

Amendments to the Regulations for 2018/19

1. This paper lists amendments and additions to the [Regulations](#) for 2018/19 which were approved by Senate in July 2018 and subsequently by Chair's action.
2. One of the principles underpinning reviews of regulations over the past two years has been to simplify procedures and the language and structure of the regulations themselves. Accordingly the 12 page [Glossary of terms](#), which duplicates information contained in all other areas of the regulations will no longer exist.
3. The following amendments of a technical nature have been made but for reasons of brevity are not listed in this paper:
 - (i) changes to role titles/structures/committees
 - (ii) within each section of the *Student regulations* to bring more uniformity between the sections:
 - changes to the order of information presented
 - changes to wording to describe the same activities in the same way
 - addition of relevant paragraphs relating to process where these appear in some sections but not others eg allowing late appeals where there are good reasons
 - (iii) some general re-wording for clarity
4. Substantial reviews have been undertaken of the *Regulations for taught programmes*, *Regulations for extenuating circumstances* the *Regulations for fitness to study* and the *Regulations for fitness to practise*.
5. The launch of the new Level 3 Foundation Year programme for 2018/19 has required specific variations to the *Regulations for taught programmes*; rather than noting exceptions in the main body of the Regulations, a separate set; *A0 Regulations for the Foundation Year*, has been produced.
6. An addition has been made to each section of the *Student regulations* to note that reasonable adjustments to a process can be made to take account of a student's particular circumstances on production of relevant evidence which demonstrates the need for such adjustments.
7. On the advice of the Information Compliance Unit, and in accordance with the new General Data Protection Regulation (GDPR) legislation, the section on confidentiality in the sections of the *Student regulations* has been amended as follows:

"The University collects and processes a variety of personal data in order to fulfil relevant student Regulations (see the [Regulations web page](#) for a list of all Student Regulations). This personal data may be provided by the student or collected from other departments within the University or taken from publicly available sources such as social media. More detail on the types of data collected and how it is used to fulfil each Regulation can be found in the Student Regulations Privacy Notice, available at the above link. The University processes personal data for this purpose in its legitimate interests. Some Regulations will require the sharing of sensitive personal data (defined as "special category" data by data protection legislation). The University processes and shares special category data in the substantial public interest and only where it is necessary to enable the University to fulfil its duties of care to the student, other students, or to safeguard third parties. More detail on the types of data collected and how it is

used to meet this need can be found in the Student Regulations Privacy Notice, available at the above link.”

8. Rather than repeating the procedures for a Managed Exclusion Order in individual sections of the *Student regulations*, these procedures have been extracted and form a separate set of regulations; B9 *Regulations for Managed Exclusion Orders*.
9. There is only one set of *Student regulations* in operation at a time and so the 2018/19 set replaces all previous versions. Normal practice in respect of the *Academic regulations* is that students follow the *Academic regulations* that were in place at the time of the commencement of their programme unless there are amendments that would be of advantage to students and/or Senate has specifically agreed that amendments should be introduced for all students, in which cases amendments are applied to all students, regardless of year of entry. The amendments for 2018/19 apply to all students regardless of year of entry.
10. The University is proposing to enter the market for degree apprenticeships with a pilot to start in the Surrey Business School sometime in early 2018/19. Degree apprenticeships follow a very different pattern to a standard degree in that students are in full-time employment. Elements of various sets of regulations may therefore need to be adapted; although precise details are not yet known.

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September 2018

Amendments to Regulations for 2018/19

New text is shown in **bold**, deletions in ~~strikethrough~~

Introduction to the Regulations		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
3	<u>Executive Deans' responsibilities</u> Executive 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 University awards are safeguarded on behalf of Senate. Executive Deans of Faculty delegate aspects of their operational responsibilities in these matters to individuals and committees they nominate. The names of individuals identified by Executive Deans to act on their behalf in particular matters in their Faculty are provided to Senate by each Executive Dean of Faculty at the beginning of each academic year.	This activity no longer happens in practice
6	Addition of B9 Regulations for Managed Exclusion Orders	New regulation
12	• where the use of technical terms is unavoidable, ensuring that they are defined in a glossary	Glossary no longer exists
16	Addition of the MSci Integrated Masters award	New award

