

## Amendments to Codes of practice for 2019/20

1. This paper lists amendments and additions to the *Codes of practice* for 2019/20. Technical amendments have been made as required, for example to reflect any change to role titles/structures/committees or re-wording for clarity but are not listed in this paper.

### ***Employability***

2. One of the recommendations arising from a recent internal audit of Employability and Careers was the establishment of an Employability Forum to drive the strategic development of employability across all areas of the University. The Forum will report to ULTC in relation to matters affecting University regulations, quality assurance, teaching and learning and the student experience. The terms of reference and membership are given in Appendix 18 of the *Code of practice for academic governance* (and attached here at Appendix 1).

### ***Degree Apprenticeships***

3. Two Degree Apprenticeship programmes have been validated for commencement in January 2020. A bespoke version of the standard validation procedures was used in order to ensure that the specific and additional requirements of Degree Apprenticeships were taken into account during the validation process. To this end a new Code of practice, the *Code of practice for the validation of Degree Apprenticeships*, has been introduced.

### ***Programme validation and review***

4. One of the outputs of the Curriculum Design Review will be a new stage in the validation and periodic enhancement process, the “supported programme design process”; the process to be accompanied by a set of tool kits and supporting resources. The details of this will be worked on over the summer and referenced as appropriate in the *Code of practice for programme lifecycle processes*.
5. During 2018/19 the revised procedures for programme validation and periodic enhancement were introduced. The processes had been streamlined with a reduction in the amount of paperwork required and a sharper focus on academic aspects. The new procedures have been well received by staff; a number of refinements to the *Code of practice* have been made, primarily points of clarification.

### ***Postgraduate research students who teach***

6. The *Code of practice for postgraduate researchers* who support teaching was extensively reviewed during this academic year. A further amendment has been made to allow students on an MRes programme that is linked to a postgraduate research programme to undertake teaching/demonstrating during the MRes year.

### ***Collaborative provision***

7. The first goal of the University’s Global Strategy is “To enhance the opportunities for, and international impact of, our research and education” and one way that this will be achieved is by expanding the number of dual degree programmes at undergraduate and postgraduate taught level with internationally renowned universities. To facilitate this aim a set of principles have been approved to underpin the design and operation of these programmes which will be included in the *Code of practice for collaborative provision* (see Appendix 2). Additionally the various approval forms for collaborative activity have been amended to be as streamlined as possible whilst ensuring that all requisite data is collected. Flow diagrams have been created to better illustrate the process (see Appendix 3).

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

<b>Code of practice for academic governance</b>		
<b>Paragraph reference</b>	<b>Amendment/addition</b>	<b>Rationale for amendment/ addition</b>
Appendix 3	<u>Quality and Standards Sub-committee</u> New term of reference <b>To have oversight of the relevant monitoring requirements for Degree Apprenticeships</b> 6. To consider proposals from Faculties, <b>central departments and external examiners</b> for amendments to the Regulations and Codes of practice relating to learning and teaching and to make recommendations for change as necessary to ULTC.  New reporting line of the Regulations Working Group to the Q&SS and the dissolution of the Regulations Steering Group	
Appendix 5	<u>Student Experience Sub-committee</u> The sub-committee has been disbanded as a ULTC sub-committee	
Appendix 18	<b><u>New Employability Forum (see Appendix 1)</u></b>	
Appendix 19	<u>Access and Participation Advisory Group</u> Revisions to terms of reference and membership as agreed by the Access and Participation Governance Panel	
Appendix 20	<u>Captured Content Steering Group</u> <b>Addition of the Disability and Inclusivity Manager to the membership</b>	

<b>Code of practice for programme lifecycle processes</b>		
<b>Paragraph reference</b>	<b>Amendment/addition</b>	<b>Rationale for amendment/ addition</b>
Tables 1 and 3	Addition of “ <b>normally</b> ” to the timescales for the initial quality checks, responses to conditions and validation/review events to have taken place	For flexibility
After table 2 (new 4 – 7)	<b>New section on Programme viability</b>	QES are now running this process
New after paragraph 7 (new 10)	<u>Validation and periodic enhancement process</u> <b>When designing a new programme or reviewing an existing programme programme teams are expected to ensure that their programmes will / continue to meet internal and external reference points. This includes:</b> <ul style="list-style-type: none"> <li>• <b>University regulations</b></li> <li>• <b>Relevant codes of practice</b></li> <li>• <b>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</b></li> <li>• <b>Relevant subject benchmark statements</b></li> <li>• <b>Relevant PSRB requirements</b></li> </ul>	To provide extra guidance

