

Introduction to the Quality Framework

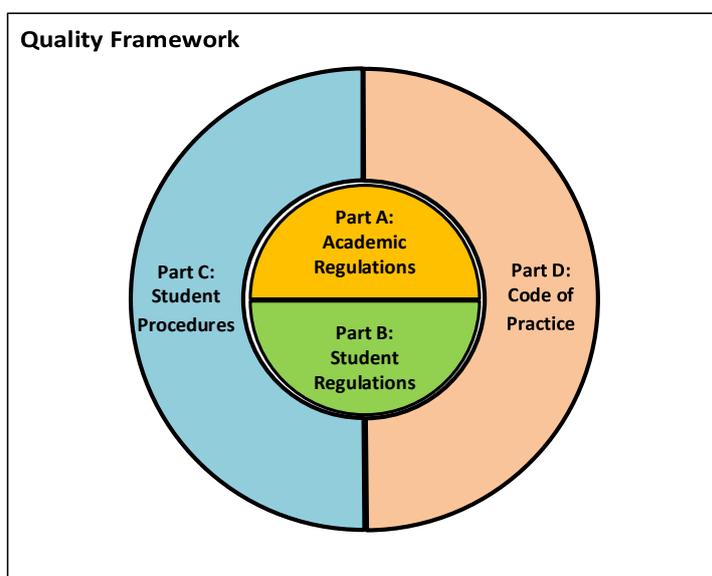
Academic year 2025/26

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Scope and definitions

1. This 'Introduction to the Quality Framework' provides an overview of the responsibilities, definitions and operating practices relating to the Quality Framework. Senate maintains responsibility for the approval of this document.
2. The University Quality Framework consists of the following sections which are summarised later in this document:
 - Part A – [Academic regulations](#)
 - Part B – [Student regulations](#)
 - Part C – [Student procedures](#)
 - Part D – [Codes of practice](#)



Key Responsibilities

3. The University Quality Framework is overseen by Senate in accordance with [Senate Governance](#), and may be amended from time to time by Senate on the advice of its sub-committees.
4. The Council oversees the University Scheme of Delegation which provides details on where responsibility for areas of academic policy and governance reside. Committee terms of reference are updated to ensure appropriate coverage of responsibilities.
5. The Directorate of Academic Performance, Quality and Governance supports the ongoing development and enhancement of the University's Quality Framework. In doing so it liaises closely with the owners of each individual document and can provide advice on the implementation of the Framework. The Directorate of Academic Performance, Quality and Governance also ensures timely publication of the Quality Framework as amendments are made.
6. In consultation with executive post holders the Directorate of Academic Performance, Quality and Governance assigns an appropriate owner to each document within the Quality Framework. Document Owners are expected to undertake regular reviews of regulations, policy, procedure and guidelines to ensure these are aligned with internal

and external expectations. In doing so, the Document Owner is expected to ensure approval is sought from the necessary governance structures.

7. New or amended *Regulations* which are approved by Senate during an academic year will be published in the *Regulations* for the following academic year.
8. Pro-Vice-Chancellors, Executive Deans of Faculty have operational responsibility for ensuring that the University's Quality Framework 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. Pro-Vice-Chancellors, Executive Deans of Faculty delegate aspects of their operational responsibilities in these matters to individuals and committees they nominate.
9. Throughout these *Regulations* the term 'Pro-Vice-Chancellor, Executive Dean of Faculty' is to be read as meaning the Pro-Vice-Chancellors, Executive Deans of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The terms Chief Student Officer, Director of Academic Performance, Quality and Governance, Associate Director, Student and Academic Administration and Head of OSCAR should be read likewise.
10. For the purposes of the Quality Framework the term 'academic staff' will be taken to mean all persons holding appointments as Professors, Readers/Associate Professors, Senior Lecturers, Lecturers, Professors in Practice, Professorial Teaching Fellows, Principal Teaching Fellows, Senior Teaching Fellows or Teaching Fellows.

