

Amendments to the Regulations for 2026/27

(approved by Senate in June 2026)

Each summer, the University is revising its academic and student regulations prior to the start of the new academic year. 2026/27 regulatory amendments were approved by Senate in June 2026 and published on the Quality Framework website: www.surrey.ac.uk/quality-framework.

This paper lists the main amendments to regulations for 2026/27. Technical amendments have been made as required, but these are not listed here. For example, technical amendments were made to reflect changes to role titles/ structures/committees or rewording for clarity.

Key changes to A1 Regulations for taught programmes for 2026/27:

- **Core module definition:** it is no longer required for each unit of assessment to be passed in order for the Core module to be passed overall: as long as the aggregate module mark is at or above the Pass threshold, the module is passed. Core modules cannot be compensated. Professional, Statutory and Regulatory Bodies (PSRBs) requirements apply where relevant (PSRBs may impose additional restrictions).
- **Compensation regulations:**
 - Compensation is increased to 30 credits per each level of study: over the past few years, many academic programmes were increasing the standard module size from 15 to 30. The eligibility criteria for compensation were updated accordingly and, from 2026/27, the max number of compensated credits per level is increased from 15 credits to 30 credits at each level of study (Levels 4-7). This increase applies to all Levels 4-7 modules from 2026/27 onwards. Professional, Statutory and Regulatory Bodies (PSRBs) requirements apply where relevant (PSRBs may impose additional restrictions).
 - Non-submission and compensation: to ensure fairness and consistency in our approach to non-submission of a piece of assessment, from 2026/27 where students have non-submission for a unit(s) of assessment and are eligible for compensation (Pass through Compensation) for non-Core modules, they may receive compensation, unless there are additional PSRB restrictions.
- **Minor clarifications to A1 Regulations for taught programmes:**
 - timing of progression to PTY for students on Integrated Masters' programmes: students are allowed to progress to PTY after Level 5 or Level 6.
 - students with ECs for Semester 1 in-semester class tests on year-long modules can take these assessments during Semester 2, where applicable.
- **Regs 27-33:** "decluttering" and removing repetitions/duplications as credit requirements for PGT awards are already described in Table 1. The PGT awards' final grading regulations are now consistent with the UG final class regulations.

- **Regulation 35, Intermediate exit awards:** To ensure clarity and consistency between UG and PGT programmes. The updated Table 4 is now better aligned with the final degree awards credit requirements (Table 1) and combines both UG and PGT exit awards in a single table rather than across different sections of A1 regulations.
- **Regulation 127, Exchange students:** To clarify that Surrey students, studying on exchanges abroad, may have a further opportunity to retake their failed assessment upon their return to Surrey. This is subject to the Programme Leader's agreement and is based on availability of relevant staff/expertise to offer these alternative assessments.
- **Technical/minor amendments:** Appendix 1 below includes a summary of all changes for 2026/27.

A brief summary of key changes to A2 Regulations for research degrees for 2026/27 (the full list is in Appendix 2):

- To provide clarity regarding the timeframe of making temporary withdrawal requests: "Any application must be initiated within 1 month of the start of the requested period, apart from exceptional cases where this is not possible such as emergency hospitalisation or bereavement."
- To update the terminology from maternity/paternity to parental leave
- To include that requests for temporary withdrawal for PGRs seeking to undertake a short-term work placement will be supported provided that their total aggregate period of temporary withdrawal (excluding parental leave) will not exceed 12 months
- To emphasise the need for evidence to be provided that the delay was beyond the control of the Postgraduate Researcher
- Recognition that Surrey examining experience is required and making this explicit
- Amendment to reflect that viva voce examinations should be in person and only in exceptional cases, be on-line or hybrid
- To ensure clarity that if a Postgraduate Researcher does not attend the viva voce, without sufficient evidence being provided as to the reason, that this may result in programme termination

Key changes to (B) Student Regulations and (C) Student Procedures for 2026/27:

These amendments have been submitted to Senate in Spring and Summer 2026 and approved in April and June 2026. Appendix 3 contains the full list of minor/technical amendments for 2026/27.

Appendix 1. Amendments to academic A0 and A1 regulations

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

<u>Introduction to the Quality Framework</u>		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
No further changes. The last update was in March 2026.		

<u>A0 Regulations for the Foundation Year</u>		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
Relevant amendments to the <i>Regulations for taught programmes</i> will also be made to these Regulations		
6	a core module is a module that is central to a programme of studies and which must be taken and passed, and all units of assessment within it passed, in order for the student to pass the module. Specific additional requirements imposed by a Professional, Statutory or Regulatory Body (PSRB) may apply	To follow the relevant changes to A1 regulations, see below

