approval of both the relevant
programme directors and the Deans of the Faculties.

46 Students transferring their registrations from one University programme to another
programme under the terms of paragraph 45 will be considered to have followed a
continuing programme of studies and continue to accrue credits where there is
sufficient commonality between the programmes for the student to effect a seamless
transfer. In such a case marks for assessments already completed by the student will
remain unchanged and be transferred to their record for the second programme.
Maximum periods for registration

Table 4. Minimum and maximum periods for registration for taught postgraduate programmes leading to higher awards

<table>
<thead>
<tr>
<th>Award title/Mode of study</th>
<th>Minimum period of registration</th>
<th>Maximum period of registration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>3 months</td>
<td>6 months</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>7 months</td>
<td>14 months</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>11 months</td>
<td>22 months</td>
</tr>
</tbody>
</table>

47 In exceptional cases where there are extenuating circumstances the maximum period of registration indicated in Table 4 or in the relevant programme handbook for a given award, may be extended by the Dean of Faculty by not more than one year for an individual student.

48 Where a student has been permitted by the University to suspend their registration the maximum periods of registration set out in Table 4 will be extended by a period equivalent to the period of the suspension.

49 Where a student has not completed their studies within the maximum period indicated in Table 4 and has not been granted an extension by the Dean of Faculty, the student's registration will be terminated. In such a case the relevant board of examiners will offer a student who has accrued the necessary credits the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations.

Suspension of registration

50 A full-time or part-time taught postgraduate student who experiences circumstances that they wish the University to mitigate through the temporary suspension of their registration should discuss their situation with the programme director, who may advise the student make an application for the temporary suspension of their registration to the Dean of Faculty.

51 The period for which the University is prepared to allow suspension of registration for a full-time or part-time taught postgraduate student following a taught postgraduate programme will not normally be longer than one academic year.

52 Where a taught postgraduate student is unable to return to their studies at the end of a period of temporary suspension, and has not applied to the Dean of Faculty for an extension to that period, their registration will be terminated.

53 Where a taught postgraduate student's request for the suspension of their registration has been accepted by the Dean of Faculty, the University will maintain the student's access to its email systems to assist contacts between the student, their programme director and personal tutor, and the Registrar.

54 Exceptionally, a decision to suspend the registration of a student temporarily, on health grounds, may be taken by the Dean of Faculty on the recommendation of a Student Welfare Panel convened in accordance with University Ordinance 45. Again, exceptionally, the University may suspend the registration of a student for a defined period where they are alleged to have acted in a manner that contravenes the
University's disciplinary regulations under University Ordinance 44 or the University Disciplinary Procedures.

55 Suspension of registration will be kept under review by the programme director in consultation with the student and Registrar. This will normally be through the University's email facilities and by post (see paragraphs 33 and 34). Where a student's registration has been suspended they are not eligible to participate in their programme (including assessments and reassessments) before resuming their registration or re-registering.

Withdrawal from registration and termination of studies

Withdrawal from registration and intermediate awards

56 Taught postgraduate students who wish to withdraw from the University before they have completed their programme of studies are required to notify the Dean of Faculty of their intention by email and in writing.

57 Taught postgraduate students whose studies have been terminated by the University for academic reasons, may not reapply to the University to register for the same programme but may apply for another programme of studies as a new entrant.

58 Boards of examiners will offer taught postgraduate students who have withdrawn from a programme of studies, but who have accrued the necessary credits, the intermediate award to which they are entitled if they are not otherwise in breach of University regulations.

Termination of registration and intermediate awards

59 Where the registration of a taught postgraduate student has been terminated by the University, but they have accrued the necessary credits, the relevant board of examiners may offer the student the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations.
University regulations for postgraduate taught modular programmes

The UK Framework for Higher Education Qualifications (FHEQ) and the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) of the Bologna Process

60 The University’s academic programmes, their organisation and the awards to which they lead will meet the expectations of the UK’s FHEQ, and the Bologna Process of harmonisation across the European Higher Education Area (see Table 1, page xiv).

Programmes of study

61 The modules that comprise each taught postgraduate programme are set out in the relevant programme handbook. This also stipulates which modules are core, optional, or compulsory, where relevant.

62 Taught postgraduate programmes that lead to higher awards of the University of Surrey have the following characteristics in terms of credits and levels

Table 5. Credits for completion of postgraduate taught modular programmes

<table>
<thead>
<tr>
<th>Award title</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLM; MA; MBA; MEd; MMus; MRes; MSc</td>
<td>180 credits. Includes a minimum of 150 credits at FHEQ Level 7 with remainder at FHEQ level 6</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>120 credits. Includes a minimum of 90 credits at FHEQ Level 7 with remainder at FHEQ level 6</td>
</tr>
<tr>
<td>Postgraduate Certificate of Education</td>
<td>120 credits. Includes a minimum of 40 credits at FHEQ Level 7</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>60 credits. Includes a minimum of 45 at FHEQ Level 7 with remainder at FHEQ Level 6</td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education</td>
<td>120 credits. Includes a minimum of 40 credits at FHEQ Level 6</td>
</tr>
</tbody>
</table>

For the MA, MBA, LLM, MMus, and MSc the credit value for the dissertation is set out in the relevant programme handbook, within the range 30-90 FHEQ Level 7 credits.

Master of Research

63 For the MRes the taught postgraduate programme comprises

- a dissertation with a credit value within the range 90-150 FHEQ Level 7 credits
- one or more modules on research methods training with a total value of not less than 30 FHEQ Level 7 credits
- discipline-related modules with a credit value of not more than 30 FHEQ Level 7 credits

University of Surrey co-operation with other institutions

64 Where the University has concluded formal agreements that have been approved by Senate, taught postgraduate programmes leading to University higher awards may be followed partly at the University and partly at other universities or institutions.
Participation by students in the work of their programme and requirement to make progress

65 When students are admitted to a taught postgraduate programme by the University it is with the expectation that they will be able to benefit from the postgraduate education that it provides for them and will participate in the programme and progress through it successfully by completing and passing modules. Students registered for a taught postgraduate programme are required to participate fully in its work and complete the assessments specified in the programme handbook. For taught postgraduate students who are learning at a distance, participation involves availing themselves of the virtual and other learning opportunities provided for them by the University and completing the required assessments.

66 Where a taught postgraduate student does not participate in the learning opportunities available to them or declines to do so, and/or does not submit the required assessments, the University – through the Dean of Faculty – will enquire into their participation including, where relevant, their attendance. Where extenuating circumstances are confirmed the student's registration continues and their performance is dealt with by their programme director and through the relevant board of examiners. The University's approach to extenuating circumstances is addressed in paragraphs 140-143.

Failure to make progress: termination of registration

67 Where a student proves unable to make progress with their studies, through failing assessments and/or ceasing to participate in their programme it is not normally in their interest or that of the programme that they should continue. In such circumstances (and following the offer of academic advice) if there are no confirmed extenuating circumstances the Dean of Faculty writes to the student stating that unless there is an improvement in their performance within four weeks their registration will be terminated for lack of academic progress.

68 Where, after a written warning and the passage of four weeks, there has been no improvement the Dean of Faculty informs the student that their registration is to be terminated for lack of academic progress. The student may challenge the decision to terminate their registration through the University's appeals processes. If the student's appeal is not upheld their registration is terminated within ten working days of their notification of the outcome of the appeal.

69 Where a student's registration is terminated for failure to make progress with their studies, and the student has accrued sufficient credits and/or marks to achieve an intermediate exit award, the relevant board of examiners will recommend the intermediate award to which they are entitled (see paragraph 62).

70 A student may be excluded from the University for other than academic reasons in accordance with the provisions of Statute 5 (5) (B).

Assessment

71 To qualify for a University of Surrey higher award a student following a taught postgraduate programme must pass the prescribed assessments and meet any other requirements specified in the programme handbook.

Legibility of written work

72 The University requires that coursework assessments and examination scripts be legible: internal and external examiners are not required to mark illegible written assessments. Where an internal assessor judges an examination script or other written assessment to be illegible, there are no extenuating circumstances, and their judgement is supported by a second internal assessor and the external examiner, the
board of examiners may require the student to have the written assessment transcribed under secure conditions at the student's own expense.

**Module pass mark**

73 For taught postgraduate programme modules at M-Level the pass mark is 50 per cent. For FHEQ Level 6 modules included in a taught postgraduate programme the pass mark is 40 per cent.

**Arrangements for receiving required coursework**

74 The University requires each Faculty to ensure that there are robust and transparent arrangements in place for collecting student work and recording the date of submission. For each taught postgraduate programme, statements of these arrangements and where coursework is required to be submitted are to be found in the programme handbook.

**Submission of required coursework (including the dissertation)**

75 Students following taught postgraduate programmes are required to submit required coursework units of assessment (including the dissertation) on time and in accordance with the arrangements published in the handbook for the relevant programme. Arrangements for the submission of dissertations are described in paragraph 85. Compensation is not available for a module where a unit of assessment has not been submitted and where there are no confirmed extenuating circumstances.

76 Where a student has not submitted a coursework unit of assessment by the deadline specified (which shall either be a Monday at 4 pm or Tuesday at 4 pm), and there are no confirmed extenuating circumstances, the mark given by tutors for that unit of assessment will be reduced by 10 percentage points for work submitted for each 24 hour period after the deadline, up to and including the third day after the submission (30 percentage points). Penalties are applied after the assessed work is marked and marks are deducted until zero is reached. The mark recorded for assessed work submitted after 4 pm on the third day after the deadline (72 hours), or not submitted at all, is zero and the work will not be marked.

For example

<table>
<thead>
<tr>
<th>Deadline Monday 4pm</th>
<th>Deadline Tuesday 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4.01pm 10%</td>
<td>Tuesday 4.01pm 10%</td>
</tr>
<tr>
<td>Tuesday 4.01pm 20%</td>
<td>Weds 4.01pm 20%</td>
</tr>
<tr>
<td>Weds 4.01pm 30%</td>
<td>Thursday 4.01pm 30%</td>
</tr>
<tr>
<td>Thursday 4.01pm zero</td>
<td>Friday 4.01pm zero</td>
</tr>
</tbody>
</table>

77 Where the student's marks for the remaining units of assessment for the module are sufficient to enable them to pass the module overall the mark that is recorded for the module includes the penalised mark in the relevant unit of assessment. If the student fails the module they are reassessed in the unit(s) of assessment they have failed. Where the student passes the reassessment the mark that is recorded for the unit of assessment (and is used in calculating the student's overall mark for the module) is the pass mark.

**Late submission of the dissertation**

78 Where a student following a taught postgraduate programme that leads to a higher award submits their dissertation late, the University applies the relevant penalty
specified in paragraph 76. Where the application of the penalty results in the mark for the dissertation being reduced below the pass mark (50 per cent) the Board of Examiners may permit the student to resubmit the same dissertation as their resubmission attempt, subject to the mark for a successful resubmission being capped at the pass mark (50 per cent).

Failure to attend for assessment/examination

79 Where a student fails to attend a required examination, or attends a required examination but, in the judgement of the board of examiners, has not made a reasonable attempt to address the examination questions, and there are no confirmed extenuating circumstances, the student has failed that unit of assessment, compensation is not available for the module, and they must submit for reassessment (see paragraph 120).

Exchange students

80 The University encourages its students to participate in educational exchange arrangements it has established with other Universities and in other recognised international study arrangements (with its approval) such as ERASMUS Mundus.

Credits and marks for exchange students

81 Students undertaking approved educational exchanges are required to pass any required assessments taken on the exchange; normally, however, only the marks they achieve at the University of Surrey count towards their award unless the programme handbook advises otherwise.

82 Credits and marks accrued by an exchange student while studying with another higher education institution are reported to the University by that institution and are appended to the student's transcript.

Dissertation

Requirement to achieve specified marks in order to proceed to the dissertation

83 A taught postgraduate student must have satisfactorily completed and passed the taught portion of their programme in order to be permitted to submit their dissertation for assessment.

Submission of dissertations: time limits

84 Subject to its duty of fairness to full-time taught postgraduate students, the University will not grant extensions to the deadline for the submission of dissertations that would cause the student to complete their programme more than 13 months after the date they registered. Allowing for marking, moderation and assessment board processes, extensions will not normally be granted that would cause a dissertation to be submitted more than 12.5 months after the date on which the student registered.

85 For part-time taught postgraduate students following a structured programme over two years and undertaking dissertations, the University will not normally grant extensions to the submission deadline for the dissertation that would cause the student to complete their programme more than 23.5 months after the date of registration.

Nature of dissertations or equivalent work

86 It is a requirement of the University that taught postgraduate programmes include a dissertation and/or major project module. Taught postgraduate programmes which do not include such provision are required to seek permission to do so from the Senate. Programme handbooks for taught postgraduate programmes therefore normally require that a Master's degree student presents, as part of their assessments, a dissertation on a subject relevant to the programme. In other cases, handbooks for
taught postgraduate programmes may require the student to undertake a major project that is equivalent to a dissertation in its demands.

87 For taught postgraduate students undertaking a dissertation the way in which the subject matter and title of the dissertation (or equivalent project) are determined and approved is specified in the programme handbook.

88 Where a taught postgraduate student is required to undertake an equivalent project, rather than a dissertation the student is required to follow the regulations for undertaking and completing a dissertation as nearly as possible, having regard to the nature of the project and with the advice of their tutors and/or the programme director.

Reference to the work of others

89 In their dissertations taught postgraduate students are required to use explicit references and citations where they have drawn on the work of others or their own work and that is not part of the dissertation or other material that is submitted.

90 The University requires that work submitted by the student for, or towards, another academic award (whether of the University or another body) does not comprise part of the submission for the University degree of Master.

91 The University's requirements with respect to the avoidance of academic misconduct and, in particular plagiarism, and its procedures for dealing with academic misconduct can be found in paragraphs 28 and 144.

Joint or group project

92 When two or more students have conducted a joint or group project each student normally submits a separate dissertation in accordance with the requirements of the relevant programme handbook. Each student who has participated in a joint or group project is required to provide an introductory note to their dissertation that specifies the contributions made by each person. In the case of a jointly produced dissertation the introductory note must also clearly identify what contributions were made by each contributor to the dissertation. In each case, a copy of the introductory note(s) must be countersigned by each participant co-worker and attached to the dissertation submission.

Format of dissertations

93 It is a University requirement that dissertations be produced on A4-size paper and that all pages be numbered serially. Dissertations should be securely bound together in a manner specified in the programme handbook. Wherever possible, subsidiary papers and other material should be firmly secured to the body of the dissertation but, if appropriate, such material may be submitted separately for consideration by the examiners, with each item clearly identified with the student's full name, the year of submission, the Degree for which they are registered, and the dissertation's approved title.

94 Each dissertation is submitted with a title page that bears

- the dissertation's approved title (see paragraph 90)
- the student's full name
- the Degree for which the student is registered
- the year in which the dissertation is presented
- a statement in a form approved by the University that the dissertation is the work of the author and that the work of others is indicated by explicit references
• a statement in a form approved by the University that asserts the student's right to be identified as the author of the work and the copyright owner.

For each dissertation a 300 word summary of the dissertation in English (see below) must follow the title page.

Language of the dissertation
95 The dissertation is written in English, other than when the nature of the subject requires that it be submitted in another language and prior approval has been given, in accordance with the programme handbook. As noted above, the summary must always be written in English.

Number of copies required for assessment
96 The University requires the postgraduate taught student to submit two copies of their dissertation to their Faculty for assessment, together with an electronic copy in an approved format, as stated in the programme handbook, to facilitate submission to the University's plagiarism detection service (see paragraph 28). Arrangements for receiving and registering the submission of dissertations are set out in the relevant programme handbook. Students are advised to keep paper and electronic copies of their dissertation for their personal use.

97 No alterations or additions may be made to a dissertation after it has been submitted other than with the agreement of the examiners in accordance with paragraph 103.

Examination of dissertations
98 The marking scale for dissertations is 0-100 and is used by those examining it to report to the board of examiners whether the dissertation has passed and, if so, how well it has passed. Examiners are required to make their recommendations as follows

• the dissertation is of pass standard
• that the dissertation is of pass standard, subject to specified, minor corrections being made to the copies of the dissertation
• that the dissertation is failed, but that the student is permitted to submit a revised dissertation by a specified date within 6 months.

Specified minor corrections and binding
99 Where the examiners, exercising their academic judgement, consider that the dissertation is of a pass standard but that specific minor corrections are required, they inform the taught postgraduate student of the nature of the corrections in the form of a written list.

100 Where they are required by the examiners, specified minor corrections must be completed within 40 days of the student being informed of the result of the examination unless there are confirmed extenuating circumstances, in which case the Dean of Faculty may allow a longer time. If the dissertation is to be permanently bound this takes place after the specified corrections have been made and with the inclusion in the bound dissertation of a statement, signed by one or more of the examiners, certifying that any corrections have been completed satisfactorily and included in the bound dissertation.

101 The Dean of Faculty may invite those students who have produced a dissertation that has been awarded a distinction to have their dissertation permanently hard bound so that it can be placed in the Library. If the student accepts this invitation it is on the understanding that they bear the cost of binding to the University's specifications.
Failure of dissertation and submission of revised dissertation

102 Where, in the academic judgement of the examiners, a dissertation has failed to meet the required pass standard the reasons for their finding are communicated to the student. Where the deficiencies are minor those to be remedied are set out and the corrections that are required (see paragraph 98).

103 A student may submit a revised dissertation once only. If the dissertation is not submitted within six months the University will normally consider the student's registration to have lapsed. Where there are confirmed extenuating circumstances, however, SPACE may grant an extension of the time permitted. The procedure for submitting a revised dissertation is set out in the programme handbook and is the same as for the original submission.

104 A revised dissertation is normally examined by the same examiners as the previously failed dissertation. The Dean of Faculty may, however, appoint other examiners. The recommendations that may be made by examiners are that the dissertation passes or that it be failed. Examiners may not recommend a second re-submission.

