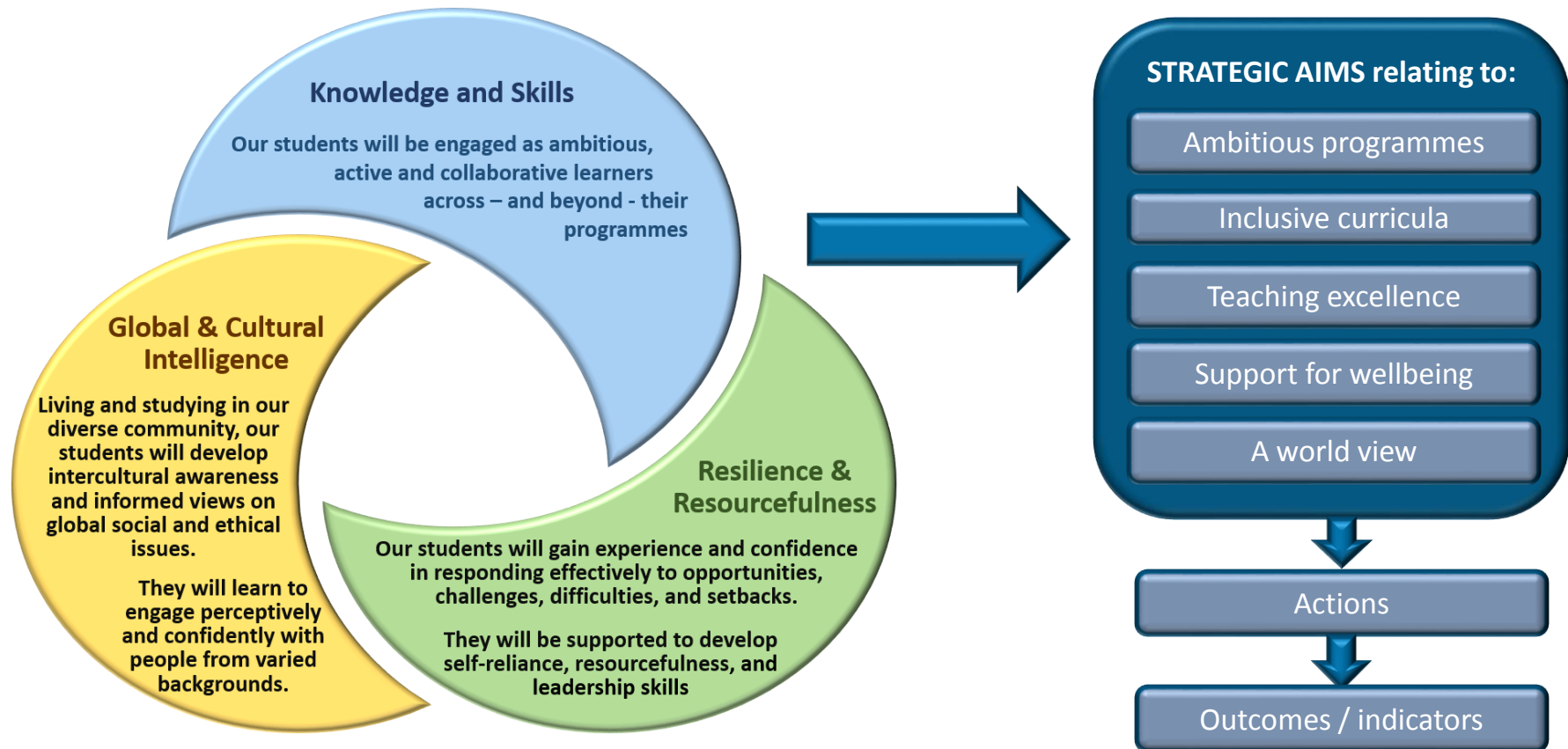




## Induction for external examiners: Surrey regulations and policies





## Internal reference points

- [University Quality Framework](https://www.surrey.ac.uk/quality-enhancement-standards/university-quality-framework) (<https://www.surrey.ac.uk/quality-enhancement-standards/university-quality-framework>)
- [Regulations](https://www.surrey.ac.uk/quality-enhancement-standards/regulations) (<https://www.surrey.ac.uk/quality-enhancement-standards/regulations>) define the framework for the academic activities of the University
  - ✓ Regulations for taught programmes (covers undergraduate and taught postgraduate programmes)
  - ✓ Regulations for the Foundation Year
- [Codes of practice](https://www.surrey.ac.uk/quality-enhancement-standards/codes-practice) (<https://www.surrey.ac.uk/quality-enhancement-standards/codes-practice>) set out policy and procedure and provide operation advice on how processes are carried out
  - **Code of practice for academic governance (includes terms of reference for Boards of Examiners)**
  - ✓ Code of practice for external examining: taught programmes
  - ✓ Code of practice for assessment and feedback
- Specific programme requirements (e.g. Professional Bodies) and programme details
  - ✓ [Programme and module catalogue](https://catalogue.surrey.ac.uk) (<https://catalogue.surrey.ac.uk>)



# Programme structures

## Modular

All undergraduate and postgraduate taught programmes

Modules are normally “short and fat” – taught in each semester, not across the whole year, apart from dissertation/project modules

## Credits

15 credit tariff for UG and PGT

Most taught modules are 15 credits - 30 credits and above for projects, dissertations and clinical modules

Bachelor’s award 360/480 credits

Integrated Master’s award 480/600 credits

Master’s award 180/240 credits

## Levels

Level 3 - Foundation Year

Levels 4-6 - Undergraduate

Level P - Professional Training Year

Level 7 - Masters

Level 8 – Doctorate



## Regulations: key points (1)

- Pass mark: levels 4-6 - 40%, level 7 - 50%
- *Core* modules: all units of assessment must be passed, irrespective of the aggregate module mark; compensation is not allowed to be applied to core modules
- *Compulsory* modules: must be taken but can be compensated
- Compensation: 30 credits in first year, 15 credits thereafter (and for PGT):
  - ✓ aggregate level mark is 45% or above (levels 4, 5, 6) or 55% or above (level 7)
  - ✓ lowest mark is above 30% (levels 4, 5, 6) or 40% (level 7)
- No trailing failed credits
- Undergraduate students:
  - ✓ Summer resits for failed modules  $\leq 60$  credits
  - ✓ Failing  $> 60$  credits – have to retake the following year
- Postgraduate taught students: if failing  $> 60$  credits, the programme is halted and students have to retake failed units of assessment
- Resit mark capped at pass mark
- Possibility of a replacement module – one only

## Regulations: key points (2)

- Honours classification is based on weighted levels aggregate:
  - ✓ Bachelors - 35/65 (levels 5/6)
  - ✓ Integrated Masters – 25/35/40 (levels 5/6/7)
  
- Masters degrees grading system (Distinction, Merit, Pass) based on a weighted average
  
- Intermediate exit awards:
  - ✓ 120 credits at level 4 – Cert HE
  - ✓ 240 credits (120 at level 5) – DipHe
  - ✓ 300 credits (60 at level 6) – Ordinary degree
  - ✓ 60 credits (45 at level 7) – PGCert
  - ✓ 120 credits (90 at level 7) - PGDip



## Code of practice on assessment and feedback: overview

- Purposes:
  - ✓ Integrity of assessment strategy
  - ✓ Fairness and rigour in application
  - ✓ Transparency
  
- Principles and main features:
  - ✓ Assessment strategy for programmes with good balance of types of assessment within a module (normally, between 2 and 5 units of assessment in one module)
  - ✓ Normally no more than 80% summative assessment by examination across a programme
  - ✓ Alignment with learning outcomes at programme and module level and linked with grade descriptors
  - ✓ Assessment is proportionate - not under or over assessed; written examinations usually 2 hours
  - ✓ Feedback to students, including opportunities for formative feedback
  - ✓ Variety of assessment methods
  - ✓ Quality control (valid processes in place) / quality assurance (mechanisms to check these)
  - ✓ Learning support

## Code of practice on assessment : Marking

- **Primary marking** – mark and provide feedback
- **Second marking** – may involve all or a sample of students' work within a cohort depending on the size of cohort, focuses on the marking
- **Double marking / Double blind marking** – second academic marks the work , 100% or a sample in large cohorts (10% of the total or 20 pieces of work)
- **Double marking** required for modules worth more than 15 credits
- **Audit marking** – required where assessment is either based on a binary (right/wrong) evaluation and/or entirely based on objective answers (for example, in multiple choice assessments with or without computer-aided marking)
- **Adjustment of cohorts of marks** to alter an atypical profile of marks taking into account previous performance on the module and disciplinary norms