<u>A1 Regulations for taught programmes</u>		
Regulation reference	Amendment/addition	Rationale for amendment/ addition
Modules 10	The modules that comprise each programme, and their designation as either core, compulsory or optional, are set out in the relevant programme specification: a core module is a module that is central to a programme of studies and which must be taken and passed, and all units of assessment within it passed, in order for the student to pass the module and/or to gain an award. Compensation cannot be applied to failure of a core module. Specific additional requirements imposed by a Professional, Statutory or Regulatory Body (PSRB) may apply. a compulsory module is a module that the student is required to study and which may include some units of assessment that must be passed. Compensation may be applied to	The rationale is explained in the main summary paper

	failure of a compulsory module unless there are restrictions on compensation imposed by a Professional, Statutory or Regulatory Body (PSRB). • <u>an optional module</u> is a module that is not compulsory or core and is chosen by the student with academic advice. Compensation may be applied to failure of an optional module unless there are restrictions on compensation imposed by a Professional, Statutory or Regulatory Body (PSRB).	
12 A new footnote	Students on Integrated Master's programmes have the option to take Professional Training Year after either FHEQ Level 5 or Level 6	Technical clarification as this was already approved by the University pre-2010, but not noted in the regulations
22	When classifying undergraduate honours and integrated Master's degrees the overall weighted aggregate mark the student has achieved is used. This is derived from aggregating module marks, weighted in accordance with Table 2 above and expressed as a score out of 100. The result of the calculation is required to be presented as a whole integer. In calculations aggregate marks of 0.01-0.49 are rounded down and marks of 0.50-0.99 are rounded up. Students are provided with a level average mark at the end of each year of study which is presented to two decimal places and is not rounded up. This is for their information and is not used in the calculation of the final overall weighted aggregate mark for the degree.	Technical change: wording update for consistency
24	For students commencing a programme of study in 2014/15 onwards, credits at P level will not be used in the calculation to classify honours undergraduate and integrated Master's awards. ¹	This regulation is redundant now as the last affected cohort of students was in 2013/14.
New 24 and Table 4	Subject to regulations 22 and 23 for classifying undergraduate Bachelor and Integrated Masters' degrees, award classification results within two percentage points below the next classification threshold boundary are considered borderline. In these cases, a secondary calculation will be conducted using a module credit-weighted average mark at the award level, i.e., Level 6 for a Bachelor's degree or Level 7 for an Integrated	This amendment was previously agreed by Senate on 22/04/2026 for implementation from 2025/26 and onwards

¹ Award classification calculations that include P credits can be found in the *General Regulations* for 2013/14 and previous years.

	Master's. Where this weighted level average mark meets or exceeds the threshold for the higher band, the initial award classification result will be upgraded (see Table X below). Where the results of the secondary calculation do not meet the borderline classification upgrade requirements, or where there are restrictions imposed by a Professional, Statutory or Regulatory Body (PSRB)^[1], the initial degree award classification results will stand. Table 4: Borderline award classification calculations for Bachelor's Honours and Integrated Masters programmes: <table border="1"> <tr> <th>The initial, actual award classification result (not rounded)</th><th>If the weighted level average mark for the final level of study is:</th><th>Then the final degree classification outcome is upgraded (Based on: Initial award classification + Borderline calculation)</th></tr> <tr> <td>48.00 – 49.49% (3rd)</td><td>50.00% or above</td><td>Awarded Lower Second (2:2)</td></tr> <tr> <td>58.00 – 59.49% (2:2)</td><td>60.00% or above</td><td>Awarded Upper Second (2:1)</td></tr> <tr> <td>68.00 – 69.49% (2:1)</td><td>70.00% or above</td><td>Awarded First (1st)</td></tr> </table> 1 The Borderline final award classification upgrade regulatory amendment does not apply to students on Bachelor of Medicine, Bachelor of Surgery (BMBS) and Veterinary Medicine (BVMSci) programmes due to PSRB requirements'	The initial, actual award classification result (not rounded)	If the weighted level average mark for the final level of study is:	Then the final degree classification outcome is upgraded (Based on: Initial award classification + Borderline calculation)	48.00 – 49.49% (3 rd)	50.00% or above	Awarded Lower Second (2:2)	58.00 – 59.49% (2:2)	60.00% or above	Awarded Upper Second (2:1)	68.00 – 69.49% (2:1)	70.00% or above	Awarded First (1 st)	Table "X" – refers to a new table. The number will be included later once the regs are formatted
The initial, actual award classification result (not rounded)	If the weighted level average mark for the final level of study is:	Then the final degree classification outcome is upgraded (Based on: Initial award classification + Borderline calculation)												
48.00 – 49.49% (3 rd)	50.00% or above	Awarded Lower Second (2:2)												
58.00 – 59.49% (2:2)	60.00% or above	Awarded Upper Second (2:1)												
68.00 – 69.49% (2:1)	70.00% or above	Awarded First (1 st)												
Grading of level 7 awards 27	Subject to the terms of regulation 19 above and any specific requirements set out in the programme specification, a Postgraduate Certificate may be awarded to a student who has gained at least 60 credits and has achieved an average mark of not less than 50%. Credit requirements for postgraduate taught awards (PG Cert, PG Dip, Master's, etc.) are described in Table 1 above. Postgraduate taught degree (FHEQ Level 7) awards are graded by taking the overall eligible marks, weighting them in	To ensure that PGT awards' final grading regulations are consistent with the UG final class regulations. Cutting down on repetitions as credit												