New after paragraph 8 (new 12)	<b>Postgraduate research programmes with taught elements may be considered as part of the periodic enhancement process. When a School/Departments taught content is due to undertake the periodic enhancement process, the inclusion of relevant postgraduate research programmes will be discussed with the programme team at the initial stages of the process</b>	For clarity
New after paragraph 8 (new 13)	<b>Foundation year and degree apprenticeships programmes will also be considered through the periodic enhancement process when the School/department the programme is attached to is next due to undertake the periodic enhancement process. Dates of planed periodic enhancements can be obtained by e-mailing QES at: <a href="mailto:qualitysupport@surrey.ac.uk">qualitysupport@surrey.ac.uk</a></b>	For clarity as to how these new programmes will be reviewed
New after paragraph 8 (new 14)	<b>The validation and periodic enhancement process operate on an academic year schedule. Those programmes which have a non-standard start date, ie January, March, July will still undertake either process be subject to the standard process schedule and deadlines. In cases where a new programme is due to start in January it may be possible to extend the deadline for holding validation events past April and into the summer months</b>	For clarity in how to deal with programmes with non-standard start dates
New after paragraph 13 (new 20)	<u>Publication of programme and module records</u> <b>Following the completion of the initial checks exercise new programme specifications and module descriptors will be released to the <a href="#">public catalogue</a>. Quality and Standards (QES) input new programme specifications into the Quality and Curriculum Management (QCM) system once they have been approved through the initial checks process and forward any new modules to the Programme Administration team to be input into SITS and QCM. Once the setup process is complete the public catalogue is updated by QES and relevant Professional Services teams are informed so that their records can be updated, eg Marketing programme pages</b>	For clarity about this process
32 (now 39)	<u>Programme and module modification</u> <b>Normally Board of Studies Chairs should not submit and approve their own modifications. A modification submitted by the Chair should normally be considered at a Board of Studies meeting. Also, Chair's</b>	To ensure an appropriate degree of independent scrutiny in making modifications

	action to approve <b>any</b> modifications should only be used in exceptional circumstances.	
36 (now 43)	<u>Major/minor changes</u> The following changes represent a major change ..... <ul style="list-style-type: none"> <li>change to/<b>removal of</b>/introduction of a mode of study (full-time/part-time/distance learning/ short course)</li> </ul>	For clarity
37 (now 44)	The following changes represent a minor change ..... <ul style="list-style-type: none"> <li><b>removal of an existing module (core/compulsory/optional)</b></li> </ul>	For clarity
Table 6	<u>Roles and responsibilities re modification</u> Associate Dean (Education) – <ul style="list-style-type: none"> <li><b>review major modifications to ensure that they are clear, accurate and are compliant with University regulations, policies and procedures</b></li> <li>approve, <b>return or reject</b> major modifications following Board of Studies approval</li> </ul> Quality and Standards Sub-committee - <ul style="list-style-type: none"> <li><b>review major modifications to ensure that they are clear, accurate and are compliant with University regulations, policies and procedures</b></li> <li>approve, <b>return or reject</b> major modifications following Associate Dean (Learning and Teaching) approval</li> </ul>	For clarity
New before paragraph 39 (new 46)	<u>Modifications – audit check</u> <b>All modifications submitted within the QCM system are subject to an audit check, which is managed by QES. The audit step is the final stage within the approval work flow within the system. Once released from this step all changes are released to the public catalogue</b>	To recognised this additional step in the process introduced to ensure the accuracy and appropriateness of information within the public domain

<b>Code of practice for assessment and feedback</b>		
<b>Paragraph reference</b>	<b>Amendment/addition</b>	<b>Rationale for amendment/ addition</b>
<b>New appendices</b>	New appendices may be added as a result of the CDR for example guidance on how to use programmatic assessment	
Appendix 1	<u>Generic grade descriptors</u> New descriptors for levels 4, 5 and 6 and revised descriptors for levels 3 and 7	
Appendix 7	<u>Models for mark adjustments</u>	