A1 Regulations for taught programmes		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
3	<u>Introduction and scope</u> Postgraduate Certificates, Postgraduate Diplomas and Master's Degrees may be studied at the University full-time or part-time basis, at other approved centres or by distance learning. Undergraduate programmes may exceptionally be studied part-time; each individual case to be considered on its own merits in accordance with the relevant procedures.	To allow greater flexibility for UG students in certain circumstances
7	<u>Credit levels and credit values</u> All taught modules are 15 credits. Project Modules and dissertation modules can be either 15, 30, 45 or 60 credits and, additionally for some Master's dissertations, 90 credits. Senate can grant approval for taught modules larger than 15 credits for discipline-specific reasons. Masters of Research (MRes) programmes have additional requirements as follows: ... Masters of Research (MRes)	To allow great flexibility in programme structures

	programmes are expected to be differentiated from other Master's programmes by the overall research focus of the programme.	
9	The credit load for each year of a programme (with the exception of modules that extend over the year such as long thin modules, taught postgraduate programmes delivered via block teaching and Master's the-dissertation modules in Masters programmes) should be distributed evenly over the two semesters of each academic year.	To allow great flexibility in programme structures
23	<u>Classification of undergraduate honours degrees and integrated Master's degrees</u> Students are provided with a level average mark at the end of each year of study which is not rounded and is presented to two decimal places. This is for their information and is not used in the calculation of the final overall weighted aggregate mark.	For clarity [Also will be clarified at paras 193, 194 and 195 (new 185, 186 and 187) that the level average for compensation is not rounded]
32	<u>Grading of level 7 awards</u> Postgraduate Certificates and Diplomas and Master's degrees are awarded in accordance with the following mark thresholds <ul style="list-style-type: none"> • Distinction 70 and above • Merit 60-69 • Pass 50-59 	PGCerts will now be graded
Table 4	<u>Intermediate exit awards</u> Addition of a Bachelors degree (Hons) as an exit award for an Integrated Masters	To rectify an omission
52 Now 50	<u>Re-admission to taught programmes</u> Where the University a student's registration has been terminated the registration of a student the student may not re-apply for the same programme, with the exception of fitness to study cases where the student has subsequently been confirmed fit to study.	To rectify an omission
Table 7	Minimum and indicative maximum periods of registration for taught postgraduate programmes	For consistency with undergraduate programmes
63 Now 61	<u>Registration for taught programmes</u> The academic year is divided into two semesters of 15 weeks each. Each semester consists of a period of teaching, revision/directed learning and examination. Taught postgraduate programmes may also operate different structures for the delivery of teaching, as approved at the programme validation.	To acknowledge within the regulations that PGT programmes can take a variety of structures
137	<u>Requirement to achieve specified marks in order to proceed to the dissertation</u> 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	To remove an unhelpful barrier within the programme structure

142	<u>Nature of dissertations or equivalent work</u> 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 Leader.	Removal of an unnecessary regulation
171	<u>Failure and reassessment</u> 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	Removal of a regulation contradictory with other sections of the regulations
174 Now 165	<u>Failure and reassessment for modules with a value up to and including 45 60 credits</u> Where an undergraduate student has failed modules with a value up to and including 45 60 credits at that level or stage of their programme and, following reassessment and/or compensation within the limits permitted by these <i>Regulations</i> , passes the modules, they may progress to the next level or stage of their programme	To facilitate more students being able to progress without having to take a year out [Same for 175, now 166 , for PGT students]
177 Now 168	<u>Failure of modules with a value of more than 45 60 credits</u> Where an undergraduate student fails modules with a value of more than 45 60 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 ...	Corollary of above
178 Now 169	Where a taught postgraduate student has failed modules with a value of more than 45 60 credits the Board of Examiners requires that their progression through their programme is halted and 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.	To facilitate more students being able to progress without having to take a year out To rectify an omission
195 Now 187	<u>Compensation – taught postgraduate programmes</u> Where, a student following a taught postgraduate programme has failed module(s) with a value of 15 credits compensation can be applied if the following two conditions are met: <ul style="list-style-type: none">the weighted level aggregate of all the student's module marks (including the failed module(s) and the dissertation) is 55.00% or higher	As a result of removing regulation 137 to allow flexibility in including all a student's achieved credits to contribute to a final award