	accordance with the credit value of each module (including the dissertation, where applicable), aggregating them and using the arithmetic mean of the weighted aggregate marks to determine the grade the student has achieved. The result of the calculation is required to be a whole integer. In calculations aggregate marks of 0.01-0.49 are rounded down and marks of 0.5-0.99 are rounded up. Marks from Study Exchange, taken during FHEQ level 7, are not taken into account for calculating the final degree grade. For further details, please see section <i>Exchange students: credits and marks</i> below.	requirements for PGT awards are already described in Table 1
28	Subject to the terms of regulation 19 above, and any specific requirements set out in the programme specification, a Postgraduate Diploma may be awarded to a student who has gained at least 120 credits and has achieved an average mark of not less than 50%.	As above
29	When a student has been awarded credits in excess of 120, the overall aggregate mark is calculated by reference to those modules which have attracted the highest marks and constitute 120 credits, except where the programme specification requires that the marks for certain specific modules must be included in the calculation.	As above
30	Subject to the terms of regulation 19 above, and any specific requirements set out in the programme specification, a Master's degree may be awarded to a student who has gained at least 180 credits (at least 240 credits for two year full time programmes) and has achieved an average mark of not less than 50%, including the dissertation module.	As above
32	Awards are graded by taking the overall eligible marks, weighting them in accordance with the credit value of each module, including the dissertation, aggregating them and using the arithmetic mean of the weighted aggregate marks to determine the grade the student has achieved. The arithmetic mean of the weighted aggregate award mark for each student is rounded to the nearest whole number and recorded as an integer.	As above
33	When calculating a student's aggregate mark for a module and for their award grade, the result of the calculation is required to be a whole integer. In calculations, aggregate marks of 0.01-0.49 are rounded down and marks of 0.5-0.99 are rounded up. The award grade directly reflects the weighted aggregate mark.	As above
Intermediate exit awards 35	Intermediate exit awards for undergraduate programmes are graded in accordance with the normal	To ensure clarity and consistency between UG

classification/grading scheme for the type of award. The typical intermediate exit awards are as follows:

Table 4: Intermediate exit awards for undergraduate programmes

Credits accrued	Intermediate exit award
120 credits at FHEQ level 4 or above	Certificate of Higher Education
240 credits including 120 credits at FHEQ level 5 or above	Diploma of Higher Education
300 credits, including 60 at FHEQ level 6 or above	Ordinary degree
360 credits, including 120 at FHEQ level 6 or above within an integrated Master's programme	Bachelor's degree (Hons)

Intermediate exit award title	FHEQ level of award	Credits accrued and specific FHEQ qualification descriptors' requirements
Certificate of Higher Education	4	120 credits at FHEQ level 4 or above
Diploma of Higher Education	5	240 credits including 120 credits at FHEQ level 5 or above
Bachelor's degree (Ordinary)	6	300 credits, including 60 at FHEQ level 6 or above
Bachelor's degree (Honours)	6	360 credits, including 120 at FHEQ level 6 or above within an integrated Master's programme
Postgraduate Certificate	7	60 credits, where a minimum of 45 credits is at FHEQ level 7 with the

and PGT programmes.

The updated Table 4 is more consistent with the final degree awards Table 1 and includes both UG and PGT typical awards.

			remainder at FHEQ level 6	
	Postgraduate Diploma	7	120 credits, where a minimum of 90 credits is at FHEQ level 7 with the remainder at FHEQ level 6	
54	In cases of admission to the programme with exemption(s) based on recognised prior learning, the minimum number of credits that a student must successfully complete at the University after being admitted to the programme in order to achieve a University of Surrey award is indicated in Table 5 below. The maximum number of credits exempted through recognition of prior learning/study may be subject to further restrictions imposed by Professional, Statutory or Regulatory Bodies (PSRBs).			To clarify that PSRBs may impose restrictions on the number of recognised credits through RPL/RPC
127	Surrey students undertaking approved educational exchanges abroad are required to pass any required assessments taken on the exchange; however, only the marks they achieve at the University of Surrey count towards their final award unless other arrangements have been approved following due quality assurance processes. In cases where Surrey students did not pass the required assessment(s) on their approved educational exchange abroad due to academic failure and/or extenuating circumstances, they may be able to retake these credits at Surrey on a Pass/Fail Grade basis only (no marks), subject to agreement by the Academic Exchange Coordinator with the Programme Leader.			To clarify that Surrey students, studying on exchanges abroad, may have a further opportunity to retake their failed assessment upon their return to Surrey. This is subject to the Programme Leader's agreement based on the availability of relevant staff/expertise to run these as alternative assessments
158	Where a student has failed an assessment, or reassessment, for a module through not making (in the judgement of the Board of Examiners) a reasonable attempt to address the assignment's tasks or questions, or failing to attend a required examination (or being late by more than 30 minutes), or by attending a required examination (including online timed open book examinations and online			For consistency (pass through compensation can be applied to non-core modules only).