105 Compensation is not available for the dissertation. If the revised dissertation is failed but the student has accrued the necessary credits elsewhere in the programme the board of examiners may recommend the relevant intermediate award.

Copyright and access to dissertation

106 Dissemination of knowledge is one of the objects of the University. Copies of dissertations with a mark of 70 per cent or higher may be placed in the University Library as stated in paragraph 101 and will be available for consultation or loan as indicated in paragraph 107. An electronic copy of such dissertations will also be added to a database which will be accessible for academic purposes to University of Surrey staff and students.

107 As noted in paragraph 94, students are advised to mark their dissertations as copyright. It is, however, a condition of the University's acceptance of a dissertation that the University Librarian is granted the authority to reproduce the dissertation by photocopy or otherwise, and to lend copies to those institutions or persons who, in the Librarian's opinion, require them for academic purposes.

Commercial or other confidentiality of the contents of dissertations

108 If a student's sponsoring organisation or a collaborating body considers that the dissertation contains matter of a confidential nature, the student may request the University Librarian, through the programme director, to restrict access to their dissertation for a period not exceeding five years. Requests must be in writing, stating the grounds on which the restriction is sought and the requested duration of the restriction. If the Librarian agrees to this request, access to the dissertation may be allowed during this period only with the permission of the author, or those specified by them. If it is desired to extend the restriction beyond the agreed period, or restrict access on other grounds, further application must be made in writing to the Librarian stating the grounds for the request.

109 Where the author, their sponsoring organisation, or a collaborating body wishes to seek a patent based on material in the dissertation, the author may request the University Librarian, in writing, to restrict all access to the dissertation for a period not exceeding one year. Requests for such restrictions must be in writing, stating the grounds on which they are sought and the requested duration of the restriction. If it is desired to extend the restriction beyond the agreed periods, or restrict access on other grounds, further application must be made in writing to the University Librarian stating the grounds for the request.
Intellectual property rights

110 While the copyright of the dissertation belongs to its author or authors, the student is required to assign to the University or its nominee any intellectual property rights (whether patentable or otherwise) that the student is considered to have acquired resulting directly or indirectly from study at the University in return for a fair proportion of any net receipts in accordance with the terms of the University’s Intellectual Property Code. A student may, however, be subject to a specific agreement with the student's sponsor concerning the assignment of intellectual property rights to the sponsor.

Failure and reassessment

Pass mark

111 Where a taught postgraduate student fails units of assessment in a module but their overall mark for the module is 50 per cent or higher, the student has passed the module unless they are required to pass the failed units of assessment in order to complete their programme successfully.

112 Where a taught postgraduate student, following a programme over a full time equivalent academic year and with 180 credits, has failed modules with a value up to and including 45 credits and, following reassessment and/or compensation (within the limits permitted by these regulations), passes the module(s), they may progress to complete their programme. In these circumstances the marks recorded for each reassessed unit of assessment that has been passed, and for calculating the overall mark for the module, is the pass mark.

113 Where a taught postgraduate student has failed modules with a value of more than 45 credits the board of examiners requires that they retake the units of assessment they have failed (with or without attendance) in order to pass any failed modules and progress to complete their programme. Where the student retakes the units of assessment and does not pass them, the University terminates the student's registration. In such a case the board of examiners will offer a student who has accrued the necessary credits the intermediate award to which they are entitled (if they are not otherwise in breach of University regulations). Likewise, where the student does not wish to retake the failed units of assessment, and wishes to withdraw from their programme, the board of examiners will offer them the intermediate award to which they are entitled (if they are not otherwise in breach of University regulations).

114 Where a taught postgraduate programme has a duration other than an academic year, or a credit value for the academic year other than 180 credits, the programme handbook sets out the eligibility for reassessment and/or compensation of the students. In all such cases the marks recorded for each reassessed unit of assessment that has been passed, and for calculating the overall mark for a module, is the pass mark (see paragraph 133).

Failure of core modules

115 As noted in paragraph 7, where a taught postgraduate programme handbook designates a module as a core module that module and all the units of assessment within it must be passed in order for the student to complete the programme successfully.

Reassessment

116 A taught postgraduate student who has failed a module is required to submit for reassessment at the next University-appointed reassessment opportunity (see paragraphs 125-127). Reassessment takes place in the units of assessment that have been failed.
Status of marks achieved through reassessment

117 In the absence of extenuating circumstances, taught postgraduate students may be reassessed on one occasion only in a unit of assessment. In all cases, where a student is reassessed the mark recorded is the better of the two marks achieved by the student (assessment and reassessment) calculated as described in paragraphs 116-118.

118 Where, following reassessment, the student passes the unit(s) of assessment the marks recorded and used for calculating the overall mark for the module, is the appropriate pass mark: 50 per cent for modules at FHEQ Level 7; 40 per cent for modules at FHEQ Level 6. The University's arrangements for compensating poor performance by a student in a limited number of modules are described in paragraphs 130-132. Where a student has passed a module after reassessment or compensation that is recorded in their transcript.

119 As noted in paragraph 43, a taught postgraduate student who has completed a module and has been awarded the academic credit for that module by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not permitted to repeat that module in order to improve their marks.

120 Where a student has completed their taught postgraduate programme and accepted their award they may not subsequently rescind their acceptance of the award in order to request reassessment.

Timing of reassessments for taught postgraduate programmes

121 Reassessments for failed units of assessment are normally undertaken at the end of the academic year. Exceptionally, reassessments may be undertaken at another time specified by the Dean of Faculty, advised by the programme director. For students with exceptional circumstances, and with the approval of the Dean, this may be up to two years after the first assessment (see below).

Nature of reassessment

122 Taught postgraduate students submitting for reassessment are normally reassessed in the failed units of assessment in the module. Exceptionally, for a single module only, a board of examiners, advised by the programme director, and with the consent of the student, may recommend that the student be reassessed in another module. In such a case the student is required to take all the units of assessment associated with the second module and will not be permitted to be further reassessed in case of failure. Where the student passes the reassessments, the marks are recorded as pass marks and are used in the calculation of the student's results for the module. Where the student fails but is eligible for compensation, compensation may be applied.

123 Alternative assessment instruments are not used in reassessments other than where they have been specifically approved at the validation of the relevant module(s) or through a subsequent programme amendment formally agreed by a board of studies.

Repetition of modules in order to be reassessed

124 Where a student has been permitted to register (with or without attendance) to retake units of assessment that have previously been failed, and passes the units of assessment, the mark that will be recorded and contributes to the overall mark for the module is the pass mark. As noted in paragraph 40, students who have been permitted to repeat studies in order to be reassessed are required to pay the relevant registration and other fees to the University within the normal period and arrangements.
Students registered and attending to retake units of assessment in modules that have previously been failed and who subsequently fail one or more such modules may not progress and may not be reassessed further.

**Compensation**

**Procedure for compensation**

126 Compensation is only available following reassessment. Compensation is not available for failure following reassessment in a core module.

127 Where, after reassessment, a student following a taught postgraduate programme has failed module(s) with a value of 15 credits and

- the weighted level aggregate of all the student's module marks (including the failed module(s)) is 55 per cent or higher
- the lowest overall mark achieved in a failed module is 40 per cent or more (30 per cent in a failed FHEQ Level 6 module

the student is eligible for compensation.

128 Marks achieved in the dissertation component of a taught postgraduate programme can not be used to compensate for failed modules in the taught portion of the programme.

129 Where, following reassessment, a student is eligible for compensation and it is applied, the mark recorded (and that is used in calculating the module mark overall) is the mark specified in paragraph 118 above. Where a student has passed a module through the application of compensation their transcript shows that they have passed following reassessment and the application of compensation. A student can not choose to reject compensation.

**Deferred assessments**

130 Where a student has taken a deferred assessment, in one module only, at the University-approved reassessment point for their programme, and they have failed that module, the student is not eligible for compensation to be applied and must submit for reassessment in the relevant units of assessment for that module at the next University-approved reassessment point. In such a case the student may follow the University's procedure for reassessment without attendance. Access to email, Library and VLE facilities for such students is available subject to the payment of the appropriate fee which is refunded when the student passes their reassessment.

131 When the student passes the deferred units of assessment and therefore the relevant module(s) they may progress. In this case the mark recorded is the mark the student has achieved. When deferred units of assessment in one or more modules are failed and the student is not eligible for compensation, they must submit for reassessment in those units of assessment at the next opportunity. In such a case the student may follow the University's procedure for reassessment without attendance. Access to email, Library and VLE facilities for such students is available subject to the payment of the appropriate fee which is refunded when the student passes their reassessment.

**Fitness to practise**

132 The procedures that are followed by the University for matters to do with fitness to practise are set out in its [Regulations for Fitness to Practise](#).

133 Students registered for a taught postgraduate programme of study that includes one or more period(s) of clinical and/or professional experience may be required at all times, and as a condition of continued registration for that programme, to act or behave in a manner
• that conforms to the relevant professional code of practice (where relevant)
• is consistent with the standards of behaviour required by the profession or the employer
• does not jeopardise or put at risk the welfare or wellbeing of others (for example, patients; pupils; clients; members of the public; fellow students; fellow employees; members of academic or professional/clinical staff) or themselves.

134 Where the University becomes aware of, or is made aware that a student has departed from the requirements set out in paragraph 136 and 137, it reserves the right to exclude or withdraw a student from a clinical or professional placement without notice, stating whether the grounds are for unprofessional behaviour, professional misconduct, or arise from the belief of the University or agents acting on its behalf, that the student’s behaviour has the potential to cause harm to others or herself/himself.

135 Where a student is withdrawn or suspended from a clinical or professional placement by the University it will investigate the circumstances and ensure that the student is aware of their rights to appeal against the withdrawal or suspension and the procedures to be followed to lodge an appeal.

Extenuating circumstances and additional learning support for taught postgraduate students

Extenuating circumstances

136 The University’s arrangements for defining and dealing with extenuating circumstances are set out in its Regulations for Extenuating Circumstances.

Learning Support Adjustment (LSA, formerly VISA)

137 Where a taught postgraduate student faces chronic, foreseeable or recurring circumstances or physical or other impairments that have the potential to hinder their academic progress they may inform the University through the programme director or a member of the University’s Additional Learning Support service (ALS) that they wish to request advice and support with their particular learning support arrangements.

138 Under the LSA procedure ALS works with the student, their tutors and other professionals (as required), to assess the learning support needs of students with physical and other impairments. Following this assessment ALS will provide the student, where appropriate, with a written summary of the adjustments to the student's learning, teaching and assessment arrangements that ALS, in consultation with the programme director, has assessed as reasonable and a note will be added to the student's records held centrally by the University. Adjustments suggested in an LSA statement are designed to provide the student with an equal opportunity to participate in all educational activities: they are not intended to provide an unfair advantage.

139 Where a taught postgraduate student has secured an LSA statement ALS will ensure that their programme director is formally notified of its contents so that the latter can notify the relevant departmental, Faculty and University officers of the adjustments suggested in the LSA statement and periodically check their continuing suitability for the student.

Academic integrity and academic misconduct

140 The University’s arrangements for defining and dealing with academic misconduct are set out in its Regulations for Academic Integrity.
Exclusion on non-academic grounds

141 A taught postgraduate student may be excluded from the University and their registration terminated for the reasons stated in Statutes 5 (5) (B) (engaging in conduct that is harmful to the University).

142 Where a taught postgraduate student who is excluded from the University for non-academic reasons has accrued sufficient academic credits to be eligible for an intermediate award the relevant board of examiners will recommend that the student take the relevant award.

Academic awards for students following postgraduate taught modular programmes of the University of Surrey

143 The University may only make the higher awards for taught postgraduate modular programmes that are listed in Table 2 (page 1)

- following the successful completion of the taught postgraduate programme associated with that award
- to a student who has been registered for and who has satisfactorily followed the prescribed programme linked to that award and
- who has been awarded the required credits, as specified in Table 3 (page 4) and Table 5 (page 10).

Requirements for awards

Postgraduate Certificate

144 Subject to the terms of paragraphs 64-67 and Table 5 and any specific requirements set out in the programme handbook, a Postgraduate Certificate may be awarded to a student who has gained at least 60 credits and has achieved an average mark of not less than 50 per cent.

Postgraduate Diploma

145 Subject to the terms of paragraphs 64-67 and Table 5, and any specific requirements set out in the programme handbook, a Postgraduate Diploma may be awarded to a student who has gained at least 120 credits and has achieved an average mark of not less than 50 per cent.

146 Exceptionally, when a student has been awarded credits in excess of 120, the overall aggregate mark is calculated by reference to those modules which have attracted the highest marks and constitute 120 credits, except where the programme handbook requires that the marks for certain specific modules must be included in the calculation.

Degree of Master

147 Subject to the terms of paragraphs 64-67 and Table 5, and any specific requirements set out in the programme handbook, the Degree of Master may be awarded to a student who has gained at least 180 credits and has achieved an average mark of not less than 50 per cent, including the dissertation module.

Certificate and date of the award

148 Higher awards are made by the Senate. The date of the award is the date on which SPACE or another body nominated by Senate approves the award on its behalf.
**Students in debt to the University**

149 Academic awards of taught postgraduate students who are in debt to the University or who have not returned articles of University property to it when requested to do so, will be withheld until the student has paid all their debts to the University and returned any items of its property that it has requested.

**Grading of higher awards**

**Distinction and Merit grades for higher awards**

150 The Degree of Master and the Postgraduate Diploma will be awarded in accordance with the following mark thresholds:

- award with Distinction  70 per cent and over
- award with Merit 60-69 per cent
- award 50-59 per cent

151 The University's method for grading higher awards is to take the overall eligible marks, weight them in accordance with the credit value of each module including the dissertation, aggregate them and use the arithmetic mean of the weighted aggregate marks to determine the grade the student has achieved.

152 Aggregate award marks are determined with reference to the student's overall mark record, including the dissertation, weighted (if that is appropriate) in accordance with the credit value of each module and the requirements of the programme handbook, subject to the provisions of paragraph 150. The arithmetic mean of the weighted aggregate award mark for each student is rounded to the nearest whole number, and recorded as an integer on students' transcripts.

153 When calculating a taught postgraduate student's aggregate mark for a module and for their award grade the University requires that the result of the calculation is as a whole integer. In calculations, aggregate marks of 0.01-0.49 are rounded down; marks of 0.5-0.99 are rounded up. The award grade directly reflects the weighted aggregate mark.

**Approval and dissemination of results**

154 Boards of examiners make provisional recommendations for students' assessments and awards to Senate Progression and Conferment Executive (SPACE) which normally confirms the recommendations on behalf of Senate.

155 The University expects that boards of examiners for taught postgraduate programmers will make their provisional recommendations available to students, stating that these are provisional recommendations and that students should not act or rely on them until they have been confirmed by SPACE.

156 The confirmed results of assessments and awards are published and distributed to students by the Dean of Faculty. Where a student's registration is suspended or terminated, following an examination board, the Registrar is responsible for notifying them of the courses of action open to them, including the University's appeals procedures.

**Certification of Awards**

157 Awards for taught postgraduate modular programmes are confirmed by SPACE on behalf of Senate and may be conferred at a Degree Congregation ceremony held for the purpose.
158 Each student is given or sent a formal certificate appropriate to their award. Students collecting their award certificates in person should be prepared to provide a form of photographic identification, such as a passport.

159 Certificates not collected in person by the student are sent through the ordinary post to the graduate's address as listed in the University's records.

**Student seeking to decline award in order to re-register in order to seek to achieve an improved award**

160 Where a taught postgraduate student who has achieved their award requests the University to rescind it, so that they may apply to re-register in order to improve their classification or grade, the University will not rescind the award in the absence of extenuating circumstances. Any such request must be made by the student within three months of receiving the award they are seeking to have rescinded.

**Publication of Results**

161 The names of those who have been awarded Postgraduate Certificates, Postgraduate Diplomas, and Master's Degrees and the grades associated with them, are published by the Vice-President Administration and Registrar in the University Gazette and may be published elsewhere.

**Transcripts**

162 The University provides each of its taught postgraduate students with an official transcript of their achievements on completing their studies. There is no charge for this service. The University's Associated Institutions similarly provide transcripts for their students who have been studying for the University's awards.

163 The transcript records each module for which the student was registered, together with the level of the module, the credits awarded, and the marks awarded. The transcript also records, where appropriate, any professional training and other work-based learning completed among other matters.

**Aftercare: replacement certificates and transcripts**

164 If a former student requires a replacement certificate they must apply to the Academic Registry stating the name under which their award was made; the title of the programme they followed; the dates between which they attended the University; and the month and year of their graduation. Replacement certificates can be issued only on receipt of a written request from the holder of the award, together with evidence of the identity of the holder of the award and on payment of the appropriate fee.

165 If a former student requires a replacement transcript they should apply to the Academic Registry stating the name under which they were known to the University; the title of the programme they followed; the dates between which they attended the University; and either the month and year of their graduation or the date when they ceased to be registered. Replacement transcripts can be issued only on receipt of a written request from the holder of the award, together with evidence of the identity of the holder of the award and on payment of the appropriate fee.

**Academic Appeals**

166 The grounds for and procedures for appeals are set out in the University’s published [Regulations for Academic Appeals](#).
Regulations

Section C

Regulations for the Degrees of Master of Philosophy (MPhil), Doctor of Philosophy (PhD) and Doctor of Medicine (MD) by Research and Thesis

Regulations for the Degrees of Doctor of Philosophy (PhD) to Members of the Staff of the University

Regulations for Practitioner Doctorate Degrees

Regulations for the Award of the Degrees of Doctor of Letters (DLitt) and Doctor of Science (DSc)
Regulations for the Degrees of Master of Philosophy (MPhil), Doctor of Philosophy (PhD) and Doctor of Medicine (MD) by Research and Thesis

These Regulations should be read in conjunction with the University’s Code of Practice for Research Degrees

Admission

1.1(i) An applicant holding a Degree may be admitted to a research programme leading to the Degree of Doctor of Philosophy with probationary status (with registration subject to confirmation). The minimum requirement for registration for the degree of Doctor of Philosophy with probationary status will normally be that of an Honours Degree (Second Class, First Division) from a UK university or other qualification deemed by the Senate to be equivalent. An applicant who is not a graduate may be admitted provided that the applicant holds professional or other qualifications deemed appropriate.