	Additional models for mark adjustment with guidance as to when to use each particular model and a template for reporting cases of adjustment to SPAB	
Appendix 8	<u>Feedback template</u> <b>Statement referring students to FEATS added in</b>	This is to reinforce the benefits of students engaging with FEATS

<b>Code of practice for personal tutoring</b>		
<b>Paragraph reference</b>	<b>Amendment/addition</b>	<b>Rationale for amendment/ addition</b>
Amendments as follows arising from the recommendations of the review of Personal Tutoring		
7	<u>Roles and responsibilities</u> <u>Heads of School/Department</u> ... <b>Heads of Departments/Schools are also responsible for assigning the role of Senior Personal Tutor to a member of academic staff. The role can be assigned to any member of academic staff, including the Director of Learning and Teaching</b>	
8	<del>Directors of Learning and Teaching are responsible to the Head of School/Department. They also have a responsibility to the Associate Dean (Learning and Teaching) for all aspects relating to the academic portfolio. The Directors of Learning and Teaching have overall responsibility for overseeing and co-ordinating the efficient organisation and management of all teaching, quality and associated duties including liaising with the relevant members of teaching teams on matters relating to the personal tutoring system and student development activities. They</del> <b>Senior Personal Tutors</b> are responsible for ensuring the School/Department is aware of the support made available to students by central support services, for ensuring that the personal tutoring system is well communicated to students and staff, and for monitoring the personal tutoring system and sharing good practice where appropriate. The <del>Directors of Learning and Teaching can feed issues or good practice into the Student Experience Sub-committee through the Faculty representatives.</del>	
9	<del>The Associate Dean (Learning and Teaching) will ensure that any issues and/or good practices in relation to personal tutoring are reported to the University Learning and Teaching Committee and that there is a communication channel between the Directors of Learning and Teaching, through Faculty Learning and Teaching Committees, and the Personal Tutors</del>	
12	<b>Re-phrased</b> Whilst information will be provided from a variety of sources, Senior Personal Tutors will be responsible for ensuring that Personal Tutors receive appropriate training and information to support their role, Academic Registry will be responsible for providing up-to-date guidance to help in the delivery of pastoral support, and Disability and Neurodiversity will be responsible for providing up-to-date guidance on supporting dyslexic and disabled students	
25	<b>... Emerging patterns of non-attendance / non-engagement will be drawn to the attention of the Year Tutor, Programme Leader and/or Director of Learning and Teaching as appropriate</b>	
30	<u>Procedure</u>	

	<p><b>Re-phrased</b> The Senior Personal Tutors' Forum will facilitate communication between Senior Personal Tutors and central support services. The Forum will also provide the opportunity for Senior Personal Tutors to share good practice and to facilitate the on-going development of the personal tutoring system and associated resources. The Forum will be chaired by an elected Senior Personal Tutor and will provide reports on its activities to the University Learning and Teaching Committee</p>
31	<p><del>The University will provide appropriate information and training to support the role of Personal Tutor, as part of its induction programme for newly-appointed academic staff, and through appropriate continuing staff development. It is mandatory that all Personal Tutors attend training before taking on the role</del></p>
33	<p><u>Monitoring and review</u> <del>... A summary of good practice and issues common across the Faculties will be presented by the Associate Deans (Learning and Teaching) for reporting to the relevant committees (see paragraph 34 below</del></p>
32	<p>...Faculty Learning and Teaching Committees will also ensure that good practice identified is shared across the Faculty, or across the institution where appropriate, through the University Learning and Teaching Committee <b>or the Senior Personal Tutor's Forum</b></p>

#### Code of practice for postgraduate researchers who support teaching

Paragraph reference	Amendment/addition	Rationale for amendment/ addition
	Students on an MRes programme that is the initial stage of a PhD can be treated as PGR students in terms of demonstrating/teaching duties	

#### Code of practice for collaborative provision

Paragraph reference	Amendment/addition	Rationale for amendment/ addition
	See Appendix 2 for principles for dual/double degrees and Appendix 3 for process flow diagrams	