Principles for the management of the Quality Framework

11. The University of Surrey is committed to the continuing development of its Quality Framework in line with a number of key principles, set out below.
12. The University treats those who are subject to its *Regulations, Student procedures and Codes of practice* fairly and reasonably. This involves ensuring that students studying with the University, and for its awards with its AIs, are treated even-handedly, so that students across the University, in the AIs and studying with partners and at a distance who have similar circumstances, will be treated comparably.
13. Fairness and reasonableness also involves the University:
 - Using plain language in setting out its *Regulations, Procedures and Codes of practice* as an aid to transparency
 - Keeping the use of technical terms to a minimum consistent with the requirements of accuracy and certainty of meaning
 - Providing guidance and advice for students and staff on how its *Regulations, Procedures and Codes of practice* are to be applied, and training and updating for University staff applying the Quality Framework and members of the University of Surrey Students' Union or its staff who advise students
 - Making decisions that are governed by the regulations in a way that is timely and proportionate to the seriousness of the consequences for those affected.
14. The University ensures that its Quality Framework is proportionate to its requirements and no more extensive than it needs to be. For that reason, the individual *Regulations, Procedures and Codes of practices* do not cover every possible set of circumstances that students and staff are likely to encounter. They do, however, set out a sufficient framework under which they have been developed and approved. For exceptional cases and novel situations, the University expects that its academic staff and professional administrators will seek advice from the Head of Academic Policy and

Governance, Directorate of Academic Performance, Quality and Governance in order to correctly apply the principles¹.

15. In line with the [Senate Governance](#), the appropriate committees must consider changes to the documents within the Quality Framework. This ensures appropriate levels of scrutiny are applied and facilitates engagement from stakeholders including the academic community, professional services staff and student representatives.
16. Changes can be progressed through approval processes as required in response to changing contextual factors or external requirements. Document owners should progress a periodic review of each document at least every three-four years and take appropriate steps to engage with the academic community and students in line with the Staff/Student Partnership Manifesto.² The Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance will maintain a schedule of these periodic reviews. Document owners are encouraged not to progress amendments in-between periodic reviews to maintain regulatory stability to the greatest extent possible.
17. Document owners will be asked to confirm the relevant documents ahead of each academic year prior to publication. Very minor operational or technical changes may be made as part of the annual update exercise. If there is doubt as to whether a change is sufficiently minor the appropriate committee should be asked to approve the proposed change. Advice should be sought from the Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance where this doubt arises.

Exceptions to the Quality Framework

18. Exceptions to the Quality Framework can be agreed on a case-by-case basis. Many of the University's programmes receive accreditation by Professional, Statutory and Regulatory Bodies (PSRBs). There may be occasions when the requirements of a PSRB for accreditation do not accord with the University Quality Framework. Such cases may become apparent during validation of a new programme or when a PSRB revises its own frameworks.
19. Where an exception is required, the programme team should liaise with the Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance to seek further advice and guidance on the process. Where applicable, a proposal will be submitted for consideration/approval by the University Education Committee (UEC) via its Regulations Sub-committee (RSC). In cases of PSRB-related exceptions to regulations, UEC makes a recommendation to Senate to agree to meet the PSRB's requirements.
20. Where Senate agreed to meet exceptions to University regulations based on specific PSRB's requirements, the Senate agreement is published on the [Quality Framework website](#)³, the relevant programme specification and is recorded in Senate minutes.

Awards of the University

21. The awards made by the University are listed in Appendix 1. Where the introduction of an award not on the following list is proposed, advice should first be sought from the Directorate of Academic Performance, Quality and Governance.

¹ E-mail: regulations@surrey.ac.uk

² <https://policies.surrey.ac.uk/>

³ <https://www.surrey.ac.uk/quality-framework>

Part A – Academic regulations

22. Academic regulations are approved by Senate and apply to all students registered for an award of the University of Surrey and registered as a University of Surrey student and to students studying on programmes validated by the University at its Accredited and Associated Institutes (AIs).
23. In relation to programmes of study, 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. Where this is the case, it should be made very clear at the point of approval so that appropriate oversight is maintained.
24. The full list of *Academic regulations* and their summary descriptions are as below:

[A0 Regulations for the Foundation Year programme](#)

- These regulations apply to foundation year (FHEQ Level 3) students that, upon completion, will not lead to an award of the University but does allow progression to a number of undergraduate degree programmes (PSRB restrictions may apply to progression requirements). This foundation year programme can be studied part-time but usually consists of 120 credits distributed evenly over one year.