(ii) An applicant holding a Degree may be admitted solely to a research programme leading to the Degree of Master of Philosophy. Should the student subsequently wish to transfer their registration to the Doctor of Philosophy then they would need to apply to register and undertake the confirmation

(iii) An applicant who is registered for clinical practice in the UK may be admitted to a programme of study and research leading to the Degree of Doctor of Medicine.

1.2 An applicant may not be admitted to a programme of study and research leading to the Degree of Master of Philosophy, Doctor of Philosophy or Doctor of Medicine unless the applicant has first been accepted by the Dean of the Faculty in which the applicant proposes to study. The admission of an applicant may be subject to conditions specified by the Dean of Faculty.

English Language Requirements

1.3 Applicants will be required to satisfy the admissions panel of an ability to understand and communicate in both written and spoken English consistent with the University’s current threshold level in IELTS or equivalent. IELTS scores, or equivalent, must be current and have been obtained no earlier than two years of the start date of the programme. It may be appropriate to ask for more than the minimum level in certain disciplines.

Registration

2.1 A student for the Degree of Master of Philosophy, Doctor of
Philosophy or Doctor of Medicine must register at the start of the programme of research and shall undertake to comply with the Charter, Statutes, Ordinances and Regulations of the University. Registration shall normally be effective from 1 October, 1 January, 1 April or 1 July. In exceptional circumstances a student may commence on other dates subject to the approval of the Dean of Faculty. A student must re-enrol by the specified date for each year the programme of research is pursued. The registration of a student who fails to re-enrol by the specified date may be deemed to have lapsed and will be terminated. No student is entitled to register or re-enrol unless the prescribed fees have been paid.

Simultaneous Registration

2.2 A student pursuing a programme of study and research on a full-time basis may not simultaneously register for another award of the University, or any other university, except that:

(i) if a student has completed a programme of study for another award but the award has not been made, the student may register provisionally for a period not exceeding three months;

(ii) exceptionally, and subject to approval by the Executive Board, a student registered at two institutions (the University of Surrey and a collaborative partner) may submit his or her thesis for examination at both institutions. Satisfactory performance at each institution would result in a dual award for the thesis.

Transfer from Another Institution

2.3 The Research Degrees Committee may permit a student who has started a programme of study and research at another institution to complete it as a registered student of the University of Surrey. The Research Degrees Committee shall specify the minimum and maximum periods of study and research in each case.

Transfer Between Modes of Study

2.4 A student may be permitted by the Dean of Faculty to transfer between full-time and part-time registration. The Dean of Faculty shall inform the Academic Registry of any such transfers. The minimum and maximum periods of registration shall be determined in each case according to the periods in which the student was registered under each mode.

Mode of Study

2.5 A programme of study and research may be pursued:

(i) on a full-time or part-time basis at the University;

(ii) on a full-time or part-time basis with a collaborative organisation which has suitable facilities for carrying out research.

Study on a Collaborative Basis

2.6 Where an application to study on a collaborative basis is being considered, a formal, written, collaborative agreement between the University and the collaborating organisation is required and must be approved by the Dean of Faculty.

Where the student is an employee of the collaborating organisation, the agreement will state:
(i) that the student has sufficient time to devote to the doctoral research project in accordance with their registration status;

(ii) that the student will be released from other duties for visits to the University as necessary and also for a period at the end of the research in order to prepare a thesis.

2.7 The University reserves the right to cancel the registration of a student if the collaborating organisation concerned is unable to carry out the agreement.

2.8 A student may pursue the programme of study and research outside the United Kingdom if permitted to do so by the Dean of Faculty.

PhD Programme

3.1 A programme of research for the degree of PhD must include all of the following:

(i) Original research leading to a contribution to new knowledge;

(ii) Sufficient study in discipline-specific matters as to permit a graduate to contribute at the forefront of the relevant profession or research;

(iii) Training in elements that allow the student to develop discipline-specific and transferable and generic skills.

3.2 In accordance with the Framework for Higher Education Qualifications\(^1\), the thesis will demonstrate:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

- a detailed understanding of applicable techniques for research and advanced academic enquiry.

MD

3.3 The thesis submitted for Doctor of Medicine will have the characteristics listed above but the research is likely to draw on clinical or laboratory work and may involve clinical trials or other

\(^1\)\url{http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral_Characteristics.pdf}
work with patients in the practical/clinical setting\(^2\);

MPhil 3.4 A thesis submitted for the degree of Master of Philosophy will be informed by the forefront of an academic or professional discipline, will show originality in the application of knowledge, and will understand how the boundaries of knowledge are advanced through research\(^3\). The student will have an in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in the subject; the ability to study independently in the subject; the ability to use a range of techniques and research methods applicable to advanced scholarship in the subject\(^4\).

Minimum Period of Study for MPhil/PhD 4.1 The minimum and maximum periods of study for the awards covered by these regulations are:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Minimum period of Registration</th>
<th>Maximum period of Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPhil full-time</td>
<td>20 months</td>
<td>36 months</td>
</tr>
<tr>
<td>MPhil part-time</td>
<td>40 months</td>
<td>72 months</td>
</tr>
<tr>
<td>PhD full-time</td>
<td>30 months</td>
<td>48 months</td>
</tr>
<tr>
<td>PhD part-time</td>
<td>60 months</td>
<td>96 months</td>
</tr>
<tr>
<td>MD full-time</td>
<td>24 months</td>
<td>36 months</td>
</tr>
<tr>
<td>MD part-time</td>
<td>48 months</td>
<td>72 months</td>
</tr>
</tbody>
</table>

The minimum period of registration can be reduced further on the condition that the case for reduction is supported by the student, supervisors and Dean of Faculty and is approved by the Research Degrees Committee.

Withdrawal 5.1 A student retains the right to permanently withdraw from a programme of research.

Extension of Time 6.1 The Research Degrees Committee will consider requests for extension where there has been:

- For part-time students in full-time employment only, an increase in their workload due to circumstances beyond their control;

- Difficulties in research that were beyond the student’s


\(^3\) [UK Quality Code for Higher Education: Part A Setting and Maintaining Threshold Academic Standards: Chapter A1 The National Level](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf)

\(^4\) [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf)
control;
• Difficulties relating to continuity of supervision;
• Other exceptional circumstances.

A student may apply for an extension to the maximum period of registration or resubmission period by submitting a request to the Research Degrees Committee. The maximum extension to a period of registration is twelve months aggregate. If a student is not granted an extension and has reached the maximum period of registration then their registration will be terminated on the grounds that it has lapsed.

All requests for extension will be made by the student on the standard pro-forma and accompanied by supporting evidence. Requests for extension without supporting evidence will not be considered by the Research Degrees Committee. Students are required to provide a timeline for submission with interim, testable milestones.

A request for extension requires the support of the supervisors and Dean of Faculty. If the supervisors or Dean of Faculty do not support the extension request, the student is at liberty to submit the request directly to the Research Degrees Committee for consideration. All requests for extension are subject to approval by the Research Degrees Committee.

Students in receipt of funding are advised to check the terms of their scholarship. International students are also advised to check their visa status before making a request for extension.

### Temporary Withdrawal

6.2 It is expected that registration for a research degree will be continuously pursued. However, the Dean of Faculty may recommend to the Research Degrees Committee that a student be granted a period of temporary withdrawal. In all but the most exceptional cases, students will not be permitted a period of temporary withdrawal in excess of twelve months aggregate over the period of registration.

The Research Degrees Committee will consider requests for temporary withdrawal where there has been:

• Bereavement through the death of a close relative or significant other* that in employment would lead to a reasonable employer to grant compassionate leave *[in such cases the Research Degrees Committee will require independent evidence of the nature of the relationship];

• Serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree absence on sick leave;

• A long-term (chronic) health problem suddenly worsening;
• For part-time students in full-time employment only, a significant increase in their workload due to circumstances beyond their control;
• Maternity or paternity;
• Difficulties relating to continuity of supervision;
• Difficulties in research beyond the student’s control;
• Other exceptional circumstances.

All requests for temporary withdrawal will be made by the student on the standard pro-forma and accompanied by supporting evidence. Requests for temporary withdrawal without supporting evidence will not be considered by the Research Degrees Committee. A request for temporary withdrawal requires the support of the supervisors and Dean of Faculty. If the supervisors or Dean of Faculty do not support the request for temporary withdrawal, the student is at liberty to submit the request directly to the Research Degrees Committee for consideration. All requests for temporary withdrawal are subject to approval by the Research Degrees Committee.

Where a period of temporary withdrawal is approved, the student’s registration will be extended by the same period of time.

Retrospective applications for temporary withdrawal will not be considered except in exceptional circumstances.

Students in receipt of funding are advised to check the terms of their scholarship. International students are also advised to check their visa status before making a request for temporary withdrawal.

### Supervisors

#### 7.1
The Dean of Faculty shall appoint two supervisors for each student. The Dean of Faculty may appoint a replacement or additional supervisor at any time if necessary or desirable. In all cases, at least one of the supervisors shall have supervised solely or as a team member at least one research student through to successful completion of a doctoral degree. The Principal Supervisor will be the main point of contact between the student and the University.

In addition to the University supervisors, collaborative students will be allocated a collaborative supervisor who will be a member of the collaborating organisation.

The Dean of Faculty shall inform the Research Degrees Committee of the names of the supervisors and any changes thereto.

### Principal Supervisor

#### 7.2
At least one supervisor, the principal supervisor, shall be a member of the University’s staff:

(i) holding at least a 0.5 fte appointment as Professor, Reader, Senior Lecturer, Lecturer or Professorial or Research Fellow.

The Principal Supervisor will:
• be an active researcher in an area relevant to the student’s field of research;
• undertake the supervisor training programme offered by the Researcher Development Programme if they have not previously supervised at least one student through to successful completion;
• have an expectation of holding the appointment with the University for at least the minimum period of the student’s registration.

The responsibilities of the Principal Supervisor are listed in the Code of Practice.

Co-supervisor 7.3 The co-supervisor should be appointed from among the following:

• a full- or part-time member of the University’s staff (including those in their probationary period), holding appointment as Professor, Reader, Senior Lecturer, Lecturer, Senior Tutor, Tutor, Professorial or Senior Research Fellow, Research Fellow, Senior Experimental Officer or Experimental Officer, Post-Doctoral Research Associate;
• those holding honorary, joint or Emeritus/a appointments;
• a member of another organisation with expertise appropriate to the student’s programme of study and research, where there are good reasons to include them.

A co-supervisor will:

• have appropriate knowledge and normally be an active researcher;
• have an expectation of holding the appointment with the University for at least the minimum period of the student’s registration;
• undertake the supervisor training programme offered by the Researcher Development Programme if they have not previously supervised at least one student through to successful completion.

The responsibilities of the Co-Supervisor are listed in the Code of Practice.

Collaborative Supervisor 7.4 A collaborative supervisor will typically be one drawn from a collaborative organisation which might be in industry, a research institution, other institution of higher education, etc., appointed in association with the research.

A brief curriculum vitae, highlighting relevant experience, should be provided by prospective collaborative supervisors to enable the Dean
of Faculty to determine their suitability to supervise research students. Attributes for effective collaborative supervision should include one or more of the following:

- specialist knowledge or expertise in the student’s field of research;
- a research profile in an area relevant to the student’s field of research;
- experience of successfully supervising research at doctoral level.

## Reports to Supervisors

### 8.1

As a minimum, full-time students will have at least one supervisory session per month; part-time students will have at least one supervisory session every two months.

Student progress will be formally monitored at six and twelve months into each year of registration.

An unsatisfactory outcome of a review or refusal by a student to complete a review will result in the initiation of unsatisfactory academic progress procedures unless a request for recognition of extenuating circumstances is found to be valid by an extenuating circumstances panel.

## Training

### 9.1

Students and supervisors will agree at the outset a programme of discipline-specific and skills courses ensuring that the compulsory elements are included. Students and supervisors will keep this under review and formally report on progress every six months.

## Unsatisfactory Academic Progress

### 10.1

A student’s registration may be terminated on the grounds of unsatisfactory academic progress.

If the Principal Supervisor judges a student’s progress to be unsatisfactory they will first consult the Faculty PGR Programmes Director. The details of this consultation will be documented and both parties must be in agreement that the student’s progress is unsatisfactory. If there is a disagreement between the parties then the case will be referred to the Research Degrees Committee for a decision.

### 10.2

The student will be sent written notification that their progress has been deemed unsatisfactory and offered the opportunity to remedy this. The student will be offered at least three months to meet specified targets.

### 10.3

Following the specified period, the student’s case will be reviewed by the Principal Supervisor, Faculty PGR Programmes Director, and one other member of the Faculty not previously involved in the case but with experience of PGR supervision. If all parties agree that the student has failed to meet the targets to the required standard then...

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5 If the Faculty PGR Director is the Principal Supervisor then they will consult the Faculty Associate Dean (Research)
a recommendation for programme termination will be made to the Research Degrees Committee. If there is a disagreement between the parties then the case will be referred to the Research Degrees Committee for a decision.

10.4 Where a student makes a request for the recognition of extenuating circumstances during or after the specified period, this will be considered in accordance with the mechanisms described in Section F of the General Regulations. Where extenuating circumstances are found to be valid, the deadline will normally be extended by up to three months subject to the approval of the Research Degrees Committee.

10.5 In cases where the student appears to have withdrawn from the programme of study and failed to make contact with the Faculty (normally for 3 months or more), it will be sufficient for a recommendation of termination to be made to the Research Degrees Committee solely on the basis of evidence showing that reasonable efforts have been made to contact the student at the last email and postal address provided and warning the student of the consequences of not contacting the Faculty within 10 working days.

10.6 A student may be excluded from the University for other than academic reasons in accordance with the provisions of Statutes 5(5)(B) and 26.

10.7 The General Regulations covering Fitness to Practise and Fitness to Study apply to Postgraduate Research Students.

11.1 The confirmation will normally take place twelve to fifteen months after initial registration for full-time students and twenty-four to thirty months for part-time students. With the agreement of the Research Degrees Committee, students may undergo the confirmation earlier.

The Principal Supervisor shall arrange a meeting to consider the application. The meeting shall involve: the student; with at least one supervisor in attendance; and the examiners.

The student will be examined by two examiners (normally, internal). The examiners will:

i) Have expertise in an area relevant to the student’s research;

ii) Will have completed the relevant confirmation examiner training if they have no prior experience of examining a confirmation;

iii) Not have had any involvement with the project that could give rise to a conflict of interest;
iv) Have no personal relationship with the student that could give rise to a conflict of interest;

v) Any external will have examined at least one confirmation, or equivalent, at another institution.

Where the candidate is also a member of staff of the University, at least one examiner will be external to the University.

Where an external examiner is used, the internal examiner will perform the dual role of examiner and Chair.

The appointment of the examiners is subject to the approval of the Dean of Faculty.

11.2 Following the examination, the Dean of Faculty shall recommend to the Research Degrees Committee:

(i) that the student be permitted to continue registration on the Degree of Doctor of Philosophy/Doctor of Medicine or

(ii) that the student's PhD/MD registration should not be confirmed but that the student may resubmit for confirmation of registration on a single occasion only, normally three months later with or without further oral examination. One of the examiners will supply the candidate with a written statement within 5 working days after the meeting of the action to be taken in order to satisfy the criteria for confirmation of PhD/MD registration.

11.3 The Dean of Faculty may require other evidence of fitness to practise or study before making the recommendation.

11.4 Following the second examination, the Dean of Faculty shall recommend to the Research Degrees Committee:

(i) that the student be permitted to continue registration on the Degree of Doctor of Philosophy/Doctor of Medicine or

(ii) that the student should be registered for the Degree of Master of Philosophy or

(iii) that the student's registration be terminated

11.5 The Dean of Faculty may require other evidence of fitness to study or practise before making either recommendation (i) or (ii) in section 11.4 following the second attempt to confirm registration.

Continuing Status

12.1 A student may apply to register as a 'continuing student' while completing the thesis or portfolio. Continuing status may be granted provided that:

(i) a student has completed a minimum period of research and study as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Minimum Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPhil</td>
<td>24 months [full-time]</td>
</tr>
<tr>
<td>Degree</td>
<td>Duration [Type]</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>PhD</td>
<td>36 months [full-time]</td>
</tr>
<tr>
<td>MD</td>
<td>24 months [part-time/collaborative]</td>
</tr>
<tr>
<td></td>
<td>72 months [part-time]</td>
</tr>
</tbody>
</table>

(ii) the transfer is approved by both the principal supervisor and Dean of Faculty;

(iii) the student is making use only of the University's general facilities; is no longer using facilities of the Faculty such as laboratories or other specialist facilities and is receiving advice solely related to the writing up of his/her thesis.

**Thesis or Portfolio**

13.1 A student shall present a thesis or portfolio.

**References to Work of Others and Previous Work**

13.2 A student shall indicate by means of explicit references the citation of the work of others or work by the student which is not part of the submission for the Degree. Work submitted for another Degree may not comprise part of the submission for the Degree of Master of Philosophy, Doctor of Philosophy or Doctor of Medicine.

**Joint or Group Project**

13.3 A student who has submitted work forming part of a joint or group research project, shall be required to satisfy the examiners that the student’s share of the work is sufficient to justify the award of the Degree. In such cases the thesis must contain an introductory note stating the student's own claims to his or her contributions. A copy of such a note should be countersigned by the co-researchers.