	examinations available within a defined window), but not making (in the judgement of the Board of Examiners) a reasonable attempt to address the examination questions, and there are no confirmed extenuating circumstances, the student has failed that unit of assessment at that attempt and will be given a mark of zero. If, as a consequence, the student fails the module overall but is eligible for a further (second or third) assessment attempt, they may not progress without reassessment, as described in regulation 155 above. Compensation is not available where a student failed a module overall through failing to attend an examination or to make a reasonable attempt at any type of the failed module's assessment tasks.	
165 A new footnote	A deferred Semester 1 class test on a year-long module, which students could not take initially due to valid extenuating circumstances, may be taken in either Semester 2 or available (re)assessment period.	A technical amendment, for clarity
174	Students at FHEQ level 6 and FHEQ level 7 submitting for reassessment are normally reassessed in the units of assessment they have failed in the module for which they had registered. Exceptionally, for one module only, a Board of Examiners (advised by the Programme Leader and with the consent of the student) may recommend that a student in their final year or a taught postgraduate student be reassessed in another module with the same credit value. In such a case the student is required to pass the second replacement module overall and will not be permitted to be further reassessed in case of failure. Where the student passes the reassessments, the marks are recorded as pass marks and used in the calculation of the student's results for the module. Where the student fails but is eligible for compensation, compensation may be applied. Additionally, subject to regulation 155, a student who has failed a single module with a credit value of up to and including 30 at the second attempt (taking a replacement module is counted as the second attempt), may repeat the assessment on one further occasion during the next University-appointed assessment period.	For clarity, to add that students might be eligible to a further attempt (3rd)
179	Compensation is available following failure in Compulsory and Optional modules with a total value of up to and including 30 credits at FHEQ levels 4,- At FHEQ levels 5, 6 and 7. , compensation is available for one failed module with a value up to and including 15 credits. Circumstances that can affect eligibility for compensation are described in regulation 158 above. Professional, Statutory and Regulatory Bodies (PSRBs)' restrictions on compensation may apply.	To clarify that compensation is available to certain module types only and that PSRB restrictions may apply. The cap on the maximum of compensated credits is

		increased from 15 to 30 per level of study across all UG and PGT levels of study.
180, second bullet point	the lowest overall aggregate mark achieved in for the failed module(s) is at least 30% (40% in a failed FHEQ level 7 module on Integrated Master's programmes)	For clarity, to replace the "overall" with "aggregate mark.. for"
181	For the BVMSci Veterinary Medicine and Science programme, 30 credits can be compensated in each year of study, subject to PSRB restrictions. 4 and 15 credits in subsequent years. Compensation can be applied if the following two conditions are met: - the weighted level aggregate of all the student's taught module marks at a level (including the failed module(s)) is 50.00% or higher; the weighted level aggregate mark is not rounded up - the lowest overall aggregate mark achieved in for a failed module(s) is at least 40%	As above
182	Where a student following a taught postgraduate programme has failed a module(s), compensation can be applied to one a failed module(s) with a total value of up to and including of 30 45 credits if both of the following conditions are met: - the weighted level aggregate of all the student's module marks (including the failed module(s) and the dissertation) is 50.00% or higher; the weighted level aggregate mark is not rounded up - the lowest overall aggregate mark achieved in for the failed module(s) is at least 40% (30% in a failed FHEQ level 6 module)	As above

Appendix 2

A2 Regulations for Research Degrees

Regulation Reference	Current Regulation	Amendment/addition	Rationale for amendment/addition
Registration Simultaneous registration P1	10. A student pursuing a research degree may not simultaneously register for another award of the University, or any other university, except that • if a student has completed a programme of study for another award but the award has not been made, the student may register provisionally for a period not exceeding three months • if a student is studying for a dual award as approved in accordance with the Code of practice for academic partnerships. In such a case, the PhD viva may be conducted at the partner institution with recommendations made in accordance with the partner institution's regulations, which would take precedence over regulations 123-142 of these A2 Regulations for research degrees • if a student is registered to the Postgraduate Certificate in	- 10. A student pursuing a research degree may not simultaneously register for another award of the University, or any other university, except that - • if a student has completed a programme of study for another award but the award has not been made, the student may register provisionally for a period not exceeding three months - • if a student is studying for a dual award as approved in accordance with the Code of practice for academic partnerships. In such a case, the PhD viva may be conducted at the partner institution with recommendations made in accordance with the partner institution's regulations, which would take precedence over regulations 123-142 of these A2 Regulations for research degrees - • if a student is registered to the Postgraduate Certificate in Learning and Teaching or the Postgraduate Certificate in Management in Education at this university or another higher education institution	To accommodate doctoral programmes which are part of Doctoral Focal Awards

	Learning and Teaching or the Postgraduate Certificate in Management in Education		
Temporary Withdrawal P5/6	31. It is expected that registration for a research degree will be continuously pursued. However, the Pro-Vice-Chancellor, Executive Dean of Faculty may recommend to the Admission, Progression and Examination Sub-committee that a student be granted a period of temporary withdrawal. Normally, students will not be permitted a period of temporary withdrawal in excess of 12 months aggregate over the period of registration, excluding parental leave. Should an application be made for temporary withdrawal, which exceeds 12 months aggregate over the period of registration, supporting evidence, including medical evidence, where appropriate, will be required. Temporary withdrawal cannot be indefinite, and a student will not normally be able to withdraw their registration for longer than two academic years	31. It is expected that registration for a research degree will be continuously pursued. However, the Pro-Vice-Chancellor, Executive Dean of Faculty may recommend to the Admission, Progression and Examination Sub-committee that a student be granted a period of temporary withdrawal. Normally, students will not be permitted a period of temporary withdrawal in excess of 12 months aggregate over the period of registration, excluding parental leave. Should an application be made for temporary withdrawal, which exceeds 12 months aggregate over the period of registration, supporting evidence, including medical evidence, where appropriate, will be required. Temporary withdrawal cannot be indefinite, and a student will not normally be able to withdraw their registration for longer than two academic years. Any application must be initiated within 1 month of the start of the requested period, apart from exceptional cases where this is not possible such as emergency hospitalisation or bereavement.	To provide clarity regarding the timeframe of making temporary withdrawal requests
Temporary Withdrawal P5/6	32. The Admission, Progression and Examination Sub-committee will consider requests for temporary withdrawal where there has been:	32. The Admission, Progression and Examination Sub-committee will consider requests for temporary withdrawal where there has been: (i) bereavement through the death of a close relative or significant other that in employment would lead to a reasonable employer to	To update the terminology from maternity/paternity to parental leave