Technical amendments only have been made to the following Codes of practice:

- Code of practice for the approval of new PhD and MD programmes
- Code of practice for annual programme review: taught programmes
- Code of practice for annual programme review: postgraduate research programmes
- Code of practice for the recognition of prior learning and prior credit: taught programmes
- Code of practice for external examining: taught programmes
- Code of practice for research degrees
- Code of practice for student engagement
- Code of practice for Professional Training
- Code of practice for Moderators within the Associated Institutions of the University
- Code of practice for Associate Tutors, Guest Speakers and Visiting Academics involved in teaching



### Employability Forum

#### Terms of reference

To Employability Forum will drive the strategic development of employability across all areas of the University, both within academic and professional service areas. The Forum will be led by a senior member of the University and aims to support the evaluation and further improvements for employability, including Professional Training and its strategic development. The Forum will further champion the importance of employability as a partnership between the Employability and Careers team, professional services and academic Schools/Departments.

1. To oversee and contribute to the development of a university-wide Employability Strategy.
2. To ratify and oversee the implementation of the Employability Strategy.
3. To provide strategic leadership and outreach of the Employability and Careers team with academic Schools/Departments.
4. To monitor the development and implementation of the Surrey Graduate Attributes Framework.
5. To analyse and monitor key data on employability at an institutional, Faculty and School/Department level, specifically; Professional Training Year (PTY) improvements, graduate outcomes and the increased emphasis on employability within the TEF and further move towards Subject Level TEF.

#### Membership

Membership will consist of representation from the following areas of the University:

- Vice-Provost (Education)
- Chief Student Officer
- Strategic Planning
- Employability and Careers
- Faculty Senior PTY Tutors
- Associate Deans (Learning and Teaching)
- Directors of Learning and Teaching
- Student Progression and Learning Gain
- Widening Participation and Outreach
- Department of Higher Education
- Department of Technology Enhanced Learning
- Quality Enhancement and Standards
- Advancement
- Library and Learning Support Services
- Student Enterprise
- Student Services
- Global Engagement
- Doctoral College
- Students' Union



## **Sub-groups**

There may be occasion to undertake additional sub-groups to complete a specific piece of work. Any formed sub-groups will report to the Employability Forum, who will agree and lead on the strategic direction of the activity being undertaken.

A sub-group of the Forum for PTY will consist of Faculty Senior PTY Tutors, Head of European and International Mobility, PT Manager and Head of Employability and Careers. The sub-group will meet to consider matters regarding the oversight and management of Professional Training and will report to the Employability Forum.

The focus of the group will be to;

1. To review and support the coordination and administration needed for Professional Training.
2. To support the development of good practice across the faculties and make recommendations to improve Professional Training within faculties and across the institution as a whole.
3. To keep abreast of national and international developments with regard to placements, careers and employability to ensure that the Professional Training community and the University as a whole remain at the forefront of developments.

## **Frequency of meetings**

The Employability Form will normally meet three times a year – October, February and June, except at the discretion of the Chair, who may call additional meetings or meetings of sub-groups for specific projects.

## **Reports to**

Executive Board for management, financial and operational matters  
University Learning and Teaching Committee for matters affecting University regulations, quality assurance, teaching and learning and the student experience