**Performing Arts**

13.4 A student registered for an MPhil or PhD award in the field of Performing Arts may submit, in lieu of a thesis, a portfolio of original works that the student has undertaken while registered for the Degree. The portfolio shall include notes on each item within it and either an extended analysis of one item or a dissertation on a related theme. The proposed work in lieu of a thesis shall be subject to the approval of the Dean of Faculty.

**Exam Entry Form**

14.1 A student shall be required to complete an examination entry form not earlier than six months nor later than two months before the thesis is presented; the proposed title of the thesis shall be entered on the form. The title of the thesis must be approved by the Dean of Faculty. No change in the approved title may be made except with the consent of the Dean of Faculty.

**Time Limits**

15.1 The thesis shall be submitted not earlier than the end of the minimum period of research or later than the end of the student's period of registration. In exceptional circumstances, the Research

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6 For the purposes of these Regulations the term “thesis” hereafter shall be taken to imply also “portfolio”
Degrees Committee may permit the student to submit the thesis at an earlier date.

### Format of Thesis

16.1 The thesis shall be temporarily bound before it is examined. One copy per examiner shall be submitted to the Faculty for distribution and, if required, a copy shall be submitted for use by the supervisors. Where appropriate, a copy of the thesis may also be required by a collaborating organisation.

16.2 The thesis shall be typed on A4 sized paper. All pages should be numbered. The title page shall bear the approved title, and student's name, the Degree for which the student is registered and the year in which the thesis is presented. A summary of the work, not exceeding 300 words in length and a signed Statement of Originality must be included in each copy following the title page. Whenever possible, any other material should form part of the thesis, but a student is at liberty to submit such material separately for consideration by the examiners.

The thesis shall be written in English except when the Research Degrees Committee has given permission for another language to be used owing to the nature of the subject. The summary should always be written in English.

16.3 Following recommendation by the examiners that an award be made, at least one copy of the thesis, and any additional copies as deemed necessary, shall then be submitted to the Faculty. One copy of the thesis of a successful student will be retained in the University Library and the others by the Faculty(s) and, where appropriate, by the collaborating organisation concerned. A student is advised to keep an additional copy for personal use.

The final, corrected thesis shall be permanently bound. The binding shall be in blue cloth and hard-backed. The Degree, the year, and the student's name shall appear on the spine. The thesis will adhere to the format in accordance with 16.2. A digital copy of the final thesis shall also be submitted.

16.4 No alterations or additions may be made to a thesis after it has been submitted except with the agreement of the examiners.

### Examiners

17.1 The examination shall be conducted by at least two examiners, at least one of whom must be external to the University.

Normally, there should be one internal and one external examiner. The internal examiner will have the dual role of examining and chairing the viva voce examination unless an independent chair is appointed.

The examiners must have expertise in examining at the appropriate level.

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7 In this role the internal examiner will be responsible for ensuring the proper and fair conduct of the meeting, including conformity with General Regulations. They will sign the final joint examination report to confirm that the examination took place according to the regulations, resulting in one of the permitted outcomes by the regulations.
level so that they are familiar with the standards expected and the achievement likely to be attained. The appointed examiners should, between them, normally have examined a minimum of six candidates at the appropriate level; an external examiner must have experience of at least one relevant examination. Where an external examiner does not have the experience necessary, an additional external examiner shall be appointed who may not hold such specialist knowledge but who could supply the necessary examination experience. This does not remove the requirement for an experienced internal examiner unless an independent chair has also been appointed and the arrangements are approved by the Research Degrees Committee.

### Selection and Appointment of Examiners

#### 17.2

The examiners shall be appointed by the Research Degrees Committee on the recommendation of the Dean of the Faculty.

### External Examiner Nominations

#### 17.3

Nominees for consideration for appointment as external examiners should normally:

- have expertise in the area relevant to the student’s field of research and be demonstrably research active;
- hold an academic appointment [A curriculum vitae should accompany any nomination to the Research Degrees Committee];
- have experience of examining at doctoral level; if they have not had this experience an additional external examiner should be appointed;
- not have, nor have previously had, a personal relationship with the student;
- not have had any professional relationship with the student which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-authoring of papers);
- not hold (or have held) any appointment of the University, other than that of external examiner, during the period in which the student has been registered for the degree.

Normally, an external examiner would not examine more than three candidates of the University in any five year period without permission from the Research Degrees Committee.

### Internal Examiner Nominations

#### 17.4

Nominations for appointment of internal examiners should normally:
• have expertise in the area relevant to the student’s field of research and be demonstrably research active;

• hold permanent academic staff appointments such as Lecturer, Senior Lecturer, Reader, Professor or Research Fellow within the Faculty. (Visiting staff and retired staff members are eligible to be examiners. In the case that they are appointed an independent Chair will also be appointed);

• not have, nor have previously had, a personal relationship with the student;

• not have had any professional relationship with the student which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-authoring of papers);

• Internal Examiners with no previous experience of examining or chairing viva voce examinations at the University will have undergone appropriate training prior to appointment.

Independent Chairs

17.5 Independent Chairs will be appointed by the Research Degrees Committee in the following circumstances:

(i) where a student is being re-assessed upon appeal

(ii) in cases where two external examiners are required including:

a. where the candidate is a member of the staff of the University

b. where the University is unable to provide an internal examiner with the appropriate subject matter expertise and a second external examiner is appointed

c. where two external examiners are required due to lack of examining experience of the preferred subject matter expert

(iii) where the internal examiner has no previous experience of doctoral-level viva voce examinations in the UK;

(iv) where the external examiner has no previous experience of the doctoral-level viva voce examinations in the UK

(v) where the internal examiner does not hold a current appointment as described in 17.4;

(vi) in any other special case as determined by the Research Degrees Committee.

Criteria for the

The Chair will be appointed by the Research Degrees Committee on

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8 This would not normally apply to students on a fixed-term contract where a supervisor/student relationship pertains.
9 MD examinations usually fall in this category
### Appointment of an Independent Chair

The Independent Chair will:

- be internal to the University;
- not have, nor have previously had, a personal relationship with the student;
- not have had any professional relationship with the student which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-authoring of papers);
- have experience of examining at doctoral level;
- not be Emeritus or honorary staff.

### Examiners' Reports

18.1 Each examiner shall submit via the student’s Faculty an independent report on the content and style of the thesis prior to the *viva voce* examination.

### Viva Voce Examination

19.1 The *viva voce* examination should normally be held not less than 30 days and not more than 90 days after submission of the thesis. Only with the approval of the Research Degrees Committee and with the written agreement of the examiners and the candidate, the *viva voce* examination may exceptionally be held earlier.

19.2 The content of the thesis, the conduct of the examination of a student and matters related thereto shall be regarded as confidential to those taking part in the examination and to appropriate officers of the University until such time as the outcomes of the examination are agreed by the Research Degrees Committee.

19.3 Each appointed examiner will receive a copy of the thesis to be examined in advance of the *viva voce* examination and will prepare an independent, written report on the content and style of the thesis in advance of the examination. The reports will be submitted and considered at the *viva voce* examination.

19.4 The *viva voce* examination is concerned with the content of the thesis and any related matters which the examiners consider appropriate. The student should expect to be questioned by the examiners on matters including: the focus of the research, the existing literature, the methodology used, the conduct of the research, the outcomes and conclusions.

19.5 The *viva voce* examination shall be conducted in the presence of the examiners at the University in Guildford. Exceptionally, and subject to the approval of the Research Degrees Committee, the examination may be arranged at another venue, provided all parties, including the student, agree. Exceptionally, and subject to the approval of the Research Degrees Committee, the *viva voce* examination may take place via video-conference provided that the student is accompanied by at least one of the examiners.
The student's supervisor(s) may and would ordinarily expect to be present at the *viva voce* examination. The student may request in writing to the Dean of Faculty at the time of the thesis submission that the supervisors be present or not be present at the *viva voce* examination. Reasons need not be given. If the supervisors are present, they may only take part or comment at the invitation of the chair. If the supervisors are not present, the examiners may, in consultation with and through the chair, seek answers to questions from the supervisor before, during or after the examination.

No persons other than the above shall be present at or otherwise take part in the *viva voce* examination, except that the Dean of Faculty, or Head of Department at the behest of the Dean of Faculty, if not an examiner or supervisor, may be present as an observer.

**Examiners' Recommendation**

20.1 After the examination, the examiners shall report on the *viva voce* examination, together with any reports that may have been submitted by the supervisors in response to a request by the examiners. They shall preferably present a joint report but are at liberty to present separate ones if they so wish.

20.2 They shall jointly make one of the following recommendations, as appropriate:

(i) that the Degree be awarded;

(ii) that the degree be awarded, subject to specified minor corrections\(^{10}\) being made to the thesis or portfolio to the satisfaction of the Internal Examiner within a period not exceeding one month;

(iii) that the Degree be awarded, subject to specified, minor revisions\(^{11}\) being made to the thesis or portfolio to the satisfaction of the Internal Examiner within a period not exceeding six months;

(iv) that the Degree not be awarded, but that the student be permitted to submit a revised thesis, by a specified date, normally twelve months, with or without further research, and be examined with or without a further *viva voce* examination

(v) that for those students registered for the PhD or MD, that Degree not be awarded but that the Degree of Master of Philosophy be awarded, if appropriate, after specified minor corrections or minor revisions have been made to the thesis

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\(^{10}\) The phrase "specified, minor corrections" shall be taken to include the correction of minor corrections, minor errors of fact, typography, grammar, style, syntax and/or layout of graphs/tables etc., which would enhance the readers' understanding of the author's argument but which does not alter the intellectual content and reasoning of the thesis.

\(^{11}\) “Minor revisions” are those which do not involve further supervision or any further original research. Such additions might include, for example, additional sentences, tables, paragraphs or pages but not normally additional chapters. They may additionally include specified minor corrections.
or portfolio, and if the student submits the thesis for that Degree within one month in the case of minor corrections or six months in the case of minor revisions or as otherwise agreed by the Research Degrees Committee

(vi) that for those students registered for the PhD or MD, that Degree not be awarded but the student be permitted to submit a revised thesis, for the degree of Master of Philosophy, by a specified date, (normally twelve months), with or without further research, and be examined with or without a further viva voce examination

(vii) that the Degree not be awarded and with no recommendation regarding a re-submission of the thesis (normally only applicable following a re-submission)

20.3 If specified minor corrections or revisions are required to the thesis or portfolio, the Internal Examiner shall inform the student of the nature of the corrections, within 10 working days of the viva voce, in the form of a written list$^{12}$

Any corrections required to the thesis shall be completed and the thesis permanently bound within one month of receipt of the corrections and minor revisions shall be completed and the thesis permanently bound within six months of receipt of the corrections, unless the Research Degrees Committee allows a longer time.

The Internal Examiner shall, within 20 working days of submission of the corrected thesis, certify that any specified, minor corrections or minor revisions have been carried out satisfactorily. Where there is no internal examiner on the panel, the Chair will ask the panel to agree who will assume responsibility for certifying completion of the specified, minor corrections or revisions.

In the case of any resubmission, the student may be liable for additional composition and/or re-examination fees.

20.4 The recommendation of the examiners shall be considered by the Research Degrees Committee. If a recommendation that the Degree be not awarded is approved, the student's programme shall be terminated.

Submission of Revised Thesis 20.5 A student may submit a revised thesis once only, on the recommendation of the examiners and with the approval of the Research Degrees Committee.

A student shall be informed in writing within 10 working days after the viva of the reasons for the examiners' rejection of the original thesis, normally by being sent by the Academic Registry a Statement of Requirements prepared by the examiners listing the principal aspects of the thesis which require improvement, a copy of which

$^{12}$ The examiners may indicate in general terms a need to correct grammar and/or spelling, and, in addition, may return to the student an annotated copy of the thesis or portfolio.
will be appended to the Examination Entry Form.

A student may submit a revised thesis once only. The Examiners shall determine the date by which the revised thesis shall be submitted, normally twelve months after the original *viva voce*.

The procedure for submitting a revised thesis shall be the same as that for submitting the original one.

A revised thesis shall normally be examined by the original examiners but the Research Degrees Committee may appoint other examiners. The examiners may not recommend re-submission for a second time but may make one of the recommendations, as appropriate, in accordance with Regulation 5.6 (i), (ii), (iii), (v) or (vii) above and should do so within 90 days of receipt of the revised thesis.

Disagreement Between Examiners 20.6 If the examiners are unable to agree on a recommendation, the Research Degrees Committee shall appoint an additional external examiner to review the thesis and the original examiners’ reports which will be anonymised. The additional examiner may require the student to undergo another *viva voce* examination. The Research Degrees Committee shall consider the reports of all examiners before reaching a decision.

Copyright and Access to Dissertations 21.1 Dissemination of knowledge is one of the objectives of the University. Copies of theses accepted for the Degree of Master of Philosophy, Doctor of Philosophy or Doctor of Medicine are placed in the University Library and are available for anyone to consult. A student is therefore advised to mark the thesis as copyright. It shall, however, be a condition of acceptance of a thesis that the University Librarian be empowered to reproduce the thesis by photocopy or otherwise and to lend copies to those institutions or persons who, in the Librarian’s opinion, require them for academic purposes.

21.2 If the sponsoring organisation or collaborating body considers that the thesis contains matter of a confidential nature, the author may instruct the Librarian to restrict access to a thesis for a period not exceeding five years. Access to the thesis may be allowed during this period only with permission of person(s) specified by the sponsoring organisation or collaborating body. Similarly, if it is desired to seek a patent from matter in the thesis, the author may instruct the Librarian to restrict access for a period not exceeding one year. If it is desired to extend the restriction beyond the above periods, or restrict access on other grounds, application must be made by writing to the University Librarian.

Intellectual Property 21.3 While the copyright of the thesis belongs to the author, a student is required to assign to the University or its nominee any intellectual property rights (whether patentable or otherwise) that the student is considered to have acquired resulting directly or indirectly from study at the University in return for a fair proportion of any net receipts in accordance with the terms of the University’s Intellectual
Property Code. A student may, however, be subject to a specific agreement with the student’s sponsor concerning the assignment of intellectual property rights to the sponsor.

Award 22.1 The Degree shall be awarded to a successful student by the Research Degrees Committee. The date of the award shall be the date on which the Research Degrees Committee approves the award.

Students in Debt 23.1 No student shall be entitled to the award of a Degree unless all fees for tuition and residence and any other sums due to the University have been paid, and the rightful property of the University returned.

Formal Conferment 24.1 Degrees shall be formally conferred at a Congregation held for the purpose.

Degree Certificate 25.1 After the formal conferment, each graduate shall be given a Degree Certificate. The Certificate shall either be handed to the graduate or sent through the ordinary post to the student’s address as listed in the University records. A replacement Certificate can be issued only on receipt of a written request from the graduate and on payment of the appropriate fee.

Appeals 26.1 The grounds for and procedures for appeals are set out in the University’s published Regulations for Academic Appeals. The regulations are available at: http://www.surrey.ac.uk/learningandteaching/regulations/

Made by Senate: 25 June 1985

Last Revised: July 2013
Regulations for the Award of the Degree of Doctor of Philosophy (PhD) on the Basis of Published Works

Eligibility 1.1 A full- or part-time member of Academic or Research staff\textsuperscript{13} of the University of Surrey may apply to the Research Degrees Committee to become a candidate for the degree of Doctor of Philosophy on the basis of published works on the conditions that:

- the applicant has held the appointment for at least three years;
- a substantial proportion of the research underpinning the papers must have been conducted during the applicant’s appointment;
- the publications on which the application is based must have been accepted for publication or published;
- the applicant has at least five publications as sole or co-author.

Application 1.2 The applicant will send to the Secretary of the Research Degrees Committee:

- A list of the publications on which the application is based;
- A cover letter of no more than 500 words outlining:
  - the area(s) in which the applicant has been working;
  - a brief description of the research undertaken;
  - a statement as to when and where the research was undertaken;
  - for any co-authored works, a statement as to the contribution the applicant made to the publication;
  - the applicant will also declare if any of the works on which the application is based have formed part of the submission for any other Degree awarded to the candidate. Works submitted for another Degree awarded to the candidate will not be accepted in the submission.
- A letter of support for the application from an academic

\textsuperscript{13} Academic or Research Staff is defined as persons holding the appointment of: Tutor, Senior Tutor, Experimental Officer, Senior Experimental Officer, Research Associate, Research Fellow, Lecturer, Senior Lecturer, Reader, or Professor. The Research Degrees Committee may extend this provision to other members of current or retired staff as appropriate.
who knows the applicant professionally.

| Role of the Research Degrees Committee 1.3 | The Research Degrees Committee will review the application in order to determine: |
| - whether or not the applicant meets the eligibility criteria to be a candidate for the award; |
| - whether or not the applicant has made a sufficiently strong case for candidature. |

The Research Degrees Committee may refer the case to an independent reviewer. The independent reviewer will be an active researcher in an area related to the application and will not have had any personal or professional involvement with the applicant which may give rise to a conflict of interest. The independent reviewer may be internal or external to the University of Surrey.

| Application approval 1.4 | The Research Degrees Committee will be responsible for the approval or rejection of the application. A decision to approve an applicant for candidature will be made in the Committee’s best judgement. However, it must be clearly understood that the Committee is neither qualified nor empowered to predict the outcome of the examination process: this judgement can only be made by the examiners. |

| Application Rejection 1.5 | Where the Research Degrees Committee rejects an application, the applicant is at liberty to submit a revised application on one occasion only, on the condition that the revised application demonstrates a significant improvement such as additional published works. |

| Supervisors 2.1 | Upon approval of candidature for the Degree, the candidate will be allocated to a Faculty and the Dean of Faculty will appoint two supervisors. In all cases, at least one of the supervisors shall have supervised solely or as a team member at least one research student through to successful completion of a doctoral degree. |

| Principal Supervisor 2.2 | The Principal Supervisor will be a member of the University’s staff holding at least a 0.5 FTE appointment as Professor, Reader, Senior Lecturer, Lecturer, Professorial or Research Fellow. |

| Co-Supervisor 2.3 | The Co-Supervisor will be a full- or part-time member of the University’s staff (including those in their probationary period) holding appointment as Professor, Reader, Senior Lecturer, Lecturer, Senior Tutor, Tutor, Professorial or Senior Research Fellow, Research Fellow, Senior Experimental Officer or |
Submission of Published Works

3.1 Within twelve months of confirmation of candidature, a candidate is required to submit to the Faculty Registry one temporarily bound copy of the submission for each examiner. The submission will consist of:

- An introductory chapter which will: provide a literature review setting the research in context; demonstrate how the research and resultant publications have contributed to the advancement of the field;

- Copies of the published works on which the submission is based. Any co-authored papers will be accompanied a statement declaring the contribution of the candidate. Normally, this statement should be reviewed and signed by the other authors;

- A concluding chapter which will draw together the themes of the submission and propose areas for further research;

- Appendices – candidates may wish to submit a full CV and any additional publications which do not form a part of the submission but which may help the examiners to see how the candidate’s research has developed over time.