[A1 Regulations for taught programmes](#): CertHe, DipHE, Foundation degree, Bachelor's, Integrated Master's, Graduate Certificate, Graduate Diploma, PGCE, PGCert, PGDip, Master's

- These regulations apply to taught programmes of study (FHEQ Levels 4-7) and covers the following sections: programmes and awards, admission, registration, academic study and progression, and assessment and re-assessment. A list of all University awards can be found in Appendix 2 of this document. All programmes have the option to offer a Professional Training Year, unless there are any PSRB requirements that would prohibit this – see the *Code of practice for professional training* for more details.

[A2 Regulations for research degrees](#): Master of Philosophy (MPhil), Doctor of Philosophy (PhD), Doctor of Medicine (MD), Doctor of Engineering (EngD), Doctor of Psychology (PsychD), Doctor of Philosophy (PhD) by Prior Publication

- These regulations apply to research degrees (FHEQ Level 8) and should be read in conjunction with the University of Surrey's *Code of practice for research degrees*. In most cases, the applicant will need to hold a relevant degree in order to be admitted to a programme of research, study, or practice, unless the applicant holds qualifications/experience deemed appropriate by the Pro-Vice-Chancellor, Executive Dean of Faculty. A student pursuing any of these degrees may not simultaneously register for another award at this or any other University, except in specific scenarios.

[A3 Regulations for higher doctorates](#): Doctor of Letters (DLitt), Doctor of Science (DSc)

- These regulations apply to higher doctorates at a higher level than any qualifications included in the FHEQ, and are not covered by the UK Quality Code for Higher Education. These are awarded on the basis of a submission of research-based work to those who demonstrate a command over a field of study and make a sustained contribution to understanding within that field. Further criteria for eligibility and applications can be found in the regulations.

[A4 Regulations for academic dress of the University](#)

- These regulations cover the formal dress code per degree at the University of Surrey.

[A5 Force Majeure contingency regulatory arrangements for taught programmes](#)

- ‘Force Majeure’ are acts, events or circumstances beyond the reasonable control of the University. In the event of Force Majeure, it may be necessary to implement contingency arrangements found here to minimise the impact of these events or circumstances on the students as far as is reasonably possible. This may take precedence over the *Regulations for taught programmes*, among other regulations and Codes of practice.

Part B – Student regulations

25. Student regulations are approved by Senate and apply to all students registered as University of Surrey students. Particular sections may also apply to students studying on programmes validated by the University at its AIs and to students registered with another organisation operating in collaboration with the University and using University facilities. The relevance of each section to such students will be indicated in the individual section.
26. The full list of Student Regulations and their summary descriptions are as below:

[B1 Regulations for extenuating circumstances](#)

- These regulations apply to students registered on the Foundation Year and on award-bearing programmes, as well as those registered with one of the University’s Associated and Accredited Institutions (AIs) to receive an award of the University, and those registered to study for the award of academic credit delivered by the University. The document includes a flowchart showing the process by which students submit extenuating circumstances via Student Self-Serve, as well as an explanation and examples of valid grounds and evidence.

[B2 Regulations for academic misconduct](#)

- These regulations outline the definitions of academic misconduct for all students, past and present, that they apply to, and provides links to support services on campus for students subject to academic misconduct proceedings. Appeals are not covered in these regulations, as that is the subject of B2.1, however it does include a clear explanation of the process of

academic judgement and various definitions for different forms of academic misconduct.

B2.1 Regulations for academic misconduct – appeals

- These regulations explain how to make an appeal against the findings and outcomes of an academic misconduct process, and how the decision, if the appeal is approved, is reassessed. There must be sufficient evidence that there are grounds for appeal, and in some circumstances the University may not consider an appeal.