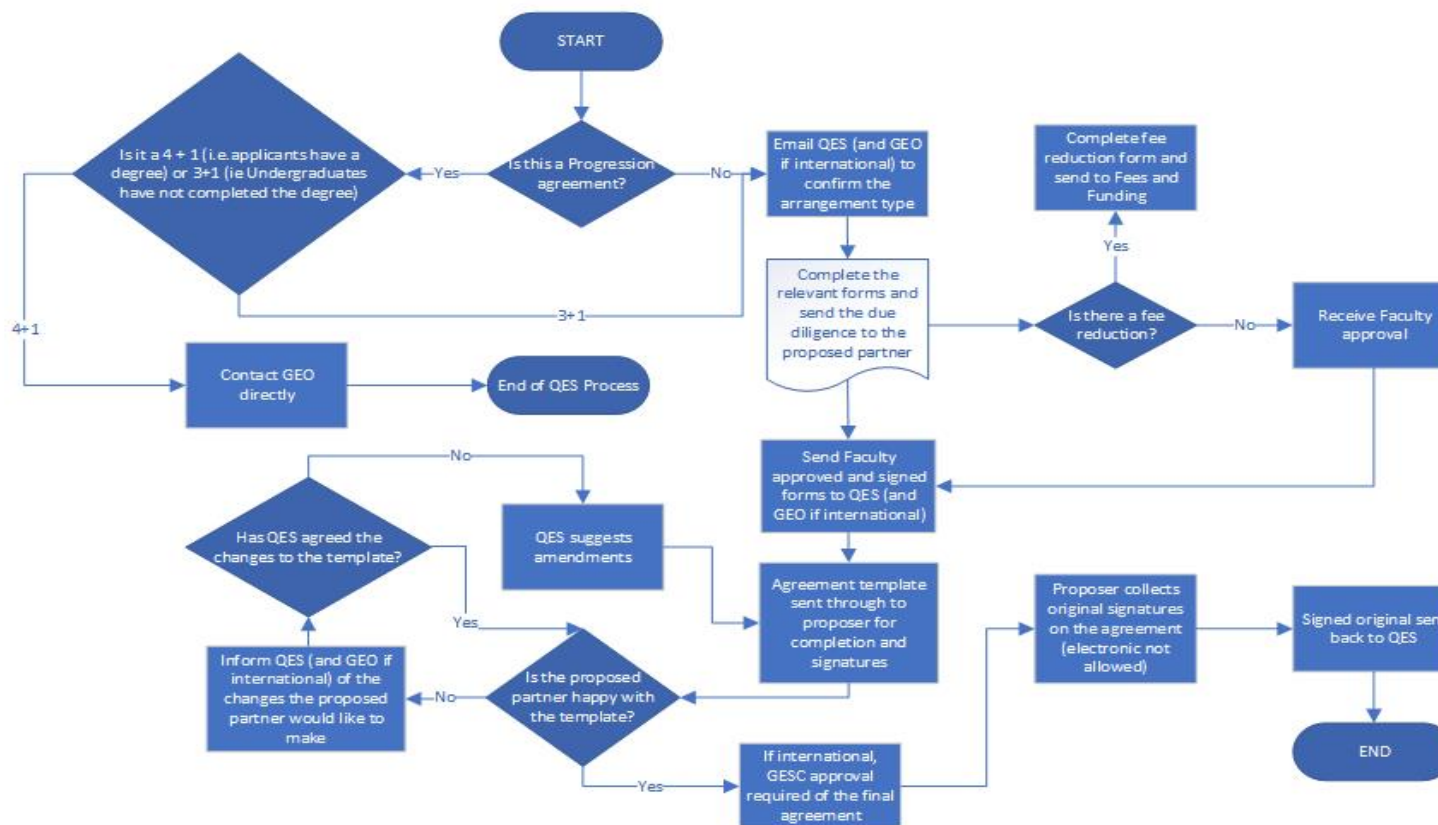
### Code of practice for collaborative provision – proposed key principles for dual/double degrees

1. Dual/Double degrees provide potential for students to receive an extra level of experience from the time as a student at the University. They are considered high risk, and therefore have a set of principles in order to ensure that the University's academic standards are maintained and that students receive the best level of experience from their programme. These principles need to be fulfilled for the proposal to be considered and approved.
2. The proposed partner should be:
  - strategically beneficial for the University
  - a leading research institution
  - international rather than UK
  - legally empowered to award a dual/double degree
3. Proposed dual/double degrees should:
  - be in areas that complement the research and disciplines within the University
  - be with an institution with which there is already a strong partnership unless there is a strong strategic reason to embark upon the arrangement with a new institution
  - involve cohorts rather than individual students
4. The minimum amount of time spent at each party for a dual/double degree should be:
  - 12 months for undergraduate programmes
  - one semester for postgraduate taught programmes
  - 18 months for postgraduate research programmes
5. Proposals for new dual/double degrees will be considered as part of the validation process. Amendment of an existing programme to also be offered in a dual/double mode will need to go through the programme modification process.