Lapsed Registration

3.2 The registration of a candidate who fails to submit the thesis within twelve months of confirmation candidature will be deemed to have lapsed and will be terminated.

Entry Form for Examination

4.1 The candidate will submit the Entry Form for Examination no later than two months before submission of the thesis. The examiners will be nominated by the supervisory team and endorsed by the Dean of Faculty. The appointment of the examination panel is subject to the approval of the Research Degrees Committee.

Examination Panel

4.2 The candidate will be examined viva voce. The examination shall be conducted by at least two examiners. All examiners will be external to the University.

The examiners must have expertise in examining at the appropriate level so that they are familiar with the standards expected and the achievement likely to be attained. The appointed examiners should, between them, normally have examined a minimum of six candidates at the appropriate level. External examiners with no previous experience of examining at the appropriate level will not be appointed.

An external examiner will:

- have expertise in the area relevant to the candidate’s
field of research and be demonstrably research active;

- hold an academic appointment [A curriculum vitae should accompany any nomination to the Research Degrees Committee];

- not have, nor have previously had, a personal relationship with the candidate;

- not have had any professional relationship with the candidate which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-author);

- not hold (nor have held) any appointment of the University, other than that of external examiner, during the last five years;

- normally, an external examiner would not examine more than three candidates of the University in any five year period without permission from the Research Degrees Committee.

An Independent Chair will also be appointed. The Chair will be responsible for ensuring the proper and fair conduct of the examination and will sign the final joint examination report. The Chair will not have had any prior formal involvement with the project nor have acted as supervisor of the student. The Chair will have experience of examining at doctoral level and will not be an Emeritus or member of honorary staff.

Pre-Examination Report 4.3 Each examiner shall submit an independent report on the content and style of the thesis prior to the *viva voce* examination.

Viva Voce Examination 4.4 The *viva voce* examination should normally be held not less than 30 days and not more than 90 days after submission of the thesis. Only with the approval of the Research Degrees Committee and with the written agreement of both the examiners and the candidate, the *viva voce* examination may exceptionally be held earlier.

The *viva voce* examination shall be conducted in the presence of the examiners at the University in Guildford. Exceptionally, and subject to the approval of the Research Degrees Committee, the examination may be arranged at another venue, provided all parties, including the candidate, agree.

The student’s supervisors may and would ordinarily expect to be present at the *viva voce* examination. The student may request in writing to the Dean of Faculty at the time of the thesis submission that the supervisors be present or not be present at the *viva voce* examination. Reasons need not be given. If the supervisors are present, they may only take part or comment at the invitation of the Chair. If the supervisors
are not present, the examiners may, in consultation with and through the Chair, seek answers to questions from the supervisor before, during or after the examination.

No persons other than the above shall be present at or otherwise take part in the *viva voce* examination, except that the Dean of Faculty, or Head of Department at the behest of the Dean of Faculty, if not an examiner or supervisor, may be present as an observer.

4.5 In examining the candidate the examiners should determine whether the works submitted show that the candidate had carried out a programme of research at least comparable with that required to prepare a PhD thesis in the field concerned, and whether the thesis demonstrates:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Examiners' Report 4.6 After the examination, the examiners shall prepare a report on the *viva voce* examination, together with any reports that may have been submitted by the supervisors in response to a request by the examiners in accordance with Regulation 4.4. They shall preferably prepare a joint report but are at liberty to prepare separate ones if they so wish. They shall jointly make one of the following recommendations:

(i) that the Degree be awarded;

(ii) that the degree be awarded, subject to specified minor corrections\(^\text{14}\) being made to any aspect of the thesis other than the published works to the satisfaction of the

\(^{14}\) The phrase “specified, minor corrections” shall be taken to include the correction of minor corrections, minor errors of fact, typography, grammar, style, syntax and/or layout of graphs/tables etc., which would enhance the readers’ understanding of the author’s argument but which does not alter the intellectual content and reasoning of the thesis.
External Examiners within a period not exceeding one month of receipt of the corrections;

(iii) that the Degree be awarded, subject to specified, minor revisions\(^{15}\) being made to any aspect of the thesis other than the published works to the satisfaction of the External Examiners within a period not exceeding six months;

(iv) that the Degree be not awarded.

4.7 The recommendation of the examiners shall be considered and approved, as appropriate, by the Research Degrees Committee.

4.8 If specified minor corrections or revisions are required to the thesis, the Chair shall inform the student of the nature of the corrections in the form of a written list, within 10 working days of the \textit{viva voce}.

Any corrections required to the thesis shall be completed and the thesis permanently bound within one month of receipt of the corrections and minor revisions shall be completed and the thesis permanently bound within six months of receipt of the corrections, unless the Research Degrees Committee allows a longer time.

The Chair will ask the panel to agree who will assume responsibility for certifying completion of the specified, minor corrections or revisions. Within 20 working days of completion, the nominated examiner(s) will certify that any specified, minor corrections or minor revisions have been carried out satisfactorily.

\textbf{Disagreement between examiners} 4.9 If the examiners are unable to agree on a recommendation according to Regulation 4.6, the Research Degrees Committee shall appoint an additional external examiner to review the thesis and the original Examiners’ reports which will be anonymised. The additional examiner may require the candidate to undergo another \textit{viva voce} examination. The Research Degrees Committee shall consider the reports of all Examiners before reaching a decision.

\textbf{Dissemination and Access to Works} 5.1 Dissemination of knowledge is one of the objectives of the University. Copies of theses accepted for the Degree of Doctor of Philosophy by Published Works are placed in the University Library and are available for anyone to consult. A student is therefore advised to mark the thesis as copyright. It shall, however, be a condition of acceptance of a thesis that the University Librarian be empowered to reproduce the thesis by

\(^{15}\) “Minor revisions” are those which do not involve further supervision or any further original research. Such additions might include, for example, additional sentences, tables, paragraphs or pages but not normally additional chapters. They may additionally include specified minor corrections.
photocopy or otherwise and to lend copies to those institutions or persons who, in the Librarian's opinion, require them for academic purposes

If any sponsoring organisation or collaborating body with which the candidate has been involved considers that the thesis contains matter of a confidential nature, the author may instruct the Librarian to restrict access to a thesis for a period not exceeding five years. Access to the thesis may be allowed during this period only with permission of person(s) specified by the sponsoring organisation or collaborating body. Similarly, if it is desired to seek a patent from matter in the thesis, the author may instruct the Librarian to restrict access for a period not exceeding one year. If it is desired to extend the restriction beyond the above periods, or restrict access on other grounds, application must be made by writing to the University Librarian.

Award 5.2 The Degree shall be awarded to a successful candidate by the Research Degrees Committee. The date of the award shall be the date on which the Research Degrees Committee approves the award.

Students in Debt 6.1 No candidate shall be entitled to the award of a Degree unless all fees and any other sums due to the University have been paid, and the rightful property of the University returned.

Formal Conferment 7.1 Degrees shall be formally conferred at a Congregation held for the purpose.

7.2 After the formal conferment each graduate shall be given a Degree Certificate. The Certificate shall either be handed to the graduate or sent through the ordinary post to the graduate's address as listed in the University's records. A replacement Certificate can be issued only on receipt of a written request from the graduate and on payment of the appropriate fee.

Appeal 8.1 The grounds for and procedures for appeals are set out in the University’s published Regulations for Academic Appeals. The regulations are available at: http://www.surrey.ac.uk/learningandteaching/regulations/

Made by Senate: 7 February 1989

Last Revised: July 2013
Regulations for Practitioner Doctorate Degrees

These Regulations should be read in conjunction with the University’s Code of Practice for Research Degrees

These General Regulations should also be read in conjunction with the specific Programme Regulations applicable to each of the Degree programmes specified below in Regulation 1.1.

Admission and Registration

Admission

1.1 An applicant holding an appropriate Degree may be admitted to a programme of study, research and, as appropriate, practice, leading to one of the following Practitioner Doctorate awards:

- Doctor of Business Administration (DBA)
- Doctor of Clinical Practice (DClinPrac)
- Doctor of Engineering (EngD)
- Doctor of Psychology (PsychD).

An applicant who is not a graduate may be considered for admission provided that the applicant holds professional or other qualifications deemed appropriate by the Dean of Faculty for the Practitioner Doctorate award for which the applicant wishes to register.

1.2 An applicant may not be admitted to a programme leading to a Practitioner Doctorate Degree unless the applicant has first been accepted by the Dean of Faculty in which the applicant proposes to study. The admission of an applicant may be subject to conditions specified by the Dean of Faculty.

English Language Requirements

1.3 Applicants will be required to satisfy the admissions panel of an ability to understand and communicate in both written and spoken English consistent with the University’s current threshold level in IELTS or equivalent. IELTS scores, or equivalent, must be current and have been obtained no earlier than two years of the start date of the programme. It may appropriate to ask for more than the minimum level in certain disciplines.

Registration

1.4 A student must register at the start of the programme of research and shall undertake to comply with the Charter, Statutes, Ordinances and Regulations of the University. Registration shall normally be effective from 1 October, 1 January, 1 April or 1 July. In exceptional circumstances a student may commence on other dates subject to the approval of the Dean of Faculty. A student must re-enrol by the specified date for each year the programme of research is pursued. The registration of a student who fails to re-enrol by the specified date may be deemed to have lapsed and will be terminated. No
Subsidiary Awards 1.5  When the Programme Regulations state that such awards are offered, a candidate for a Practitioner Doctorate Degree shall be deemed also to be a candidate for a subsidiary award.

No student may receive more than one award for a given programme of study. Exceptionally, a student who has received a subsidiary award may be permitted by the Dean of Faculty to re-enrol for the next part of the programme but may receive the more advanced award only upon surrendering the first award.

Programmes of Study

Mode of Study 2.1  A Practitioner Doctorate programme may be pursued on a full-time or a part-time basis as specified in Programme Regulations. Programme Regulations may specify that part of the programme shall be pursued at an organisation providing opportunity for professional practice or collaboration in the subject area of the programme.

Nature of Programme 2.2  A student shall follow a programme of lectures, seminars and other training activities and shall undertake a programme of research and, as appropriate, such professional or industrial practice. Training requirements will be specified in Programme Regulations. The programme shall always involve the submission of a portfolio of work or a thesis.

2.3  A supervisor may require a student, undertake training in addition to that specified in the Programme Regulations.

2.4  A student may pursue part of the programme outside the United Kingdom if permitted to do so by the Dean of Faculty.

Minimum Period of Study 2.5  The minimum period of study, research and, as appropriate, professional or industrial practice, approved by the Senate shall be:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBA</td>
<td></td>
<td>48 months</td>
</tr>
<tr>
<td>DClinPrac</td>
<td>-</td>
<td>48 months</td>
</tr>
<tr>
<td>EngD</td>
<td>45 months</td>
<td>-</td>
</tr>
<tr>
<td>PsychD</td>
<td>36 months</td>
<td>60 months</td>
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2.6  With the exception of the degree of Doctor of Business Administration, the entry requirement for which is an appropriate Masters Degree, the Research Degrees Committee,

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16 PsychD in Clinical Psychology is available only on a full-time basis only; PsychD in Psychotherapeutic and Counselling Psychology may be pursued on the basis of full-time study for the first twelve months, followed by part-time study over the following four years.
on the recommendation of the Dean of Faculty, may exempt from not more than twelve months of the prescribed programme of full- or part-time study, research and practice a student who has satisfactorily pursued a previous programme of study of appropriate nature and standard.

### Maximum Period of Study

The maximum period of study, research and, as appropriate, professional or industrial practice, approved by the Senate shall be:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Full-time</th>
<th>Part-time</th>
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</thead>
<tbody>
<tr>
<td>DBA</td>
<td></td>
<td>72 months</td>
</tr>
<tr>
<td>DClinPrac</td>
<td>-</td>
<td>60 months</td>
</tr>
<tr>
<td>EngD</td>
<td>54 months</td>
<td>-</td>
</tr>
<tr>
<td>PsychD</td>
<td>48 months</td>
<td>72 months</td>
</tr>
</tbody>
</table>

### Extension of Time

The Research Degrees Committee will consider requests for extension where there has been:

- For part-time students in full-time employment only, an increase in their workload due to circumstances beyond their control;
- Difficulties in research that were beyond the student’s control;
- Difficulties relating to continuity of supervision;
- Other exceptional circumstances.

A student may apply for an extension to the maximum period of registration or resubmission period by submitting a request to the Research Degrees Committee. The maximum extension to a period of registration is twelve months aggregate. If a student is not granted an extension and has reached the maximum period of registration then their registration will be terminated on the grounds that it has lapsed.

All requests for extension will be made by the student on the standard pro-forma and accompanied by supporting evidence. Requests for extension without supporting evidence will not be considered by the Research Degrees Committee. Students are required to provide a timeline for submission with interim, testable milestones.

A request for extension requires the support of the supervisors and Dean of Faculty. If the supervisors or Dean of Faculty do not support the extension request, the student is at liberty to submit the request directly to the Research Degrees Committee for consideration. All requests for extension are subject to

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17 See footnote 16 above.
approval by the Research Degrees Committee.

Students in receipt of funding are advised to check the terms of their scholarship. International students are also advised to check their visa status before making a request for extension.

It is expected that registration for a research degree will be continuously pursued. However, the Dean of Faculty may recommend to the Research Degrees Committee that a student be granted a period of temporary withdrawal. In all but the most exceptional cases, students will not be permitted a period of temporary withdrawal in excess of twelve months aggregate over the period of registration.

The Research Degrees Committee will consider requests for temporary withdrawal where there has been:

- Bereavement through the death of a close relative or significant other* that in employment would lead to a reasonable employer to grant compassionate leave *[in such cases the Research Degrees Committee will require independent evidence of the nature of the relationship];
- Serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree absence on sick leave;
- A long-term (chronic) health problem suddenly worsening;
- For part-time students in full-time employment only, a significant increase in their workload due to circumstances beyond their control;
- Maternity or paternity;
- Difficulties relating to continuity of supervision;
- Difficulties in research beyond the student’s control;
- Other exceptional circumstances.

All requests for temporary withdrawal will be made by the student on the standard pro-forma and accompanied by supporting evidence. Requests for temporary withdrawal without supporting evidence will not be considered by the Research Degrees Committee. A request for temporary withdrawal requires the support of the supervisors and Dean of Faculty. If the supervisors or Dean of Faculty do not support the request for temporary withdrawal, the student is at liberty to submit the request directly to the Research Degrees Committee for consideration. All requests for temporary withdrawal are subject to approval by the Research Degrees Committee.

Where a period of temporary withdrawal is approved, the
student’s registration will be extended by the same period of time.  

Retrospective applications for temporary withdrawal will not be considered except in exceptional circumstances.  

Students in receipt of funding are advised to check the terms of their scholarship. International students are also advised to check their visa status before making a request for temporary withdrawal.  

**Continuing Status**  

3.1 A student may apply to register as a ‘continuing student’ while completing the portfolio or thesis, provided he/she has completed all the other assessment requirements. Continuing status may be granted at the discretion of the Dean of Faculty, provided that:  

(i) the student has completed the minimum period of full-time or part-time registration. If the student has been exempted from part of the programme of study, the minimum period shall be reduced by that amount;  

(ii) the transfer to continuing status is approved by the Dean of Faculty, in consultation with the supervisors or the Programme Director (or equivalent), as appropriate;  

(iii) the student is making use only of the University’s general facilities and is no longer deemed to be using facilities of the Faculty such as laboratories or other special facilities such as University computing equipment;  

**Simultaneous Registration**  

4.1 A full-time student may not simultaneously register for another award of the University, or any other University, except that, if the student has completed a programme of study for another award but the award has not been made, the student may register provisionally for a period not exceeding three months.  

**Transfer from Another Institution**  

5.1 The Research Degrees Committee, on the recommendation of the Dean of Faculty, may permit a student who has started a programme of study, research and practice at another institution to complete it as a registered student of the University of Surrey. The Research Degrees Committee shall specify the minimum and maximum periods of study, practice and/or research in each case.  

**Appointment of supervisors**  

6.1 The Dean of Faculty shall appoint two supervisors for each student. The Dean of Faculty may appoint a replacement or additional supervisor at any time if necessary or desirable. In all cases, at least one of the supervisors shall have supervised solely or as a team member at least one research student through to successful completion of a doctoral degree. The Principal Supervisor will be the main point of contact between
In addition to the University supervisors, collaborative students will be allocated a collaborative supervisor who will be a member of the collaborating organisation.

The Dean of Faculty shall inform the Research Degrees Committee of the names of the supervisors and any changes thereto.

