

A summary of amendments to Codes of practice for 2022/23

(for approval by University Education Committee, 4th October 2022)

1. This summary lists the key amendments and additions to the Codes of practice (Part C of the Quality Framework) for 2022/23, submitted to approval by University Education Committee on 04/10/2022. Technical amendments will be made as required, for example to reflect any changes to role titles/structures/committees or re-wording for clarity and are not listed here.
2. The academic governance structure of the *Code of practice for academic governance* has been updated to include three new groups: Access Group, Student Success Group and Progression Group. These groups have a dual reporting structure, including to the University Education Committee and Access and Participation Governance Panel. From 2022/23, all appendices of this Code of practice that include terms of reference and membership lists, are removed from the Code and published separately on the Quality Framework website to ensure a more direct access to this information and also a more efficient update mechanism.
3. Changes to the *Code of practice for assessment and feedback* include the revised requirement relating to English language proficiency and updated Grade Descriptors to reflect this change. The University is committed to meeting the Condition B4: Assessment and awards of the Office for Students' (OfS) regulatory framework that requires providers "to have academic regulations in place for the effective assessment of proficiency in English, which appropriately reflect the level and content of each higher education course"¹.

There are two exceptions to this requirement, including where assessment is set in a language other than English. Another exception is where it is strictly necessary to comply with obligations under the Equality Act 2010 relating to discrimination and therefore it is not possible to comply with both sets of obligations. The OfS's views on the importance of the assessment of English language proficiency for students from all backgrounds and in relation to the wider public interest require that a provider must put forward compelling evidence and reasoning on matters of law to explain why this exception was required. Such evidence should go beyond articulating potential legal concerns or matters.

4. Changes to the *Code of practice for research degrees* reflect the current practice in relation to the way how the University holds student files (only electronically), as well as the approval/appointment of collaborative supervisors (which is no longer through the Academic Quality Services) processes and the format of the thesis (electronic only).
5. Changes to the *Code of practice for student learning analytics* include removing reference to gathering information from MySurrey Engagement from social media and qualifying the access to information for Office for Student Appeals, Complaints and Regulation (OSCAR).
6. A summary of changes to the *Code of practice for personal tutoring* include:
 - Referencing MySurrey Engagement for recording, meeting notes, referrals and signposts for students
 - Changes to the personal tutoring process moving from a one meeting per student per semester to an initial group meeting, followed by individual meetings based on student engagement.
 - Removal of referencing to SITS to record meeting notes

¹ Further information about changes to this requirement could be found in the [OfS' Summary of amendments to proposed quality and standards conditions following consultation](#), released in May 2022.

New text is shown in **bold**, deletions in ~~strike through~~

| <u>Code of practice for academic governance</u> | | |
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| Reference | Amendment/addition | Rationale for amendment/ addition |
| Removal of all appendices which are now published separately on the Quality Framework website, alongside the Code of practice. This will ensure that relevant information about terms of references for various committees and groups can be updated more efficiently and accessed directly. | | |
| Section 2 | A revised diagram of the committee structure | The Access and Participation Advisory Group that had a dotted reporting line to UEC is now replaced by Access Group, Student Success Group and Progression Group. |
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| <u>Code of practice for assessment and feedback</u> | | |
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| Paragraph | Amendment/addition | Rationale for amendment/ addition |
| 10 | <p>The University is fully committed to meeting the E expectations and C core and C common practices as set out in the QAA UK Quality Code for higher education and the Office for Students' (OfS) Condition B4: Assessment and awards requirements for ongoing registration, that came into effect from 1st May 2022, to ensure that:</p> <ul style="list-style-type: none"> • students are assessed effectively; • each assessment is valid and reliable; • academic regulations are designed to ensure that relevant awards are credible; • academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a way which | To reflect the OfS' revised conditions on quality and standards (particularly, B4: Assessment and awards), See an amendment to the regulatory framework titled ' The quality and standards conditions ' |

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| | <p>appropriately reflects the level and content of the course; and</p> <ul style="list-style-type: none"> relevant awards granted to students are credible at the point of being granted and when compared to those granted previously | |
| Appendix 1 | All Grade descriptors for FHEQ Levels 3-7 have been updated to reflect the OfS' English language proficiency requirement | To meet the OfS' English language proficiency requirement that a provider should be able to demonstrate that it has regulations in place for assessing English language proficiency both at a provider level and at a subject level and that these regulations cover all of its courses. |
| New Appendix 2 | This Appendix includes common descriptions of the four main degree outcome classifications for bachelor's degrees with honours - 1st, 2.1, 2.2 and 3rd (based on Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees) | To comply with the OfS' revised Quality and Standards ongoing conditions of registration B1, B2, B4 and B5 and new conditions B7 and B8, that came into effect from 1 May 2022 |

Code of practice for personal tutoring

| Reference | Amendment/addition | Rationale for amendment/ addition |
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| Table 1 | Added signposting and referenced MySurrey Engagement | Reflects target platform |
| Item 14, 15, 18, 19 & 23 | Meetings of personal tutors with their tutees: Change paragraphs to reflect new approach | Describes the new approach |
| Item 16 | Replaced Surrey Self Service with MySurrey Engagement | Describes the new approach |
| Appendix 2 | Student Induction Added MySurrey Engagement | Include the new platform in the student induction |