Code of practice for collaborative provision – flow diagrams

Low Risk Arrangements – UK and International

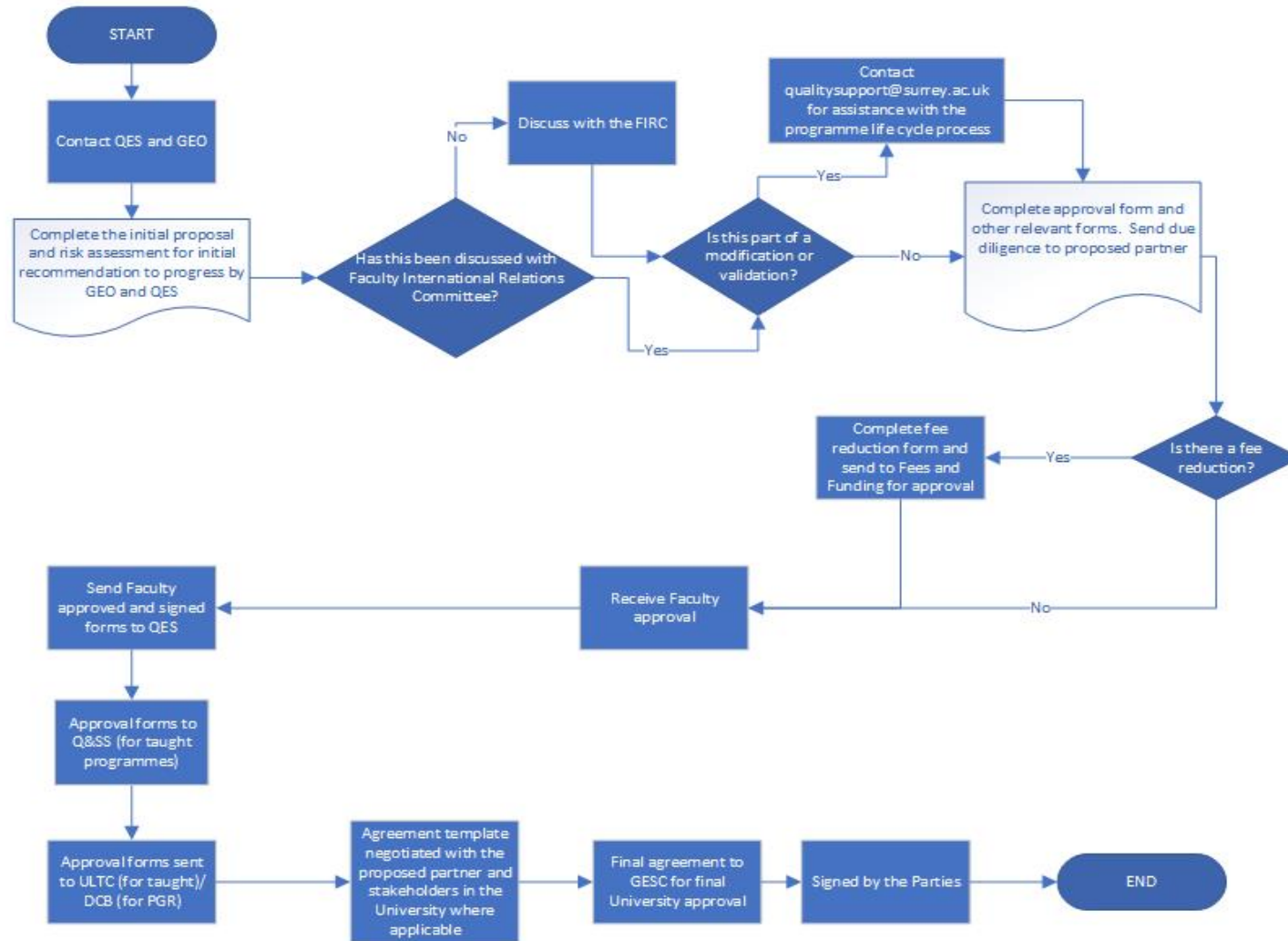
Academic Year 2019/2020



PLEASE NOTE: If international, please include GEO in all correspondence to QES

# Medium to High Risk International Arrangements

Academic Year 2019/2020



# Medium to High Risk UK Arrangements

Academic Year 2019/2020