### Principal Supervisor

6.2 At least one supervisor, the principal supervisor, shall be a member of the University’s staff:

holding at least a 0.5 fte appointment as Professor, Reader, Senior Lecturer, Lecturer or Professorial or Research Fellow

The Principal Supervisor will:

- be an active researcher in an area relevant to the student’s field of research;
- undertake the supervisor training programme offered by the Researcher Development Programme if they have not previously supervised at least one student through to successful completion;
- have an expectation of holding the appointment with the University for at least the minimum period of the student’s registration.

The responsibilities of the Principal Supervisor are listed in the Code of Practice.

### Co-supervisor

6.3 The co-supervisor should be appointed from among the following:

- a full- or part-time member of the University’s staff (including those in their probationary period), holding appointment as Professor, Reader, Senior Lecturer, Lecturer, Senior Tutor, Tutor, Professorial or Senior Research Fellow, Research Fellow, Senior Experimental Officer or Experimental Officer, Post-Doctoral Research Associate;
- those holding honorary, joint or Emeritus/a appointments;
- a member of another organisation with expertise appropriate to the student’s programme of study and research, where there are good reasons to include them.

A co-supervisor will:

- have appropriate knowledge and normally be an active researcher
• have an expectation of holding the appointment with the University for at least the minimum period of the student’s registration;
• undertake the supervisor training programme offered by the Researcher Development Programme they have not previously supervised at least one student through to successful completion.

The responsibilities of the Co-Supervisor are listed in the Code of Practice.

Collaborative Supervisor 6.4 A collaborative supervisor will typically be one drawn from a collaborative organisation which might be in industry, a research institution, other institution of higher education, etc., appointed in association with the research.

A brief curriculum vitae, highlighting relevant experience, should be provided by prospective collaborative supervisors to enable the Dean of Faculty to determine their suitability to supervise research students. Attributes for effective collaborative supervision should include one or more of the following:

• specialist knowledge or expertise in the student’s field of research;
• a research profile in an area relevant to the student’s field of research;
• experience of successfully supervising research at doctoral level.

Components of the Programme of Study and Progression

7.1 Programme Regulations shall specify the components which comprise the programme of study, research and, as appropriate, professional or industrial experience. Programme Regulations shall specify which components of the programme are compulsory and, where appropriate, the order in which the components must be pursued.

7.2 Programme Regulations shall prescribe the assessment and progression requirements for each Degree programme to which these Regulations relate, including components other than the portfolio or thesis.

7.3 Programme Regulations shall specify the grading or marking criteria for the assessment of individual components of the programme.

Requirements for Proceeding 7.4 To proceed from one year or stage of a programme to the next, or to qualify for the award of the Degree, a student must pass such assessments and fulfil such other requirements as shall be
specified in the Programme Regulations.

7.5 The assessment of components of the programme other than the portfolio or thesis shall be the responsibility of a Board of Examiners established for this purpose, in accordance with the Regulations for Boards of Examiners. Programme Regulations shall specify the composition and modus operandi of the Boards of Examiners. The examiners shall include at least one external examiner.

7.6 Subject to the provisions of the Programme Regulations, the Research Degrees Committee, on the recommendation of the Board of Examiners, may allow a student who has failed the assessment of a component of the programme other than the portfolio or thesis to repeat the assessment on one subsequent occasion, normally within one year of the first attempt.

The programme of a student, who has not been permitted to repeat an assessment or who has failed an assessment a second time, shall be terminated by the Research Degrees Committee.

7.7 Subject to the provisions of the Programme Regulations, a student who has failed the assessment of a component other than the portfolio or thesis at the first or second attempt may be offered an alternative taught component in place of the failed component unless the Programme Regulations proscribe.

8.1 Students wishing to make a claim for the recognition of extenuating circumstances for assessments will follow the procedures as set out in Section F of the General Regulations.

9.1 Regular progress reviews are to be carried out as required by the specific programme regulations.

9.2 A student’s registration may be terminated on the grounds of unsatisfactory academic progress.

If the Principal Supervisor judges a student’s progress to be unsatisfactory they will first consult the Faculty PGR Programmes Director. The details of this consultation will be documented and both parties must be in agreement that the student’s progress is unsatisfactory. If there is a disagreement between the parties then the case will be referred to the Research Degrees Committee for a decision.

9.3 The student will be sent written notification that their progress has been deemed unsatisfactory and offered the opportunity to remedy this. The student will be offered at least three months to meet specified targets.

9.4 Following the specified period, the student’s case will be

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18 If the Faculty PGR Director is the Principal Supervisor then they will consult the Faculty Associate Dean (Research)
reviewed by the Principal Supervisor, Faculty PGR Programmes Director, and one other member of the Faculty not previously involved in the case but with experience of PGR supervision. If all parties agree that the student has failed to meet the targets to the required standard then a recommendation for programme termination will be made to the Research Degrees Committee. If there is a disagreement between the parties then the case will be referred to the Research Degrees Committee for a decision.

9.5 Where a student makes a request for the recognition of extenuating circumstances during or after the specified period, this will be considered in accordance with the mechanisms described in Section F of the General Regulations. Where extenuating circumstances are found to be valid, the deadline will normally be extended by up to three months subject to the approval of the Research Degrees Committee.

9.6 A student retains the right to permanently withdraw from a programme of study.

9.7 In cases where the student appears to have withdrawn from the programme of study and failed to make contact with the Faculty (normally for 3 months or more), it will be sufficient for a recommendation of termination to be made to the Research Degrees Committee solely on the basis of evidence showing that reasonable efforts have been made to contact the student at the last email and postal address provided and warning the student of the consequences of not contacting the Faculty within 10 working days.

Fitness to Practise and Study

10.1 The General Regulations covering Fitness to Practise and Fitness to Study apply to Postgraduate Research Students.

General Exclusion

11.1 A student may be excluded from the University for other than academic reasons in accordance with the provisions of Statutes 5(5)(B) and 26.

Portfolio or Thesis

12.1 A student shall present for examination a portfolio or a thesis, the requirements for which shall be specified in Programme Regulations.

A portfolio or thesis should represent a distinct contribution to the current knowledge and understanding of the subject. The portfolio or thesis should also show evidence of a systematic study of the subject; of originality, shown by the exercise of independent critical power; and of material with the potential...
A student shall report on the progress of the compilation of a portfolio or of the programme of research to the supervisors in such manner and at such intervals as the supervisors may determine but at least once every six months.

Except when a student’s initial registration was effective from 1 July in the year in question, a formal report shall be made to the Dean of Faculty between June and September each year. The report shall consist of a section written by the student and a section written by the principal supervisor.

**Time Limits**

12.3 The portfolio or thesis shall be submitted not earlier than the end of the minimum period of registration or later than the end of the maximum period of registration.

The Research Degrees Committee may permit the student to submit the portfolio or thesis at an earlier date.

12.4 Three copies of the portfolio or thesis must be submitted in the manner specified in Programme Regulations. The student is advised to retain an additional copy for personal use.

**Format of Portfolio or Thesis**

12.5 The portfolio or thesis shall be typed on A4 sized paper. All pages should be numbered. The title page shall bear the approved title, student’s name, the Degree for which the student is registered and the year in which the work is presented. Whenever possible, subsidiary papers and other material should form part of the thesis or portfolio, but a student is at liberty to submit such material separately for consideration by the examiners. A summary, not exceeding 300 words in length, must be included in each copy of a thesis following the title page. Programme Regulations shall specify requirements for summaries related to portfolios.

12.6 The portfolio or thesis shall be written in English except when the Research Degrees Committee has given permission for another language to be used owing to the nature of the subject. The summary should always be written in English.

12.7 A student may initially submit a portfolio or thesis in temporary binding. After the examination, it shall be permanently bound. The binding shall be in blue cloth and hard-backed. The Degree, the year, and the student’s name shall appear on the spine.

Before the Doctoral Degree may be awarded to a student who has submitted a satisfactory portfolio or thesis, two copies must be permanently bound. One copy shall be placed in the University Library and one retained by the student’s Faculty.

**Alterations**

12.8 No alterations or additions may be made to the portfolio or thesis after it has been submitted except with the agreement of the examiners.
| Reference to the Work of Others and Previous Work | 12.9 | A student shall indicate by means of explicit references the citation of the work of others or work by the student which is not part of the submission for the Degree. Work submitted for another Degree may not comprise part of the submission for a Practitioner Doctorate Degree. |
| Joint or Group Project | 12.10 | A student who has submitted work forming part of a joint or group research project, shall be required to satisfy the examiners that the student’s share of the work is sufficient to justify the award of the Degree. In such cases the portfolio or thesis must contain an introductory note stating the student’s own claims to his or her contributions. A copy of such a note should be countersigned by the co-researchers. |

**Examination of Portfolio or Thesis**

**Examination Entry** 13.1 A student shall be required to complete a portfolio or thesis examination entry form as specified in the Programme Regulations, which should be returned in accordance with the Programme Regulations not earlier than six months or later than two months before the portfolio or thesis is presented. Programme Regulations may specify that the examination entry form will require certification from the Dean of Faculty that the student has completed all other assessment requirements.

The title of the portfolio or thesis must be approved by the Dean of Faculty. The title shall be entered on the examination entry form. No change whatever in the approved title may be made except with the consent of the Dean of Faculty.

**Examiners** 13.2 The examiners shall be appointed by the Research Degrees Committee on the recommendation of the Dean of Faculty.

The examination shall be conducted by at least two examiners, at least one of whom must be external to the University.

Normally, there should be one internal and one external examiner. The internal examiner will have the dual role of examining and chairing the *viva voce* examination unless an independent chair is appointed under the provisions below.

The examiners must have expertise in examining at the appropriate level so that they are familiar with the standards expected and the achievement likely to be attained. The appointed examiners should, between them, normally have examined a minimum of six candidates at the appropriate level; an external examiner must have experience of at least one relevant examination. Where an external examiner does not have the experience necessary, an additional external examiner

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In this role the internal examiner will be responsible for ensuring the proper and fair conduct of the meeting, including conformity with General Regulations. They will sign the final joint examination report to confirm that the examination took place according to the regulations, resulting in one of the permitted outcomes by the regulations.
shall be appointed who may not hold such specialist knowledge but who could supply the necessary examination experience. This does not remove the requirement for an experienced internal examiner unless an independent chair has also been appointed and the arrangements are approved by the Research Degrees Committee.

External Examiner Nominations 13.3

Nominees for consideration for appointment as external examiners should normally:

- have expertise in the area relevant to the student’s field of research and be demonstrably research active;
- hold an academic appointment [A curriculum vitae should accompany any nomination to the Research Degrees Committee];
- have experience of examining at doctoral level; if they have not had this experience an additional external examiner should be appointed;
- not have, nor have previously had, a personal relationship with the student;
- not have had any professional relationship with the student which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-authoring of papers);
- not hold (or have held) any appointment of the University, other than that of external examiner, during the period in which the student has been registered for the degree.

Normally, an external examiner would not examine more than three candidates of the University in any five year period without permission from the Research Degrees Committee.

Internal Examiner Nominations 13.4

Nominations for appointment of internal examiners should normally:

- have expertise in the area relevant to the student’s field of research and be demonstrably research active;
- hold permanent academic staff appointments such as Lecturer, Senior Lecturer, Reader, Professor or Research Fellow within the Faculty. (Visiting staff and retired staff members are eligible to be examiners. In the case that they are appointed an independent Chair will also be appointed);
- not have, nor have previously had, a personal relationship with the student;
relationship with the student;
• not have had any professional relationship with the student which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-authoring of papers);
• Internal Examiners with no previous experience of examining or chairing viva voce examinations at the University will have undergone appropriate training prior to appointment.

**Independent Chair**

13.5 Independent Chairs will be appointed by the Research Degrees Committee in the following circumstances:

(i) where a student is being reassessed upon appeal

(ii) in cases where two external examiners are required including:

a. where the candidate is a member of staff of the university\(^{20}\)

b. where the university is unable to provide an internal examiner with the appropriate subject matter expertise and a second external examiner is appointed

c. Where two external examiners are required due to lack of examining experience of the preferred subject matter expert and the nominated internal examiner has experience of less than 6 examinations or has no prior experience of chairing a viva

(iii) where the internal examiner has no previous experience of the doctoral-level viva voce examinations in the UK

(iv) where the external examiner has no previous experience of the doctoral-level viva voce examinations in the UK

(v) where the internal examiner is a member of visiting or retired staff

(vi) in any other special case as determined by the Research Degrees Committee

The Chair will be appointed by the Research Degrees Committee on the recommendation of the Dean of the Faculty.

The Independent Chair will:
• be internal to the University;

\(^{20}\) This would not normally apply to students on a fixed-term contract where a supervisor/student relationship pertains.
• not have, nor have previously had, a personal relationship with the student;
• not have had any professional relationship with the student which may give rise to a conflict of interest (e.g. supervisory, collaborative research, co-authoring of papers);
• have experience of examining at doctoral level;
• not be Emeritus or honorary staff.

Examiners’ Reports 14.1 Each examiner shall submit a report via the student’s Faculty on the content and style of the portfolio or thesis prior to the viva voce examination.

Viva Voce Examination 14.2 Subject to the Programme Regulations, the viva voce examination should normally be held not less than 30 days and not more than 90 days after submission of the thesis or portfolio. Only with the approval of the Research Degrees Committee and with the written agreement of both the examiners and the candidate, the viva voce examination may exceptionally be held earlier.

14.3 The content of the thesis, the conduct of the examination of a student and matters related thereto shall be regarded as confidential to those taking part in the examination and to appropriate officers of the University until such time as the outcomes of the examination are agreed by the Research Degrees Committee

14.4 Each appointed examiner will receive a copy of the thesis to be examined in advance of the viva voce examination and will prepare an independent, written report on the content and style of the thesis in advance of the examination. The reports will be submitted and considered at the viva voce examination.

14.5 The viva voce examination is concerned with the content of the thesis/and any related matters which the examiners consider appropriate. The student should expect to be questioned by the examiners on the thesis/portfolio, on the focus of the research, existing literature, the methodology used, the conduct of the research, the outcomes and conclusions.

14.6 The viva voce examination shall be conducted in the presence of the examination panel at the University in Guildford. Exceptionally, and subject to the approval of the Research Degrees Committee, the examination may be arranged at another venue, provided all parties, including the student, agree. Exceptionally, and subject to the approval of the Research Degrees Committee, the viva voce examination may take place via video-conference provided that the student is accompanied by at least one of the examiners
The student’s supervisors may and would ordinarily expect to be present at the viva voce examination. The student may request in writing to the Dean of Faculty at the time of the thesis submission that the supervisors be present or not be present at the viva voce examination. Reasons need not be given. If the supervisors are present, they may only take part or comment at the invitation of the chair. If the supervisors are not present, the examiners may, in consultation with and through the chair, seek answers to questions from the supervisor before, during or after the examination.

No persons other than the above or those specified by the Programme Regulations shall be present at or otherwise take part in the viva voce examination, except that the Dean of Faculty, or Head of Department at the behest of the Dean of Faculty, if not an examiner or supervisor, may be present as an observer.

The viva voce examination shall be concerned with the content of the portfolio or thesis and any matters which the examiners or supervisors deem to be related to the portfolio or thesis.

14.7 After the examination, the examiners shall report on the viva voce examination, together with any reports that may have been submitted by the supervisors in response to a request by the examiners in accordance with Regulation 5.6. They shall preferably present a joint report but are at liberty to present separate ones if they so wish. They shall jointly make one of the following recommendations:

(i) that the Degree be awarded;

(ii) the degree be awarded, subject to specified minor corrections being made to the thesis or portfolio to the satisfaction of the Internal Examiner within a period not exceeding one month;

(iii) that the Degree be awarded, subject to specified, minor revisions being made to the thesis or portfolio to the satisfaction of the Internal Examiner within a period not exceeding six months;

(iv) that the Degree be not awarded but that the student be permitted to submit a revised portfolio or thesis, by a specified date, normally twelve months, with or without further research, and be examined with or without a

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21 The phrase “specified, minor corrections” shall be taken to include the correction of minor corrections, minor errors of fact, typography, grammar, style, syntax and/or layout of graphs/tables etc., which would enhance the readers’ understanding of the author’s argument but which does not alter the intellectual content and reasoning of the thesis.

22 “Minor revisions” are those which do not involve further supervision or any further original research. Such additions might include, for example, additional sentences, tables, paragraphs or pages but not normally additional chapters. They may additionally include specified minor corrections.
further *viva voce* examination;

(v) that the Degree be not awarded and with no recommendation regarding resubmission of the portfolio or thesis.

If specified minor corrections or revisions are required to the thesis or portfolio, the Internal Examiner shall inform the student of the nature of the corrections, within 10 working days of the *viva voce*, in the form of a written list.23

Any corrections required to the thesis shall be completed and the thesis permanently bound within one month of receipt of the corrections and minor revisions shall be completed and the thesis permanently bound within six months of receipt of the corrections, unless the Research Degrees Committee allows a longer time.

The Internal Examiner shall, within 20 working days of submission of the corrected thesis, certify that any specified, minor corrections or minor revisions have been carried out satisfactorily. Where there is no internal examiner on the panel, the Chair will ask the panel to agree who will assume responsibility for certifying completion of the specified, minor corrections or revisions.

In the case of any resubmission, the student may be liable for additional composition and/or re-examination fees.

14.8 The recommendation of the examiners shall be considered and approved, as appropriate, by the Research Degrees Committee. If a recommendation that the Degree be not awarded is approved, the student’s programme shall be terminated.

14.9 A student shall be informed in writing of the reasons for the examiners' rejection of the original thesis or portfolio, normally by being sent by the Academic Registry a Statement of Requirements prepared by the examiners listing the principal aspects of the portfolio or thesis which require improvement, a copy of which will be appended to the Examination Entry Form.