	(i) bereavement through the death of a close relative or significant other that in employment would lead to a reasonable employer to grant compassionate leave. In such cases the Admission, Progression and Examination Sub-committee will require independent evidence of the nature of the relationship; (ii) serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree absence on sick leave; (iii) a long-term (chronic) health problem suddenly worsening; (iv) for part-time students in full-time employment only, a significant increase in their workload due to circumstances beyond their control; (v) maternity or paternity; (vi) a gap in supervision where a supervisor leaves or is absent for more than a month and cover has not been put in place; (vii) where the supervisor has not adhered to their responsibilities under the Code of practice for research degrees resulting in a material impact on the progress of the project; (viii) where Disability and Neurodiversity recommend a	grant compassionate leave. In such cases the Admission, Progression and Examination Sub-committee will require independent evidence of the nature of the relationship; (ii) serious short-term illness or accident of a nature that, in employment, would lead a reasonable employer to agree absence on sick leave; (iii) a long-term (chronic) health problem suddenly worsening; (iv) for part-time students in full-time employment only, a significant increase in their workload due to circumstances beyond their control; (v) parental leave; (vi) a request to undertake a short-term work placement, provided that the total aggregate of temporary withdrawal (excluding parental leave) will not exceed 12 months (vii) a gap in supervision where a supervisor leaves or is absent for more than a month and cover has not been put in place; (viii) where the supervisor has not adhered to their responsibilities under the Code of practice for research degrees resulting in a material impact on the progress of the project; (ix) where Disability and Neuroinclusion recommend a learning adjustment that necessitates a temporary withdrawal; (x) difficulties in research beyond the student's control; (xi) failure or unavailability of specialist equipment or resources required for research that causes significant delay to progress; (xii) other exceptional circumstances.	To include that requests for temporary withdrawal for PGRs seeking to undertake a short-term work placement will be supported provided that their total aggregate period of temporary withdrawal (excluding parental leave) will not exceed 12 months.
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	learning adjustment that necessitates a temporary withdrawal; (ix) difficulties in research beyond the student's control; (x) failure or unavailability of specialist equipment or resources required for research that causes significant delay to progress; (xi) other exceptional circumstances.		
Temporary Withdrawal P6	35. Retrospective applications for temporary withdrawal will not be considered except in exceptional circumstances.	35. Retrospective applications for temporary withdrawal will not be considered except in exceptional circumstances, and a compelling evidence based case will need to be made that the delay was beyond the control of the Postgraduate Researcher.	To emphasise the need for evidence to be provided that the delay was beyond the control of the Postgraduate Researcher
Examiners P 16/17	118. Normally, an external examiner would not examine more than three candidates of the University in any five year period without permission from the Admission, Progression and Examination Sub-committee.	118. Normally, an external examiner would not examine more than three candidates of the University in any five year period without permission from the Admission, Progression and Examination Sub-committee, except for external examiners for the Clinical Psychology PsychD where it is permissible for more than three candidates to be examined within any five year period.	To reflect that for this programme external examiners will likely examine more than three candidates in any five year period.
Examiners Criteria for the appointment of an Independent Chair P 18	122. The Independent Chair will: • be internal to the University • not have, nor have previously had, a personal relationship with the student • not have had any professional relationship with the student which may give rise to a conflict of interest (e.g., supervisory, collaborative research, co-authoring of papers)	122. The Independent Chair will: • be an experienced academic staff member of the University of Surrey • not have, nor have previously had, a personal relationship with the student • not have had any professional relationship with the student which may give rise to a conflict of interest (e.g., supervisory, collaborative research, co-authoring of papers) • have experience of examining at doctoral level at the University of Surrey	Recognition that Surrey examining experience is required and making this explicit within the regulations

	• have experience of examining at doctoral level • not be Emeritus/a honorary staff	• not be Emeritus/a honorary staff	
Viva voce examination P 18	128. The viva voce examination shall be conducted in the presence of the examiners at the University in Guildford. Exceptionally, and subject to the approval of the Admission, Progression and Examination Sub-committee, the examination may be arranged at another venue, provided all parties, including the student, agree. The viva voce examination may take place via video conference provided that the student has given their consent to this mode of examination. The following protocol should be followed for a remote viva: (i) all examiners, the Chair and the student arrange a time to test their chosen video conferencing platform and internet connection reliability in advance of the viva and in time to remedy any technical issues; (ii) the internal examiner/chair may recommend terminating and rescheduling the viva in exceptional cases such as technical failure;	128. The viva voce examination shall be conducted in the presence of the examiners at the University in Guildford. Exceptionally, and subject to the approval of the Admission, Progression and Examination Sub-committee, the examination may be arranged at another venue, provided all parties, including the student, agree. Viva voce examinations are conducted in person. Exceptionally, on a case-by-case basis and in agreement with all parties, the viva voce examination may be conducted in hybrid/online mode. The following protocol should be followed for a remote viva: (i) all examiners, the Chair and the student arrange a time to test their chosen video conferencing platform and internet connection reliability in advance of the viva and in time to remedy any technical issues; (ii) the internal examiner/chair may recommend terminating and rescheduling the viva in exceptional cases such as technical failure; (iii) all examiners and the Chair arrange a time to discuss the pre-viva reports and plan the question format in advance of the viva; (iv) pre and post viva reports are submitted to the Doctoral College Research Degrees team within the required timeframes as set out in these regulations.	Amendment to reflect that viva voce examinations should be in person and only in exceptional cases, be on-line or hybrid.