B3 Student disciplinary regulations

- These regulations include information about misconduct, the penalties of any outcomes, the process of appeals, and legal representation. They may apply to students who are no longer registered, but do not apply to students (past or present) registered with one of the University's Associated and Accredited Institutions (AIs) to study for an award of the University of Surrey. The burden of proof is on the University for the primary process, then on the student in the event of an appeal.

B4 Regulations for academic appeals

- These regulations include the University's definition of an academic appeal, as well as the difference between an academic appeal and a complaint (the procedure for complaints is linked in the regulations). It applies to students registered on the Foundation Year and on award-bearing programmes and those studying for an award of academic credit of the University, students registered with one of the University's Associated and Accredited Institutions (AIs), and former students (provided they appeal within 10 University working days of the decision). It also fully outlines the two stages of making an appeal, and how to seek advice and support from the Students' Union.

B5 Regulations for support to study

- These regulations cover the University's definition of 'fitness to study' (with a link to the regulations for fitness to practise), what a Managed Support Plan is, information about 'trigger events', and referral by an Authorised Person. These regulations do not apply to students registered with one of the University's Associated and Accredited Institutions (AIs). The regulations also include information about Support to Study Panels.

B6 Regulations for fitness to practise

- These regulations only apply to students on programmes of study that require them to undertake a period of clinical and/or professional experience which leads to eligibility to apply for Registration with a Registration Body, unless the student is required to already be Registered. A list of the Registration Bodies that work with the University is included, as is a definition of professional behaviour, concerns regarding fitness to practice that may be raised, and the process of an investigation into a student's fitness to practice.

Part C – Student Procedures

27. *Student procedures* are approved by the appropriate Senate sub-committee as determined in the *Senate governance*. Procedures provide operational details for how a specific process should be implemented. Procedures should be followed but may provide some scope for local application. Where this is the case, the scope for local application should be detailed in the Procedure.
28. The full list of Student Procedures and their summary descriptions are as below:

[C1 Procedure for complaints](#)

- This document begins with a flowchart outlining the three stages of the complaint procedure. If the student is registered with one of the University's Associated and Accredited Institutions (AIs), they should first pursue a complaint through the procedures of that institution but may be dealt with under this procedure starting at Stage Two. Former students should also start at Stage Two. There are some areas in which these procedures do not apply.

[C2 Procedure for hearings by Panels](#)

- These procedures provide a framework for the conduct of Panel hearings, including reasonable adjustments, Panel procedures, support for students, submission of evidence, and records of Panel hearings. In exceptional circumstances, the procedures set out in the regulations may be amended or adjusted where it is found to be appropriate.

[C3 Procedure for Managed Exclusion Orders](#)

- A Managed Exclusion Order (MEO) is a way of managing a student's access to the University. This does not signify a view on the part of the University that the student has committed an alleged offence, and will be in the student's interest, although the student does have the right to appeal the imposition of an MEO. These procedures do *not* apply to students registered with one of the University's Associated and Accredited Institutions (AIs), or to students on distance learning programmes at partner institutions located outside of the UK.

[C4 Procedure for awarding aegrotat and posthumous degrees awards](#)

- These procedures first cover the circumstances and process of awarding an aegrotat degree, then the same for posthumous degrees. This is to be referred to alongside the regulations for taught programmes (A1) and regulations for research degrees (A2). Both of these degrees are unclassified/ungraded, except in certain situations with aegrotat degrees.

[C5 Procedure for managing behaviour in respect to Student Regulations and Procedures](#)

- These procedures apply to everyone who interacts or communicates with the University, including students and their supporters. This covers all Student regulations and Procedures, as well as the admissions complaints procedure, and includes examples of negative actions or behaviour and the University's approach to managing said behaviour.

C6 Procedure for Expulsions and Criminal Convictions

- This procedure is to clearly define the University's processes regarding the declaration of Expulsions from Educational Institutions and Criminal Convictions by both University Applicants and Students. This applies to all University Applicants and Students. Being expelled by an Educational Institution or having a Criminal Conviction(s) will not usually prevent an Applicant from gaining admission to the University, however a failure to disclose any Expulsions or Criminal Conviction(s) will be taken seriously. More information can be found in the document.