A student may submit a revised thesis or portfolio once only, on the recommendation of the examiners and with the approval of the Research Degrees Committee. The Board shall determine the date by which the revised thesis or portfolio shall be submitted, normally twelve months after the original *viva voce*. If the thesis or portfolio is not submitted by the specified date the student’s registration may be deemed to have lapsed; the Research Degrees Committee may, however, grant an extension of the time permitted.

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23 The examiners may indicate in general terms a need to correct grammar and/or spelling, and, in addition, may return to the student an annotated copy of the thesis or portfolio.
The procedure for submitting a revised thesis or portfolio shall be the same as that for submitting the original one.

A revised thesis or portfolio shall normally be examined by both original examiners but the Research Degrees Committee may appoint other examiners. The examiners may not recommend re-submission for a second time but may make one of the recommendations, as appropriate, in accordance with Regulation 14.7 (i), (ii), (iii) or (v) above and should do so within 90 days of receipt of the revised thesis.

Disagreement Between Examiners 14.10 If the examiners are unable to agree on a recommendation according to Regulation 14.7 the Research Degrees Committee shall appoint an additional external examiner to review the portfolio/thesis and the original examiners’ reports which will be anonymised. The additional examiner may require the student to undergo another viva voce examination. The Research Degrees Committee shall consider the reports of all examiners before reaching a decision.

Access to Portfolio or Thesis

Copyright 15.1 Dissemination of knowledge is one of the objectives of the University. Copies of portfolios or theses accepted for a Practitioner Doctorate Degree are placed in the University Library and are available for anyone to consult. A student is therefore advised to mark the portfolio or thesis as copyright. It shall, however, be a condition of acceptance of a portfolio or thesis that the University Librarian be empowered to reproduce the work by photocopy or otherwise and to lend copies to those institutions or persons who, in the Librarian’s opinion, require them for academic purposes.

Restricted Access 15.2 If a sponsoring organisation or collaborating body considers that a portfolio or thesis contains matter of a confidential nature, the author may instruct the Librarian to restrict access to the portfolio or thesis for a period not exceeding five years. Access to the portfolio or thesis may be allowed during this period only with permission of person(s) specified by the sponsoring organisation or collaborating body. Similarly, if it is desired to seek a patent from matter in the portfolio or thesis, the author may instruct the Librarian to restrict access for a period not exceeding one year. If it is desired to extend the restriction beyond the above periods, or restrict access on other grounds, application must be made by writing to the University Librarian.

Intellectual Property 15.3 While the copyright of the portfolio or thesis belongs to the author, a student is required to assign to the University or its nominee any intellectual property rights (whether patentable or otherwise) that the student is considered to have resulting
directly or indirectly from study at the University in return for a fair proportion of any net receipts in accordance with the terms of the University’s Intellectual Property Code. A student may, however, be subject to a specific agreement with the student’s sponsor concerning the assignment of intellectual property rights to the sponsor.

**Award and Conferment of Degree**

**Award** 16.1 The Degree shall be awarded to a successful student by the Research Degrees Committee. The date of the award shall be the date on which the Research Degrees Committee approves the award.

**Students in Debt** 16.2 No student shall be entitled to the award of a Degree unless all fees for tuition and residence and any other sums due to the University have been paid, and the rightful property of the University returned.

**Formal Conferment** 16.3 Degrees shall be formally conferred at a Congregation held for the purpose.

**Degree Certificate** 16.4 After the formal conferment, each graduate shall be given a Degree Certificate. The Certificate shall either be handed to the graduate or sent through the ordinary post to his or her address as listed in the University records. A replacement Certificate can be issued only on receipt of a written request from the graduate and on payment of the appropriate fee.

**Appeals**

17.1 The grounds for and procedures for appeals are set out in the University’s published Regulations for Academic Appeals. The regulations are available at:

[http://www.surrey.ac.uk/learningandteaching/regulations/](http://www.surrey.ac.uk/learningandteaching/regulations/)

Made by Senate: 4 December 2000

Last Revised July 2013
Regulations for the Award of the Degrees of Doctor of Letters (DLitt) and Doctor of Science (DSc)

1.1 The Degree of Doctor of Letters (DLitt) or Doctor of Science (DSc) may be awarded to an eligible candidate who is considered to have made a distinguished contribution to original research or learning over a sustained period of not less than seven years on the basis of published works of high distinction in scholarship and/or research which has established or confirmed the individual as a recognised authority of international standing in his/her field.

Eligibility

1.2 Any person who satisfies one of the following criteria may be eligible for candidature for the Degree of Doctor of Letters or the Degree of Doctor of Science:

(i) a graduate of the University of Surrey of not less than ten years standing;

(ii) a person awarded a Diploma in Technology following a programme of study at Battersea College of Technology;

(iii) a member of the academic staff of the University of Surrey of not less than four years’ continuous standing full-time or six years part-time;

(iv) a member of the academic staff of one of the University’s Associated or Accredited Institutions of not less than four years’ continuous standing full-time or six years part-time.

1.3 A person who does not satisfy the conditions of Regulation 1.2 but who has carried out research at or in association with the University of Surrey, which has led to publications that will form a substantial component of the body of work presented in support of his/her application, may apply to the Research Degrees Committee, by writing to the Academic Registrar for permission to be a candidate for either Degree.

1.4 All submissions will be assigned to a Faculty of the University (The sponsoring Faculty). In the case of staff and former staff this would usually be the faculty in which they are/were employed. External candidates will be assigned to a sponsoring Faculty by the Research Degrees Committee whose activities and expertise most closely match those of the submission.

Preliminary Application

2.1 The candidate shall submit to the Research Degrees Committee through the Academic Registrar:

(i) a completed application form (available from the Academic Registrar);

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24 “Academic Staff” means all the persons holding appointments as Professors, Readers, Senior Lecturers or Lecturers of the University (full or part-time) and such other persons or holders of appointments as the Council, on the recommendation of Senate, may from time to time stipulate. Council has determined that “such other persons” shall be taken to include persons holding Visiting or Honorary/Joint Appointments with the University (Council - 17th March 2005). For the purposes of these Regulations, “Academic Staff” shall also be taken to include all persons holding appointments as Tutors, Clinical Lecturers, Senior Tutors and University Directors.
(ii) a curriculum vitae;
(iii) a list of the published works, copies of which will be provided and on which the application is based;
(iv) a brief account of between 300 and 1000 words explaining the relevance of the works to the advancement of knowledge in the field or fields concerned;
(v) a statement specifying whether any of the supporting works have been submitted for any other Degree awarded to the candidate (works accepted for a Degree of the University of Surrey or another university may not form part of the submission but may be included with the submission where they are required for examiners to follow the development of a line of scholarship or research. Where works are included in this category they must be clearly identified.);
(vi) a statement specifying which, if any, of the works were written in collaboration with others and indicating the proportion of the work which was attributed to the applicant (the statement should, be supported by information about the nature of the collaboration, the role and position of the collaborator at the time the work was prepared. Where possible written verification by the collaborators would be helpful and the University retains the right to seek such verification).
(vii) the appropriate application fee.  

2.2 The sponsoring Faculty will nominate suitable assessors from within and without the University to act in the assessment of the prima facie case for submission. The Research Degrees Committee shall consult such persons and after taking such advice as it sees fit, determine whether the applicant has made a prima facie case for eligibility to be a candidate for the award of either Degree and shall inform the applicant accordingly.

2.3 If a prima facie case has been established, the Dean of sponsoring Faculty shall appoint a Mentor/Facilitator to advise the candidate in the preparation of the submission.

Submission of Works

3.1 Within twelve months of confirmation of his/her candidature for the Degree of Doctor of Letters or Doctor of Science, the candidate shall submit to the Academic Registry three suitably bound copies of the submission of 50 pages/15,000 words, to include:

(i) a typed list of the contents of the submission;
(ii) a statement specifying which, if any, of the works were

25 The initial application fee payable is available on: [http://portal.surrey.ac.uk/portal/page?_pageid=719,3562760&_dad=portal&_schema=PORTAL](http://portal.surrey.ac.uk/portal/page?_pageid=719,3562760&_dad=portal&_schema=PORTAL).

26 It is not necessary for the works to be permanently bound but the commentary and supporting loose papers should be placed in some form of binding for ease of handling and the totality of the submission collated within some form of rigid binder/container.
written in collaboration with others and indicating the portion of the work which is attributed to the applicant (the statement should, be supported by information about the nature of the collaboration, the role and position of the collaborator at the time the work was prepared. Where possible written verification by the collaborators would be helpful and the University retains the right to seek such verification.

(iii) a commentary, indicating the significant contribution which each of the submitted works has made to the advancement of knowledge and how the works are related;

(iv) copies of each of the supporting published works on which the submission is based;

(v) the appropriate examination fee.\footnote{The examination fee payable when the works are submitted is available on: \url{http://portal.surrey.ac.uk/portal/page?_pageid=719.3562760&_dad=portal&_schema=PORTAL}}

The candidate may also submit

(i) a list of unpublished works which have been accepted for publication, copies of which have been provided in support of the submission.

(ii) works accepted for research degrees at the University of Surrey or another University but which are essential for the examiners to follow a line of thought or research or scholarship. These works will not form part of the assessed body and must be clearly identified as such.

Other works, copies of which have not been provided but which may support the submission, should be cited in the commentary.

### Appointment of Examiners

3.2 The sponsoring Faculty shall nominate not fewer than three examiners for approval by the Research Degrees Committee. At least two of the examiners shall be persons who neither currently hold any appointment of the University, except that of external examiner, nor have co-authored any of the works listed by the candidate in his/her submission.

The Academic Registrar will issue letters of appointment to external examiners and shall confirm the appointment of any internal examiner.

### Examination

3.3 The examiners shall determine whether the works submitted demonstrate that the candidate has personally made a substantial contribution to original research and knowledge and has become an authority in the field or fields concerned.

3.4 Each examiner shall report independently on the assessment to the Research Degrees Committee and shall make one of the following recommendations:
(i) that the Degree be awarded;
(ii) that the degree be awarded, subject to specified, minor corrections\(^{28}\) and/or additions\(^{29}\) being made only to the statement and/or commentary to the satisfaction of the examiners.
(iii) that the Degree be not awarded

3.5 The Research Degrees Committee shall consider the reports of the examiners and determine whether the Degree should be awarded. If the examiners’ recommendations are not unanimous, the Research Degrees Committee shall consider the reports of all examiners before reaching a decision.

The Research Degrees Committee may, if it sees fit, appoint an additional examiner and shall consider all the examiners’ reports again before reaching its decision and recommendation.

If the recommendation is that the works be not awarded, the examiners’ reasons will be made known to the candidate.

Re-application 3.6 A candidate to whom the Degree is not awarded may submit a fresh application at any time, provided that such an application includes additional published works based upon further study and research.

Disposal of Works 4.1 Dissemination of knowledge is one of the objects of the University. Two of the three copies of the submission shall normally be returned to the candidate. If the Degree is awarded, one copy of the submission shall be retained in the University Library.

Formal Conferment 5.1 The Degree of Doctor of Letters or Doctor of Science shall be conferred upon a successful candidate at a Congregation held for the purpose by resolution of the Senate. The Academic Registrar shall publish the names of those who have been awarded degrees in the University Gazette and may publish them elsewhere.

5.2 After the formal conferment, the graduate shall be given a Degree Certificate. The Certificate shall either be handed to the graduate or sent through the ordinary post to the graduate’s address. A replacement Certificate can be issued only on receipt of a written request from the graduate and on payment of the appropriate fee.

Appeals

Appeals 6.1 The grounds for and procedures for appeals are set out in the University’s published Regulations for Academic Appeals. The regulations are available at: http://portal.surrey.ac.uk/calendar/generalregs/index.jsp

\(^{28}\) The phrase “specified, minor corrections” shall be taken to include the correction of minor corrections, minor errors of fact, typography, grammar, style, syntax and/or layout of graphs/tables etc., which would enhance the readers’ understanding of the author’s argument but which does not alter the intellectual content and reasoning of the thesis.

\(^{29}\) Minor additions” are those which do not involve further supervision or any further original research. Such additions might include, for example, additional sentences, tables, paragraphs or pages but not normally chapters.
Regulations
Section D

General Regulations Governing Fitness to Practice (see separate document)

Regulations for the Arrangement of Professional Training 1

Regulations for the Assessment of Professional Training and Credits for Professional Training 9
Regulations for the Arrangement of Professional Training

Set out below are the Regulations for the Arrangement of “Professional Training”, together with associated Guidelines. The Regulations are, where appropriate, augmented by associated Guidelines, presented in italicised print.

Scope

1.1 These Regulations apply to all placements in industry, research and/or educational establishments, commerce and the public services arranged and undertaken as a formal and integrated part of an undergraduate programme of study and leading to the award of credits at level P, howsoever described in the validated programme documentation. ¹

1.2 These Regulations should be read in conjunction with

(i) the Regulations for the Assessment of Professional Training and Credits for Professional Training, University of Surrey (2006);

(ii) the Guidance Note on Students on Integrated Professional Training in the UK, Safety Office (Sept 1997);

(iii) the Education (Mandatory Awards) Regulations, Schedule 5: Sandwich Courses, relating to unpaid placements;

(iv) the Guidance Note on Students in Work Placements of HE Students, CVCP (1997);

(v) the UCEA Health and Safety Guidance for the Placement of HE Students, UCEA (2009);

(vi) the UK Quality Code for Higher Education, Chapter B10 Managing higher education provision with others, Quality Assurance Agency for Higher Education (December 2012)

(vii) the University of Surrey Disability Policy, University of Surrey.

Appointment of Senior Tutors

2.1 For each programme of study which incorporates an integrated period or periods of professional training, the Dean of Faculty shall appoint a member of academic staff as Senior Tutor for Professional Training.

2.2 The Senior Tutor shall be responsible for the co-ordination and implementation of arrangements for professional training in accordance with the specific Programme requirements.

[G2.1 The role of Senior Tutor is perceived as essentially academic in nature. Indeed, the strength and success of Surrey’s system is that it builds upon the direct involvement of well qualified academic staff in appropriate and high quality placements. It is important that the Senior Tutor is a full academic member of both the Board of Studies and the Board of Examiners.

¹ Periods of study undertaken abroad as part of an exchange scheme in lieu of study at FHEQ Levels 4, 5, 6 and 7, are excluded for the purposes of these Regulations.
G2.2 The arrangements for professional training require high quality administrative support but it is important that the administrative and academic functions are not confused.

Location of Placements

3.1 Placements should be arranged in locations which will facilitate regular visits to students by University academic tutors in accordance with Regulation 7. All placements within the UK will receive regular visits by University tutors.

3.2 In cases where placements are arranged abroad and where regular visiting by University tutors is impracticable, arrangements must be made for the student(s) to be visited by colleagues who have been briefed and are familiar with the University’s objectives for professional training in general and of tutors’ visits in particular.

3.3 The placement of students as employees or students should not be made within a Faculty, Department, Centre or other unit of the University except with the prior agreement of the Chair of the Professional Training and Careers Committee.

[G3.1 The location of placements, whether in the UK or abroad, should be such that tutors from the University may visit students in the placement at regular intervals. Constraints of staff time and the cost of travel are likely to be influential factors in determining location. It is expected that all UK placements will be accessible for monitoring visits.

G3.2 When, for whatever reason, a placement is arranged which does not facilitate regular visits by University staff, it is incumbent on the Senior Tutor to ensure that alternative arrangements are put in place. These might, for example, involve a reciprocal arrangement with a colleague from an institution of higher education close to the placement to visit the student by proxy. In such cases, it is important that the colleague concerned is made fully conversant with the University’s general expectations and the Faculty’s specific requirements for professional placements and assessment and that a formal agreement is documented to this effect.

G3.3 Subject to the constraints identified in G3.1, the University encourages Faculties and students to consider placements abroad. The main reasons for the placement of students abroad include the following:

(a) when placement abroad is the only way in which students can get training appropriate to the needs of the programme, e.g. language programmes;

(b) when training appropriate to the programme can more readily be found abroad:

- where business is carried out on a world-wide scale, e.g. in multinational corporations or in specific professions, such as civil engineering;

- where the appropriate type of work cannot be found in the UK because of economic or other factors;
- where the structure of the industry abroad enables students to take on a more responsible role than would be possible in the UK;

- where an educational placement experience will broaden and enhance the curriculum of the programme for which they are registered;

(c) when placements can be made abroad linked to specific schemes, e.g. European Union initiatives and schemes for engineering/science students to learn foreign languages;

(d) in order that the University is better able to compete with other universities in student recruitment;

(e) where overseas students seek experience in the appropriate industry in their own countries.

The following benefits to students can be expected to accrue through having experienced a work or study placement abroad;

(a) the student will benefit from the cultural exchange element of the training in terms of personal development and general education;

(b) the student’s job prospects and value to employers are enhanced through having experience of working or studying abroad and having developed contacts abroad;

(c) working or studying abroad can promote a better appreciation of cultural and sociological differences (and similarities).

Approval of Placements

4.1 The Dean of Faculty, through the Senior Tutor(s) for Professional Training, is responsible for the satisfactory arrangement of all placements.

4.2 Placements will ordinarily be required to meet the requirements outlined in the University’s “Placement Health and Safety Checklist”, which must be completed by a host employer before a paid or unpaid work-based placement commences.

4.3 Faculties are required to complete a University “Placement Agreement” form for every student undertaking a professional training placement.

[G4.1 Formally, the Dean of Faculty is responsible for any arrangements for students to take up positions in paid or unpaid placements or in study placements, which constitute an integrated part of the students’ programmes of study; as such, they are an important part of the learning “contract” with students. In practice, the Dean of Faculty will be advised by the Senior Tutor(s) to whom the responsibility will be delegated.