	(iii) all examiners and the Chair arrange a time to discuss the pre-viva reports and plan the question format in advance of the viva; (iv) pre and post viva reports are submitted to the Doctoral College Research Degrees team within the required timeframes as set out in these regulations.		
Viva voce examination P18/19	No previous regulation	131. Where there are no confirmed extenuating circumstances, non-attendance of the viva voce examination will result in an academic failure and lead to programme termination and discontinuation of registration. (note if approved this would become regulation 131 and therefore regulation 131 onwards will require re-numbering)	To ensure clarity that if a Postgraduate Researcher does not attend the viva voce, without sufficient evidence being provided as to the reason, that this may result in programme termination.

Appendix 3

B1 Regulations for extenuating circumstances B2 Regulations for academic misconduct B2.1 Regulations for academic misconduct – appeals B3 Student disciplinary regulations B4 Regulations for academic appeals B5 Regulations for support to study C1 Procedure for Complaints C2 Procedure for hearings by Panel C3 Procedure for managed exclusion orders		
Section reference	Amendment/addition	Rationale for amendment/ addition
Various	The University is committed to providing a fair, consistent and accessible service. The University believes that everyone who interacts with it has the right to be heard, understood and respected. The University believes that its staff have the same rights, and the University must provide a safe working environment for its staff. The University must also ensure the efficient and effective operation of its work, so that it can provide a good service to everyone. The <i>Procedure for managing behaviour in respect to Student Regulations and Procedures</i> applies to everyone who interacts or communicates with the University, including students and their supporters and describes types of actions and behaviour that may have a negative effect interfere with its essential functions (i.e. teaching, learning, research and the administrative functions and resources those things require) and what the University is expected to do in these circumstances.	To align more closely with Office for Students (OfS) free speech guidance.

<u>B1 Regulations for extenuating circumstances</u>		
Section reference	Amendment/addition	Rationale for amendment/ addition
10	Requests for the recognition of extenuating circumstances that are not self-certified are required to be accompanied by independent supporting evidence (self-certification is described in regulations 21-24 below). This should be set out in English and accompanied by certified translations where appropriate. A request can be submitted in anticipation of the receipt of the supporting evidence. The required evidence is as follows:	To reflect existing practice and for transparency.
New 11	This evidence will be considered in the context of the other available information and on a case-by-case basis.	To reflect existing practice and for transparency. This is also consistent with the wording used to consider 'special circumstances'

		in academic misconduct cases.
35	Where a student has completed the event and the extenuating circumstances are deemed to be valid the Faculty will be instructed not to mark assess the work, or if the work has already been marked assessed , the marks/ grade will be voided and not recorded, not presented to the student and not presented to the Board of Examiners or academic body . The student will sit/resit the attempt at the next appropriate assessment/reassessment opportunity.	To reflect that not all work received a 'mark'.

10	Requests for the recognition of extenuating circumstances that are not self-certified are required to be accompanied by independent supporting evidence (self-certification is described in regulations 21-24 below). This should be set out in English and accompanied by certified translations where appropriate. A request can be submitted in anticipation of the receipt of the supporting evidence. The required evidence is as follows:	To reflect existing practice and for transparency.
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B2 Regulations for academic misconduct

Section reference	Amendment/addition	Rationale for amendment/ addition
9	... In these circumstances, the student subject to the allegation will have a reasonable opportunity to provide written representations to the Head of OSCAR as to whether reconsideration of an allegation should be undertaken and the Head of OSCAR's decision in this regard shall be final. Reconsideration of an allegation will only take place in exceptional circumstances and following approval from the Head of OSCAR.	Transparency. And to make this process consistent with the <i>Student Disciplinary Regulations</i> .
20	Other forms of academic misconduct include, but are not limited to: (vii) accessing unauthorised online material/web pages during an online assessment.	Transparency
25	Where proven, a student's registration will normally be terminated in cases of the highest severity of academic misconduct. Academic misconduct is deemed to be of the highest severity in the following circumstances (the list is not exhaustive): ... (v) accessing unauthorised online material/web pages during an online assessment.	Transparency
34	Where possible evidence of academic misconduct is identified, the details are forwarded to the named contact in the Academic Administration team who will arrange for a formal discussion between the student and one or two AIOs (one of whom will lead the meeting). Where there is suspected collusion or evidence that a student has provided work for another student to pass off as their own or possible academic misconduct in group work, the AIOs will meet with both/all students concerned individually. If the	The current model creates two decision-making points for the same allegation, which risks inconsistency. It is also an unnecessarily long process. A single-stage Panel process for repeat offences would