196	Marks achieved in the dissertation component of a taught postgraduate programme cannot be used to compensate for failed modules in the taught portion of the programme	As above
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A2 Regulations for research degrees

Regulation reference	Amendment/addition	Rationale for amendment/ addition
22	<p><u>Minimum and maximum periods of study</u> An addition to the table to include an expected period of registration for PhD programmes as follow:</p> <p>PhD full-time - 36 months or within the duration of research funding if longer</p> <p>PhD part-time - 72 months or within the duration of research funding if longer</p> <p>Plus an amendment to the maximum period of registration for a part-time PhD from 72 months to 96 months</p>	To rectify an omission

A3 Regulations for research degrees on the basis of published works

Regulation reference	Amendment/addition	Rationale for amendment/ addition
No amendments		

A4 Regulations for higher doctorates

Regulation reference	Amendment/addition	Rationale for amendment/ addition
No amendments		

A5 Regulations for academic dress

Regulation reference	Amendment/addition	Rationale for amendment/ addition
No amendments		

B1 Regulations for extenuating circumstances		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
<p>The Regulations Working Group have reviewed the regulations with a view to streamlining processes and they have been substantially re-written as follows:</p> <ul style="list-style-type: none"> • The need for Extenuating Circumstances Panels has been removed and all decisions will now be made by staff in Student Services and Administration (with appropriate consultation with academic colleagues) normally within 5 working days. • The illness of a close relative or person dependent on the student for care have been added as grounds for the consideration of ECs • Financial matters have been removed as a non-valid ground for ECs 		

B2 Regulations for academic integrity		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
New 5	<p><u>Academic misconduct identified following the award of credits</u> Where academic misconduct is discovered or suspected in work for which credits have already been awarded but before a final award has been made, the Vice-Provost (Education) will consult with the Director of Quality Enhancement and Standards to determine the process to be followed. The outcome of this could result in the removal of credits.</p>	To remedy an omission where misconduct is discovered after the credits have been awarded but before the student graduates

B3 Student disciplinary regulations		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
1	<p>Addition to the categories of students who are subject to these regulations</p> <ul style="list-style-type: none"> • applicants to the University who have accepted an offer of a place (see Regulation 9 below • new students who have been through the online registration process and have yet to complete the main registration process 	Following review by Legal
New 9	<p><u>The conduct the University expects of its potential students, students and staff</u> Applicants to the University who have accepted an offer of a place are expected not to behave in a way that, in the reasonable view of the University, might bring the University into</p>	

	disrepute, or is incompatible with the behaviours expected of the University community, particularly those referred to in the Dignity at Work and Study policy . This might include behaviour while visiting the University, or attending a University event, in correspondence with the University or behaviour towards current or prospective students and/or on social media. Conduct occurring between the period of an offer of a place to study at the University and enrolment, which comes to the attention of the University after enrolment, may therefore be considered misconduct under this policy.	
8 Now 11	Addition of the Policy for the use of Captured Content to the list of policies for which a breach of could result in disciplinary action	For completeness

B4 Regulations for academic appeals		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
11 Now 14	<u>Circumstances in which the University will not consider an academic appeal</u> Addition of captured content and live teaching events to the list of activities that are deemed to be a challenge to academic judgement	For completeness
16 and 17 Now 19	<u>Differentiating between an academic appeal and a complaint</u> However Where an academic appeal relies on the student's view that there were earlier deficiencies in the learning opportunities the University made available to them, the University will ordinarily expect the student to have raised their concerns regarding the perceived deficiencies at the time they occurred. If a student is unable to provide evidence of having raised their concerns earlier or has no evidence to reasonably explain why they did not raise their concerns earlier, the academic appeal is unlikely to be successful. to enable their study and learning or the delivery of a service and that this affected a decision as listed in Regulation 9 above, OSCAR will check whether the student made a complaint about the deficiencies when they were perceived to have occurred. OSCAR will also check the nature of the University's response to any such complaint. Where an academic appeal is submitted whilst the associated complaint is ongoing, the complaint will normally be completed before the appeal is processed. Where such a complaint is ongoing at the time the student makes the appeal, the complaint	To take account of the OIA's view that it is reasonable for an institution to disallow students from using perceived failings in the provision of learning opportunities of facilities as the basis of an academic appeal unless they have evidence that they raised concerns earlier