C7 Attendance and Engagement Procedure

- This procedure applies to all University of Surrey students on taught or research degree awards, with some exceptions, and to sponsored students where UKVI legislation requires higher levels of engagement, but not to students registered with one of the University's Associated and Accredited Institutions. The principles in this procedure reflect the Student Staff Partnership Manifesto and additionally aims to outline how the University supports and records student attendance and engagement, the expectations for students, and more.

Part D – Codes of practice

29. *Codes of practice* are approved by the appropriate Senate sub-committee as determined in the *Senate governance*.⁴ *Codes of practice* provide a policy statement outlining how the University deals with a specific matter and provide operational details on how this is implemented in practice. *Codes of practice* are a combination of policy and procedure and can include guidance information related to the specific area. The *Code of practice* should be followed but may provide some scope for local application. Where this is the case, the scope for local application should be detailed in the *Code*.
30. The full list of the Codes of practice and their summary descriptions are as below:

Senate governance

- *Senate Governance* sets out how the University's academic governance works in relation to structure, function, and operation. Senate is the body where academic issues are debated and scrutinised, and has responsibility for oversight and assurance of the Academic Endeavour of the University. A diagram of the committees/sub-committees/panels under Senate is included.

Code of practice for Postgraduate Admissions

- The purpose of this *Code* is to ensure that the University is treating all applications fairly and according to the principles set out in the University Quality Framework. It is relevant to applicants applying to study a postgraduate degree at the University from the UK, EU, and overseas, but it does not cover applications to study pathway programmes offered by Study Group.

⁴ The one exception is the [Senate governance](#) which is approved by the Senate.

[Code of practice for Undergraduate Admissions](#)

- This *Code* is intended to provide information for applicants, their parents or advisors, and staff within the University on the key principles relevant to applications for undergraduate study, and explains the institutional, national, and legal context for the approach and operation of the admissions process. This is relevant to applicants applying to study a postgraduate degree at the University from the UK, EU, and overseas, but does not cover applications to study pathway programmes offered by Study Group.

[Code of practice for annual programme review: postgraduate research programmes](#)

- Unless a Professional, Regulatory and Statutory Body (PSRB) requirement dictates a specific format, postgraduate research degree programmes will be reviewed annually through two methods: enhancement-oriented action plans created using data collected and analysed through the annual PRES survey; and a list of active programmes with registration data compiled and reported to the Doctoral College Board on an annual basis. This information can be found at the bottom of the page at surrey.ac.uk/quality-framework/codes-practice and in the *code of practice for research degrees*.

[Code of practice for assessment and feedback](#)

- This *Code* covers all undergraduate and taught programmes that lead to an award of the University of Surrey, including University validated programmes at the Associated and Accredited Institutions (AIs), as well as credit-bearing elements of integrated PhD programmes and Foundation Year programmes facilitating entry onto undergraduate degree programmes. Marks or grades resulting from exercising academic judgement within the context of each discipline will be dealt with consistently within the University's standardised procedures set out here.

[Code of practice for continuous enhancement review: taught programmes](#)

- This *Code* applies to all taught programmes at the University of Surrey and its Associated and Accredited Institutions (AIs) which lead to University awards as described in the regulations for taught programmes and the foundation year. It also includes definitions for Continuous Enhancement review (CER), Continuous Enhancement Plan (CEP), and Annual Programme Enhancement Review (APER), among other items (a procedure overview, roles and responsibilities, further guidance, etc.).

[Code of practice for associate tutors, guest speakers and visiting academics involved in teaching](#)

- This applies to any Associate Tutors, Guest Speakers, and Visiting Academics involved in the University's taught provision at both undergraduate and taught postgraduate levels. It establishes the principles underpinning the appointment and responsibilities of the relevant parties by setting out their responsibilities in relation to teaching activities.

[Code of practice for academic partnerships](#)

- This *Code* covers processes for establishing, managing, and overseeing academic partnership arrangements for all undergraduate, taught postgraduate, and postgraduate research programmes that lead to an award of the University of

Surrey. It additionally outlines the processes and procedures that effectively manage any academic partnerships and provides guidance on all types of academic partnership (with a focus on types D and E).