	possible academic misconduct would constitute a third offence, the matter is referred directly for consideration by an Academic Misconduct Panel (see paragraph 58).	provide clearer, more robust, and more defensible outcomes. This proposal is made by Academic Administration. It is supported by both OSCAR and the Students' Union.
36	The formal discussion is also attended by the Module Leader or, in the case of dissertations, by the first marker. If these persons are unavailable, they can nominate another member of the module team to attend. The student and the AIOs will receive details of the allegation and the supporting evidence (e.g. a Turnitin®/Authorship Investigate report), where relevant. Except in the case of potential third offences, the AIOs will not be informed of any previous findings of either poor academic practice or academic misconduct until after they have made their decision and, if relevant, are determining the penalty. The only other exception is when the student misleads the AIOs in relation to any previous findings. If this occurs, the Academic Administration team will correct any inaccurate information.	As above
41	Following the formal discussion and normally within 10 University working days of the instance of possible academic misconduct being identified, the lead AIO produces a report which has one of the following five outcomes: • that the work does not include material that is the product of academic misconduct • that the work includes material that is more likely than not to be the product of poor academic practice rather than academic misconduct • that the work includes material that is more likely than not to be the product of academic misconduct and there is no evidence of special circumstances = • that the work includes material that is the product of academic misconduct and there is evidence of special circumstances • that the academic misconduct is deemed to be particularly complex, or of the highest severity (as detailed in regulation 25) or is a third offence, and that the matter should be referred for consideration by an Academic Misconduct Panel (see regulation 58).	As above
47	Where the academic misconduct and/or special circumstances are considered to be particularly complex, or the offence is of the highest severity (as outlined in regulation 25) or the case is a third offence, the matter will be submitted to an Academic Misconduct Panel in accordance with regulation 58 below. The reasons for this decision will be outlined to the student.	As above
52	Where the academic misconduct is deemed to be particularly complex or of the highest severity (as detailed in regulation 25) or is a third offence, the	As above

	matter is referred for consideration by an Academic Misconduct Panel (see regulation 58).	
68	An Academic Misconduct Panel may come to one of four findings: (i) that academic misconduct has not occurred; (ii) that the work includes material that is the product of poor academic practice rather than academic misconduct ; (iii) that it is more likely than not that academic misconduct has occurred and there is no evidence of special circumstances (iv) that it is more likely than not that academic misconduct has occurred and there is evidence of special circumstances.	To align with possible findings in section 41.
Table 1	(Additional footnote) Findings of misconduct made within the previous six calendar years, including during separate registration periods, will normally be considered when penalties are applied.	To provide clarity. This follows an appeal case.

<u>B2.1 Regulations for academic misconduct - appeals</u>		
Section reference	Amendment/addition	Rationale for amendment/ addition
New 14	Differentiating between an appeal and a complaint The University's <i>Procedure for complaints</i> defines a complaint as: 'An expression of dissatisfaction against the University, either in part or as a whole, where a student is seeking a certain outcome or remedy.' Under these <i>Regulations for academic misconduct appeals</i> students may not make an appeal about the nature of the learning opportunities they have received (for example tuition, library provision, teaching and learning spaces provided, equipment) or the delivery of a service (for example accommodation, student support services). These concerns are addressed through the <i>Procedure for complaints</i> .	To mirror the approach taken for academic appeals.
New 15	Where an 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 appeal is unlikely to be successful. Where an appeal is submitted while the associated complaint is ongoing, the complaint will normally be completed before the appeal is processed.	To mirror the approach taken for academic appeals.

B3 Student disciplinary regulations

Section reference	Amendment/addition	Rationale for amendment/ addition
New 29 / 30	Recordings of individuals that are produced without their consent and/or the distribution of these recordings may be considered to constitute a disciplinary offence. This will be fact specific and considered on a case-by-case basis. When the University is provided with such recordings, these will only be used as evidence in exceptional circumstances.	To reflect existing practice and for transparency.
32	Examples of major offences include but are not limited to: i. Causing harm to another person; ii. Use of violent, indecent, disorderly, threatening, intimidating or offensive behaviour or language; iii. Sexual Misconduct (please refer to the Sexual Misconduct Procedure); iv. Harassment and/or Bullying (please refer to the Harassment and Bullying Procedure); v. Any action likely to cause injury or impair the safety of others; vi. Fraud, deceit, deception or dishonesty; vii. Breach of a Managed Exclusion Order; Failure to declare a criminal conviction or expulsion when required to do so.	32
71 and mirrored at 108	An Authorised Person will consider the seriousness of the misconduct, the student's culpability, any harm caused, and the following non-exhaustive factors when determining what penalty (or penalties) should be applied: ... vii the Misconduct was, to any extent, intended and/or premeditated (if relevant); ... ix. the harm and/or impact resulting from the Misconduct was of a relatively minor nature/no harm was caused; ...	To reflect existing practice and for transparency.
120	If the Case Manager agrees that the appeal meets the requirements set out in Regulation 118 9 above a Disciplinary Appeal Panel will be convened.	Typo.