G4.2 Arrangements for any work-based placements should have regard for the following, in accordance with the “Placement Health and Safety Checklist".}
• a written employer’s or educational institution’s Health and Safety Policy;
• availability of health and safety training, where appropriate;
• appropriate insurance and indemnity cover;
• appropriate risk assessment policies and practices;
• procedures for reporting accidents involving placement students.

Copies of the “Placement Health and Safety Checklist” may be obtained from the Professional Training Year web pages.

G4.3 A copy of the University’s “Placement Agreement” should, in all cases, be signed by the Senior Tutor, the student and a representative of the placement organisation. Copies of the Agreement form may be obtained from the Professional Training Year web pages.

G4.4 A placement which includes one or more study placement in another institution of higher education, whether abroad or in the UK, should be formally approved by the Faculty in the form of a written “learning agreement”. It will be the responsibility of the Faculty to ensure that, in setting up bilateral partnership agreements to provide study placements, the content and organisation of the partner’s programme(s) of study will support an acceptable, complementary and timely learning experience and that the approved learning agreement avoids unnecessary duplication of the University’s own curriculum at FHEQ Levels 4, 5 and/or 6. The Faculty should take steps to ensure that the arrangements remain relevant and appropriate on a regular basis.

<table>
<thead>
<tr>
<th>Period of Training</th>
<th>5.1</th>
<th>The minimum aggregate period of “professional training” shall be 46 weeks, excluding local annual holiday entitlement but including any return period(s) to the University.</th>
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<td></td>
<td>5.2</td>
<td>In unpaid work-based placements and study placements, the minimum aggregate period of professional training shall be 30 weeks, subject to 5.3 below.</td>
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<td>5.3</td>
<td>The Professional Training and Careers Committee may, from time to time, approve alternative arrangements for professional training, consistent with the University’s ethos of relevant and structured professional experience, as part of the process of approval and review of programmes.</td>
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<td></td>
<td>5.4</td>
<td>Subject to the appropriate General Regulations, such a period or periods may lead to the award of 120 credits at level P.</td>
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<td></td>
<td>5.5</td>
<td>In exceptional circumstances, when, through no fault of his or her own, a student is prevented from complying fully with the time qualification, the Board of Examiners may recommend to the Senate Progression and Conferment Executive that the student be deemed to have satisfactorily completed the professional training period (provided that all other aspects of the training and assessment have been completed satisfactorily).</td>
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</tbody>
</table>
G5.1 Regulations prescribe that the minimum aggregate period of professional training is 46 weeks, excluding local annual holiday entitlement but including any return period(s) to the University;

G5.2 The Professional Training and Careers Committee has discretion to approve arrangements which do not fully accord with the requirements prescribed in this section of the Regulations.

G5.3 The “Regulations for the Assessment of Professional Training and Credits for Professional Training”, set out the general requirements for the assessment of professional training, for (where appropriate) the award of credit at level P and, the integration of level P credits within the Degree classification;

Pre-Placement Preparation and Briefing

6.1 Faculties shall prepare and otherwise brief in advance all students intending to undertake a training placement(s).

G6.1 Faculties will have different ways of approaching this issue but preparation for professional training placements and detailed briefing are essential for a successful placement experience, for both the student and “employer”/partner institution. Advance briefing should include:

(a) in writing, the academic requirements of the Faculty, arrangements for placement visits during the period(s) of training/study and the assessment scheme for the professional training year;

(b) the specification of the learning outcomes and assessment of professional training within the programme;

(c) the conditions under which students will be allowed to proceed to a period of professional training (Regulations 96 and 97 of the General Regulations for First Degrees, Diplomas and Certificates refer);

(d) the nature of the employment or study in the particular organisation in which the training is to be undertaken, and, where appropriate, the possible salary;

(e) The students’ legal and/or professional (including health and safety) responsibilities as an employee (paid or unpaid) or student to him/herself and to others; as appropriate adherence to high standards of personal conduct and/or to relevant codes of professional conduct;

(f) the Social Security, National Insurance and Income Tax requirements as they relate to sandwich course students;

(g) an appropriate preparation in the language of the country in which a placement has been arranged if not English;
(h) the social and political background of countries abroad in which placements may have been arranged and where the social and political philosophies, customs and practices are very different from those which obtain in the UK; students from overseas should be similarly briefed about the UK;

(i) arrangements for communication with the Department/Faculty during the placement (colleagues are reminded that the Professional Training and Careers Committee produces and issues annually the “Professional Training Year Mini-Guide”, providing guidance and advice to students on a range of practical matters associated with the placement period(s);

(j) students should be advised that they will be liable to the University for payment of composition fees, at a reduced rate in accordance with University fees policy, and that there may be financial implications for elements of their student support package. Full guidance can be found in the sfe booklet, A Guide to Financial Support for Higher Education Students.

G6.2 Consideration should also be given in the lead up to the placement to enhancing those personal, transferable skills which students are likely to require: team-working, effective communication and presentational skills. Some Faculties have developed specific programmes. The placement period(s) often represents an ideal opportunity for students to start to identify their own strengths and weaknesses in the employment or study situation. Heightening awareness of such skills and encouraging students to maintain a personal profile/record of achievement can later be used to formulate curricula vitae or help students to perform better at employment interviews.]
The number of visits.

G7.2 The first visit should be made as early as possible in the placement, to ensure that the student’s induction into the organisation has commenced and that he or she has identified health and safety issues in accordance with the Student Induction Checklist. The first visit should provide an opportunity to ensure that the student has settled, to identify any difficulties and to take any necessary corrective action at an early stage. Copies of the “Student Induction Checklist” may be obtained from the Professional Training Year web pages.

G7.3 The final visit should take place in the last three months of the placement period and may involve some form of presentation to the local supervisor and visiting tutor and should include an evaluative discussion of the student’s performance on placement.

G7.4 A third, intervening visit should be made to ensure the student’s continuing satisfactory progress.

G7.5 It is desirable that the burden of tutors’ visits should be shared widely among the academic members of the Faculty. Associate lecturers may be used to fulfil this role but should be fully briefed on the academic nature of the role. It should be noted that the University runs a programme for new academic staff that includes advice on Professional Training.

G7.6 Visiting tutors must take care to ensure that any aspects of the placement which are deemed to be unsatisfactory in terms of the health, safety and welfare of the student are dealt with expeditiously.

Supervision in the Placement

8.1 Senior Tutors for Professional Training shall ensure that each student receives suitable supervision from a member of the host “employer” or institution in the placement in accordance with the terms of the responsibilities defined in the “Placement Agreement”.

Assessment of the Placement Period

9.1 All periods of professional training must be subject to formal assessment in accordance with the “Regulations for the Assessment of Professional Training and Credits for Professional Training”.

9.2 Where level P credits are awarded for the Professional Training placement, the assessment must conform to the “Regulations for the Assessment of Professional Training and Credits for Professional Training”. In cases where level P credits are not available, the overall assessment must include the following elements:

(a) at least one report/dissertation written by each student to the requirements of the Faculty and assessed by the Faculty;

(b) a report from the local placement supervisor;

(c) an appraisal by the visiting tutor(s), based upon the visits made to each student during the professional training period.
Monitoring of Placements

10.1 The Professional Training and Careers Committee shall monitor and evaluate arrangements for professional training annually.

Made by Senate: 21 October 1997

Last Revised: 11 July 2011

Technical amendments only: August 2013
Regulations for the Assessment of Professional Training and Credits for Professional Training

Scope

1.1 These regulations relate to the assessment of periods of professional training within undergraduate programmes of the University of Surrey and its Associated Institutions, and are to be read in conjunction with the General Regulations for First Degrees, Diplomas and Certificates for Students Pursuing Modular Programmes of Study at the University of Surrey and with the Regulations for the Arrangement of Professional Training.

For the purpose of these Regulations, the term “Faculty” (of the University) shall be taken to imply also “Department” of an Accredited or other Associated Institution.

1.2 Students pursuing a modular programme leading to the award of MChem, MEng, MMath, MPhys or a Bachelor’s Degree, which includes a period of supervised professional training or experience, normally undertaken away from the University or its Associated Institutions (including study placements), are required to secure credits (level P) in respect of their training period. The number of level P credits required for the award of a first Degree are specified in the General Regulations for First Degrees, Diplomas and Certificates for Students Pursuing Modular Programmes of Study at the University of Surrey.

Descriptions of Professional Training

2.1 The overall aim and objectives for the professional training period(s) must be identified in writing, together with learning outcomes as appropriate, against which the assessments should be made.

2.2 Professional Training modules should be described in a similar fashion to FHEQ Levels 4, 5 and 6 modules. For level P credits, the level descriptor is as follows:

*Level P:* - develop and/or apply theory and develop skills independently in external educational settings or in practical and operational contexts; develop knowledge and skills which can contribute to subsequent project work and study; develop transferable skills and improvement in presentation, communication, team-working and inter-personal skills in a professional context.

General

The Schemes of Assessment

3.1 A Faculty of the University or of its Associated Institutions wishing to recognise the period of training or study placement followed by its students on modular programmes must submit a scheme of assessment to the Professional Training and Careers Committee of the University. Any scheme submitted must be approved prior to implementation.

3.2 Schemes submitted to the Professional Training and Careers Committee should include full information from any relevant professional bodies.

Each scheme should normally assess the following:

(i) the student performance in the workplace or study placement, carried out by the employer or educational establishment in collaboration with the parent Faculty of the
University or its Associated Institutions;

(ii) the student’s report(s);

(iii) any oral presentations given by the student;

(iv) report(s) from visiting tutors;

(v) student participation at briefing and de-briefing;

(vi) any additional academic work that is required of the student during the placement period(s).

**Weighting 4.1**

Validated programme documentation shall specify the assessment scheme, including the weightings of the various unit(s) of assessment for each module. The modules contributions towards the level P aggregate mark of students shall be within the following ranges, based upon the assessment areas listed above:

(i) Placement Skills Development which includes pre-placement learning and skills development in the workplace (37.5% or 25% for combined study/work placements);

(ii) Evaluation of Placement Learning which includes both the study and the work experiences (50%);

(iii) Transfer of Placement Learning (12.5% or 25% for combined study/work placements);

**Marks 4.2**

The range of marks for professional training should conform to the normal scale of marks as described in the *General Regulations for First Degrees, Diplomas and Certificates for Students Pursuing Modular Programmes of Study at the University of Surrey*.

**The Award of Credits in Modular Programmes**

5.1 The award of P credits is intended as a recognition for students who have completed their period of professional training satisfactorily. It is therefore anticipated that most students will qualify for the award of credits as reflected in the assessment made under an approved scheme.

5.2 The number of P credits required for a specific award must be specified in the Student Handbook. Compensation credits for level P may be awarded subject to the same criteria used for FHEQ Levels 4, 5, and 6 as specified in the *General Regulations for First Degrees, Diplomas and Certificates for Students Pursuing Modular Programmes of Study at the University of Surrey*.

5.3 A Dean of Faculty may exempt students from level P credits on the basis of previous approved experience up to a maximum of 40 credits or one third of the total number required in the programme, whichever is the smaller.

5.4 The pass mark for the assessment of a level P module resulting in the award of credits shall be 40%.

5.5 It is expected that 120 level P credits should arise from minimum of 46 weeks of paid professional training (or minimum of 30 weeks of unpaid professional training or study placement).

5.6 A student who fails to be awarded credits for a unit of assessment shall have the right, subject to the conditions of the *General Regulations for First Degrees, Diplomas and Certificates for Students Pursuing Modular Programmes of Study at the University of Surrey*.
of Surrey, to submit for reassessment on one subsequent occasion within one year of the first attempt, under conditions specified in the Student Handbook.

Recognition of Level P

A student who successfully completes Level P, subject to the conditions of the General Regulations, will have details of the placement, such as placement provider(s) and dates of placement(s), added to the degree certificate and transcript.

Made by Senate:

20 June 1995

Last Revised:

11 July 2011

Technical amendments only

August 2013
Regulations for Academic Dress of the University

Honorary Degrees

Doctor of the University (DUniv)

Gown
Cardinal red fine wool cloth of design similar to Oxford Doctor's gown and trimmed (bottom of sleeve and front facings) with University brocade.

Hood
Modified Aberdeen shape in gold satin, fully lined with University brocade.

Hat
Black velvet bonnet with gold cord and tassels.

Master of the University (MUniv)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm gold satin band.

Hat
Black cloth mortar board.

Bachelor of the University (BUniv)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 25mm gold satin band.

Hat
Black cloth mortar board.
Substantive Degrees

Higher Doctorates

Doctor of Science (DSc)

Gown
Cardinal red fine wool cloth of design similar to Oxford Doctor’s gown and trimmed (bottom of sleeve and front facings) with University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of University brocade continued from the lining to the outside of the hood.

Hat
Black cloth bonnet with gold cord and tassels.

Doctor of Letters (DLitt)

Gown
Cardinal red fine wool cloth of design similar to Oxford Doctor’s gown and trimmed (bottom of sleeve and front facings) with University brocade.

Hood
Modified Aberdeen shape in cardinal red with a 64mm band of red ribbon rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with gold cord and tassels.

Higher Degrees

Doctor of Business Administration (DBA)

Gown
Cardinal red, same shape as London Master’s gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of gold ribbon on lining, rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with red cord and tassels.
**Doctor of Clinical Practice (DClinPrac)**

Gown
Cardinal red, same shape as London Master's gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of turquoise ribbon on lining, rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with red cord and tassels

**Doctor of Education (EdD)**

Gown
Cardinal red, same shape as London Master's gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of green ribbon on lining, rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with red cord and tassels.

**Doctor of Engineering (EngD)**

Gown
Cardinal red, same shape as London Master's gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of grey ribbon on lining, rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with red cord and tassels.

**Doctor of Medicine (MD)**

Gown
Cardinal red, same shape as London Master's gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of burnt orange ribbon on lining, rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with gold cord and tassels.
Doctor of Philosophy (PhD)

Gown
Cardinal red, same shape as London Master’s gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade.

Hat
Black cloth bonnet with red cord and tassels.

Doctor of Psychology (PsychD)

Gown
Cardinal red, same shape as London Master’s gown but with plain bottom to sleeve and with 64mm facings of University brocade.

Hood
Modified Aberdeen shape in cardinal red, fully lined with University brocade but with a 64mm band of pale blue ribbon on lining, rebated 25mm from the outside edge of the hood.

Hat
Black cloth bonnet with red cord and tassels.

Master of Philosophy (MPhil)

Gown
Black, same shape as London Master’s gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade extending 38mm on the outside edge.

Hat
Black cloth mortar board.

Master of Arts (MA)

Gown
Black, same shape as London Master’s gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm band of red ribbon.

Hat
Black cloth mortar board.
Master of Business Administration (MBA)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm band of gold ribbon.

Hat
Black cloth mortar board.

Master of Education (MEd)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm band of green ribbon.

Hat
Black cloth mortar board.

Master of Laws (LLM)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm band of purple ribbon.

Hat
Black cloth mortar board.

Master of Music (MMus)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm band of white brocade.

Hat
Black cloth mortar board.

Master of Research (MRes)

Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.

Hood
Modified Aberdeen shape in black, fully lined with University brocade but with a 64mm band of apricot ribbon.

Hat
Black cloth mortar board.
Master of Science (MSc)
Gown
Black, same shape as London Master's gown but with plain bottom to sleeve.
Hood
Modified Aberdeen shape in black, fully lined with University brocade.
Hat
Black cloth mortar board.

First Degrees

Bachelor of Arts (BA)
Gown
Black, same shape as London Bachelor's gown.
Hood
Modified simple shape in black, fully lined with University brocade but with a 25mm band of red ribbon.
Hat
Black cloth mortar board.

Bachelor of Education (BEd)
Gown
Black, same shape as London Bachelor's gown.
Hood
Modified simple shape in black, fully lined with University brocade but with a 25mm band of green ribbon.
Hat
Black cloth mortar board.

Bachelor of Engineering (BEng)
Gown
Black, same shape as London Bachelor's gown.
Hood
Modified simple shape in black, fully lined with University brocade but with a 25mm band of grey ribbon.
Hat
Black cloth mortar board.
Bachelor of Laws (LLB)

Gown
Black, same shape as London Bachelor's gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 25mm band of purple ribbon.

Hat
Black cloth mortar board.

Bachelor of Music (BMus)

Gown
Black, same shape as London Bachelor's gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 25mm band of white brocade.

Hat
Black cloth mortar board.

Bachelor of Science (BSc)

Gown
Black, same shape as London Bachelor's gown.

Hood
Modified simple shape in black, fully lined with University brocade.

Hat
Black cloth mortar board.

Bachelor of Theology (BTh)

Gown
Black, same shape as London Bachelor's gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 25mm band of claret ribbon.

Hat
Black cloth mortar board.

Master of Chemistry (MChem)

Gown
Black, same shape as London Bachelor's gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 64mm band of pale blue ribbon.

Hat
Black cloth mortar board.
Master of Computing (MComp)

Gown
Black, same shape as London Bachelor’s gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 64mm band of pale blue ribbon.

Hat
Black cloth mortar board.

Master of Engineering (MEng)

Gown
Black, same shape as London Bachelor’s gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 64mm band of grey ribbon.

Hat
Black cloth mortar board.

Master of Mathematics (MMath)

Gown
Black, same shape as London Bachelor’s gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 64mm band of pale blue ribbon.

Hat
Black cloth mortar board.

Master in Physics (MPhys)

Gown
Black, same shape as London Bachelor’s gown.

Hood
Modified simple shape in black, fully lined with University brocade but with a 64mm band of pale blue ribbon.

Hat
Black cloth mortar board.

Foundation Degrees

All hoods are of a modified simple shape in black with 25mm band of blue brocade rebated 25mm from edge

Arts hood trimmed with a 26mm band of red ribbon

Engineering hood trimmed with a 26mm band of grey ribbon

Science no trim

Made by Senate: 12 October 2004

Last Revised: 12 October 2004