[Code of practice for external examining: taught programmes](#)

- This applies to all of the University's taught provision at both undergraduate and taught postgraduate levels, including provision within its Accredited Institution (AI) and other partnership arrangements leading to University of Surrey awards. This *Code* ensures that the system of assessment is fair, and sets out how national and University expectations concerning external examining are met.

[Code of practice for personal tutoring](#)

- The core purpose of personal tutoring is to support taught students' development and welfare through an ongoing personalised point of contact with the University. Each student should have an allocated Personal Tutor within the School to which their programme belongs, who will normally remain the same for the student's registration. This *Code* applies to all students on taught programmes of study leading to an award of the University of Surrey, including distance learning programmes, but not to students on University validated programmes at the Associated and Accredited Institutions (AIs).

[Code of practice for postgraduate researchers who support teaching](#)

- This *Code* applies to any postgraduate researchers involved in supporting teaching or demonstrating, including students who initially study on a MRes programme linked to a research degree programme. The primary purpose of this *Code* is to establish the principles on which postgraduate researchers will be used to support the teaching and learning of taught students, and to ensure that appropriate measures are in place to safeguard the postgraduate researchers and any students they may teach.

[Code of practice for professional training](#)

- This *Code* applies to new programmes which incorporate a Professional Training placement as a core element of programme provision, for the addition of Professional Training to an existing programme, and for the management and review of existing provision, as well as students who undertake Professional Training in the current academic year. It does *not* cover learning outside the University that is not a planned part of a programme, a requirement for meeting programme-learning outcomes, or which students have arranged for themselves. The *Code* sets out University requirements for Professional Training, and is underpinned by a risk-based approach and takes steps to ensure the quality of provision.

[Code of practice for programme life cycle processes](#)

- This *Code* applies to all of the University's undergraduate and taught postgraduate provision, as well as undergraduate and taught postgraduate programmes delivered by the University's Associated Institutions (AIs) that lead to an award of the University. It does *not* cover processes for continuous review, as those are covered in a separate *Code*.

[Code of practice for recognition of prior learning and prior credit: taught programmes](#)

- This *Code* applies to all taught programmes of study at the University of Surrey and its Associated and Accredited Institutions (AIs) which lead to University awards. The term “recognition” is used here to apply to all cases where applicants/students are able to demonstrate that they have previously achieved learning outcomes for either an individual module(s) or for a whole level(s) of study. There are two recognised forms of prior learning. Previously achieved UK/EU credit cannot be automatically transferred to any University of Surrey programmes (see regulations for taught programmes for more on this). This *Code* does not refer to other flexible learning pathways or to admissions processes allowing applicants to gain entry to a programme of study leading to a University of Surrey award.

[Code of practice for inclusive education](#)

- This *Code* applies to all programmes of study leading to an award of the University of Surrey, including distance learning/online programmes and University validated programmes at the Associated and Accredited Institutions (AIs). Principles covered in this *Code* are aligned with the University’s Vision 2041 goals and aspirations, as well as the goals outlined in the University’s Access and Participation Plan (APP) 2024-2029. Inclusive education aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.

[Code of practice for research degrees](#)

- This *Code* sets out the University of Surrey’s policy and procedural framework relating to research degrees to be read in conjunction with the regulations for research degrees. It aims to define a set of standard procedures and specific responsibilities using the academic supervision, administration, and assessment of research degrees for all Faculties within the University. The terms of reference and membership of School, Faculty and University committees which cover postgraduate research matters can be found in the *Senate Governance*.

[Code of practice for scheduling of teaching and assessment](#)

- This *Code* applies to the scheduling of the University’s teaching activity and assessment events at Foundation Year, undergraduate and taught postgraduate levels. It should be read in conjunction with the regulations for both taught and Foundation Year programmes, as well as the *codes of practice for assessment and feedback* and for *programme life cycles*. Also included is information on accommodations that can be made for disability and religious and cultural observance.