	<p>will be dealt with before the appeal can be processed.</p> <p>Academic appeals that are based on perceived failings in the learning opportunities that the University made available to the student or the delivery of a service, and which were not the subject of a complaint at the time, are unlikely to be taken into consideration by OSCAR Case Officers/Process Review Appeal Panel in the absence of extenuating circumstances to explain why the student was unable to complain about the perceived deficiencies to the University at the time</p>	
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B5 Regulations for fitness to study

The Working Group reviewed the regulations and they have been substantially re-written as follows:

- General tone of the Regulations made more student-friendly.
- Language simplified and wording streamlined where necessary.
- Students are encouraged to access the support services available to them on campus, and also to access support from external sources and the University recognises that the accessing of such support is not, of itself, a cause for concern regarding fitness to study
- Addition of provision for reasonable adjustments to be made if the student requires such.
- Removal of the term “Academic Leader” which is generic and only used in reference to the Managed Exclusion Order and MEO appeal processes.
- Where the fitness to study process identifies a fitness to practise issue there is the addition of provision for the University to take on the role of “reporting party” and lodge a complaint with a Registration Body regarding a student who is already a full Registrant with a Registration Body.
- Removal of all the listed routes and scenarios by which a query over fitness to study can be raised and replaced by reference to “trigger events”
- Introduction of the term Professionals Meeting to recognise a stage in the process when the Director of Student Services, the School/Department and relevant parties meet with the student (or without with the student’s permission) to explore a support package This can happen prior to referral to a Fitness to Study Panel and/or following a Panel
- An additional grounds for making an appeal by a student has been added - that the decision of a Fitness to Study Panel was unreasonable and/or the penalty was not proportionate with the evidence presented. This brings the Regulations in line with OIA guidance

B6 Regulations for fitness to practise

The Working Group reviewed the regulations and they have been substantially re-written as follows:

- Language simplified and wording streamlined where necessary.
- Addition of provision for the University to take on the role of “reporting party” and lodge a complaint with a Registration Body regarding a student who is already a full Registrant with a Registration Body.
- Addition of provision for reasonable adjustments to be made if the student requires such.
- Removal of the term “Academic Leader” which is generic and only used in reference to the Managed Exclusion Order and MEO appeal processes.
- Reflecting actual practice by noting where the Head of School/Department takes action rather than the Executive Dean.
- Addition of paragraphs to clarify that fitness to practise proceedings may be undertaken after a student has voluntarily withdrawn from their programme or been programme terminated or in the period between the successful completion of academic credits and the Registrant sign-off onto the relevant Register. This is as a result of an OIA case where it was not clear how such instances should be dealt with.
- Addition of the opportunity for a student to provide a written “right of reply” to an initial allegation of fitness to practise.
- The previous Regulations specified that the Executive Dean had sign-off of the outcome of an initial investigation of fitness to practice and Dean also retained the right to amend the outcome. This has been changed as it introduces a delay and it may not be appropriate for an Executive Dean to overrule a Registrant if they are not a Registrant themselves.
- Provision for a Fitness to Practise Panel to additionally impose one of the penalties detailed in the Student disciplinary regulations.
- An additional grounds for making an appeal by a student has been added - that the decision of a Fitness to Practise Panel was unreasonable and/or the penalty was not proportionate with the evidence presented. This brings the Regulations in line with OIA guidance.

B7 Procedure for complaints

Regulation reference	Amendment/addition	Rationale for amendment/ addition
1	Addition to the categories of students who are subject to these regulations <ul style="list-style-type: none">• those registered to study for non-credit bearing modules/courses and non-award-bearing programmes delivered by the University	To rectify an omission
29 Now 30	<u>Submitting a formal complaint and the role of the Complaint Handler</u> Addition at the end of the paragraph All Complaint Handlers must undertake the training provided by the Directorate of Quality	To address a recommendation from the recent internal audit report on Compliance with Competition and Markets Authority requirements

	Enhancement and Standards before taking on the role	
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B8 Regulations for hearings by panels
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Technical amendments to take account of amendments made to the other sections of the <i>Student regulations</i>