Code of practice for professional training

| Reference | Amendment/addition | Rationale for amendment/ addition |
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| section 33 | <i>Removed reference to Emergency Covid-19 Regulations pertaining to temporary lowering of working hours threshold for Extenuating Circumstances requests</i> | Placements are no longer being delayed, cancelled, or shortened beyond the volume seen in normal circumstances. Working practices have also shifted to hybrid working, and our definition of an acceptable placement has been updated to reflect this. |
| Appendix 6 | Placement Agreement replaced with updated version | The updated agreement includes reference to our commitment to equality, diversity and inclusion, as well as our data sharing agreement. |

| <u>Code of practice for research degrees</u> | | |
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| Reference | Amendment/addition | Rationale for amendment/addition |
| 10 | Student files will be held electronically and contain information relating to the student's background, any relevant personal problems and academic performance (for example six monthly review forms). Files must be secure and should be available only to relevant academic staff and other authorised personnel in particular the supervisors, the Postgraduate Research Director, Associate Dean (Doctoral College) and the Pro- Vice-Chancellor, Executive Dean of Faculty. Any data must conform to the requirements of the General Data Protection Regulations. Consideration should be given as to how long the Faculty should maintain all or part of these records, for example to enable references to be provided for students in the future or for further contact purposes | Changes relate to how we hold student files (only electronically) |
| 28 | While the principal supervisor remains ultimately responsible for the overall direction and development of the student's programme of study and research, if the student is based in another location for some, or all, of their research project the collaborative supervisor is responsible for providing to the student immediate and continuous supervisory guidance where the research is being undertaken. In the case of collaborative co-supervision, the collaborative supervisor would fulfil the same responsibilities as a co-supervisor. Contact the Doctoral College for | Changes relate to how we approve/appoint collaborative supervisors which is no longer through the Academic Quality Services |

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| | information on the approval process for collaborative supervisors. See the Code of practice for collaborative provision for information on the approval process for collaborative arrangements. | |
| 88 | The candidate is responsible for submitting to the Research Degrees Office an electronic copy copies of the thesis in the form prescribed by the Regulations for research degrees for examination purposes. The Office will arrange for the thesis copies to be sent to the examiners | Changes relate to the electronic format of the thesis |

| <u>Code of practice for student engagement</u> | | |
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| Reference paragraph | Amendment/addition | Rationale for amendment/ addition |
| 8 | General expectations Attendance policy requirements University regulations require all students to participate fully in the work of their programme. It is therefore expected that students will attend all teaching sessions (including lectures, tutorials, labs, seminars, workshops, etc) that are on their timetable as well as ensuring they participate in assessment. Not engaging sufficiently in the programme of study places students' educational experience at risk and could lead to their programme registration being terminated for lack of academic progress. | This amendment was approved by the University Education Committee in order to align the Code of practice with the University expectations for student attendance as presented in the attendance policy/requirements on MySurrey: https://my.surrey.ac.uk/help/attendance-policy) |
| 9 | The Student Staff Partnership Manifesto outlines the general expectation that all students should engage enthusiastically in the educational experience provided by the University | As above |
| 10 | Students who are subject to Home Office rules should be aware that their engagement with their studies is monitored to ensure they are complying with the terms of their visa (see p.17 below). | As above |
| 26 | Inserted paragraph 26 re. Head Reps | Required to accurately reflect changes to the Course Rep scheme approved during the 2021/22 academic year via |

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| | | University Education Committee |
| 27 | Inserted reference to Appendix 2 | To explain the inclusion of Appendix 2 and to reflect current process regarding removal of Course Reps |
| 37 | Minor edits | To accurately refer to correct Appendix |
| Appendix 1 | <p>Edited title and contents of Appendix 1</p> <ul style="list-style-type: none"> - To allow for inclusion of Head Rep role within this appendix - Replaced previous role description images with updated images - Included Head Rep role description image | As above |
| Appendix 3 | <p>Edited contents of Appendix 3</p> <ul style="list-style-type: none"> - Edit in section 2 for clarity - Edit in section 3 to reflect current practice - Added section 5 to reflect HEAR inclusion requirements for Head Reps - Edit in “review process” for accuracy | As above |

| <u>Code of practice for student learning analytics</u> | | |
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| Reference | Amendment/addition | Rationale for amendment/addition |
| 29 2 nd bullet point | Added to “or provide feedback on progress made” | Feedback may be positive as well as constructive |
| 29 4 th bullet point | Added “may make a request for information to support” | Direct access is only provided to academics providing support to the student. |
| Appendix 1 | Replaced engagement scores with engagement rating | To reflect more accurately the information provided |

| <u>Code of practice for temporary and permanent withdrawals: taught programmes</u> | | |
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| Reference | Amendment/addition | Rationale for amendment/addition |
| Technical changes to update references to the Tier 4 Visa to “Student Visa” | | |
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