[Code of practice for student analytics](#)

- This *Code* aims to ensure that the University is transparent about the use of Learning Analytics so that students may understand what data is being collected, how it is being processed, and what the University does with the information. Specific information can be found in the *Code*.

[Code of practice for student voice](#)

- This *Code* has been informed by the Expectation and Core and Common practices in the QAA *Quality Code*, and outlines the principles of student engagement and how the University encourages students to take an active role in their university experience. This does not apply to students studying on University validated programmes at the Associated and Accredited Institutions (AIs). Please see *C7 – Attendance and Engagement Procedure* for more details on academic engagement.

[Code of practice for student withdrawal from programmes - temporary and permanent withdrawals: taught programmes](#)

- This *Code* applies to all of the University's taught provision at both undergraduate and taught postgraduate level, including programmes with an integrated foundation year, provision within Associated and Accredited Institutions (AIs), and other collaborative arrangements leading to University of Surrey awards. The temporary and permanent withdrawal principles are defined within the regulations for taught programmes. It is the responsibility of the student to notify the University at the point at which they intend to withdraw via Surrey Self-Service.

[Roles and Responsibilities for faculty staff involved in learning, teaching and postgraduate research student support](#)

- This document sets out role titles and descriptions for quality assurance and enhancement roles common to all Faculties, providing standardised terminology to describe these roles.

[Code of practice for intimate personal relationships](#)

- This *Code* applies to all members of the University of Surrey without exception and sets out the University's position in relation to intimate personal relationships between students and staff. In this case, an intimate personal relationship involves one or more of physical intimacy, romantic intimacy, and emotional intimacy.

Appendix 1 – Awards of the University

Taught awards at FHEQ⁵ level 4

- Certificate of Higher Education (CertHE)

Taught awards at FHEQ level 5

- Diploma of Higher Education (DipHE)
- Foundation degrees (Fd)
 - Foundation degree in Arts (FdA)
 - Foundation degree in Engineering (FdEng)
 - Foundation degree in Science (FdSc)
- Certificate in Education (CertEd)

Taught awards at FHEQ level 6

- Graduate Certificate (GradCert)
- Graduate Diploma (GradDip)
- Bachelor's degrees (Ord) (available as exit award only): BA, BSc, BEng, BMus, and LLB
- Bachelor's degrees with honours (Hons)
 - Bachelor of Arts (BA)
 - Bachelor of Engineering (BEng)
 - Bachelor of Laws (LLB)
 - Bachelor of Music (BMus)
 - Bachelor of Science (BSc)
- Professional Graduate Certificate in Education (PGCE)

Taught awards at FHEQ level 7

- First degrees - Integrated Master's degrees
 - Bachelor of Veterinary Medicine and Science (BVMSci)
 - Bachelor of Medicine, Bachelor of Surgery (BMBS)
 - Master of Business (MBus)
 - Master of Chemistry (MChem)
 - Master of Engineering (MEng)
 - Master of Mathematics (MMath)
 - Master of Osteopathic Medicine (MOst)
 - Master in Physics (MPhys)
 - Master in Science (MSci)
- Postgraduate Certificate (PGCert)
- Postgraduate Diploma (PGDip)
- Postgraduate Certificate in Education (PGCE)
- Master's degrees
 - Master of Arts (MA)
 - Master of Business Administration (MBA)
 - Master of Fine Arts (MFA)
 - Master of Laws (LLM)
 - Master of Music (MMus)
 - Master of Research (MRes)
 - Master of Science (MSc)
 - Master of Teaching (Dance) (MTD)

Research degrees at FHEQ level 7

⁵ [Framework for Higher Education Qualifications in England Wales and Northern Ireland](#)

- Master of Philosophy (MPhil)

Research degrees at FHEQ level 8

- Doctor of Business Administration (DBA)
- Doctor of Clinical Practice (DClinPrac)
- Doctor of Engineering (EngD)
- Doctor of Medicine (MD)
- Doctor of Philosophy (PhD)
- Doctor of Psychology (Psych D)

Higher doctorates

- Doctor of Letters (DLitt)
- Doctor of Science (DSc)