B6 Regulations for fitness to practise

Section reference	Amendment/addition	Rationale for amendment/ addition
New 14	These regulations include, but are not limited to, behaviour affecting: • a University of Surrey Student or member of staff • the Surrey Students' Union or a Union member of staff • members of the public • others visiting, working or studying at the University • the University itself (for example, reputational) or its property • others visiting,	Transparency.

	working or studying at a placement • the placement itself (for example, reputational) or its property	
New 15	These Regulations include, but are not limited to, behaviour that happens: • on University premises • during off-campus activities including, but not limited to placements, field trips, sports events and social events • whilst studying at partner/external organisations • on social media or the digital environment • in the local community or more widely that affects the University or placement partner's reputation • in exceptional circumstances, prior to the commencement of the Student's registration period.	Transparency.
27	Withdrawal of a student during Fitness to practise proceedings after the student has withdrawn In exceptional circumstances, and following consultation with the University Secretary and General Counsel, the University may commence or proceed with the a fitness to practise process after a student has voluntarily withdrawn from their programme or after a student has, for any other reason, been programme terminated. In these circumstances the student will have a reasonable opportunity to provide written representations to the University Secretary and General Counsel as to whether a fitness to practise process should be undertaken or continued and the University Secretary and General Counsel's decision in this regard shall be final. If the University Secretary and General Counsel's decision is to commence or continue proceed with the a fitness to practise process, the process will then follow the usual procedures set out in these Regulations as far as reasonably practicable.	Following legal advice.
New 36	Students may submit an appeal against the application of a warning, condition or undertaking. Appeals will be considered in the manner outlined at sections 51-66 of these Regulations. However, decisions will be made by an OSCAR Case Manager not previously involved with the matter (instead of a Fitness to Practise Appeal Panel). The Case Manager will receive guidance from a Registrant of the relevant Registration Body.	To rectify omission of an appeal route.
68	In these circumstances, the student subject to the allegation will have a reasonable opportunity to provide written representations to the Head of OSCAR as to whether reconsideration of an allegation should be undertaken and the Head of OSCAR's decision in this regard shall be final. Reconsideration of an allegation will only take place in exceptional circumstances and following approval from the Head of OSCAR.	Transparency. And to make this process consistent with the <i>Student Disciplinary Regulations</i> .

C1 Procedure for complaints

Section reference	Amendment/addition	Rationale for amendment/ addition
New 18	We may decide not to review a complaint if we decide that the complaint has no serious purpose, or is intended to cause disruption or annoyance, or if the student is seeking an unrealistic remedy.	To mirror OIA rules.
New 19	We may decide not to review a complaint if we decide that to do so would seriously damage our ability to run our processes effectively.	To mirror OIA rules.
New 20	Freedom of speech and expression are recognised as essential in the University's role in society and as an academic institution. This Procedure should be read in conjunction with the <i>Code of Practice on Freedom of Speech</i>.	To align more closely with Office for Students free speech guidance.
New 23	Complaints should be submitted within three calendar months of the event giving rise to the complaint and no later than three calendar months of the student's registration coming to an end. Complaints submitted beyond this timeframe will be deemed to be out of time and will not be considered unless there are compelling reasons supported by independent evidence to demonstrate why the complaint was not raised in a timely manner. Where a complaint is deemed out of time, OSCAR will issue a Completion of Procedures Letter on request, noting the reason why the complaint was not considered and advising the student that they may be able to make a complaint to the Office of the Independent Adjudicator (OIA) for Higher Education.	This is a response to a recommendation made by the Office of the Independent Adjudicator (OIA) that Surrey should be clearer about time limits for complaints.
29	If, following the raising of a complaint at this stage, the student receives a response and is satisfied with the outcome then the complaint is deemed to be closed. If the student is not satisfied with the outcome they may proceed to Stage two. Students choosing to escalate a complaint to Stage two should do so within three calendar months of receiving the Stage 1 response which they deem unsatisfactory.	This is a response to a recommendation made by the Office of the Independent Adjudicator (OIA) that Surrey should be clearer about time limits for complaints.
41	Complaints linked to academic appeals, academic misconduct appeals and/or requests for the consideration of extenuating circumstances In some circumstances a student may make an academic appeal or academic misconduct appeal and submit a complaint at the same time. Where this is the case, and the student's aim is to support an academic appeal or a request for the consideration of extenuating circumstances through securing formal recognition that there were deficiencies in the delivery of a service that they experienced, it is important that those administering the student's academic appeal and administering their complaint should know that the two are linked. In such a case the complaint is normally dealt with before the appeal is processed.	To include academic misconduct appeals in this standard approach.

42	Where a student submits an academic appeal and an associated complaint and wishes them to be linked, this should be clearly stated: • on the standard complaint form that asks the student to set out the remedy they are seeking and in the covering letter that the student submits with the completed and signed standard form • in the student's statement of their appeal against the University's academic decision	To include academic misconduct appeals in this standard approach.
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C2 Procedure for hearings by Panels

Section reference	Amendment/addition	Rationale for amendment/ addition
New 7	Panel members should have no current academic or personal connection with the student (or students) considered by the Panel. Panel members will be independent of the investigatory process and are asked to declare any potential conflict of interest.	To reflect existing practice and aid transparency.
New 16	Students and their representatives must not contact Panel members directly. All correspondence must be via the Secretary or OSCAR only.	To reflect existing practice and aid transparency.
New 51	The student's right to pose questions to witnesses is not absolute. The Chair has the discretion to filter questions and/or ask questions on behalf of the student.	To reflect existing practice and aid transparency.

C6 Procedure for expulsions and criminal convictions

Section reference	Amendment/addition	Rationale for amendment/ addition
1.3.3	Criminal Conviction(s): Any conviction, caution (including youth caution, verbal or written caution, conditional or unconditional caution), conditional discharge, youth rehabilitation order, warning, reprimand, bind over order, community order, community protection notice (CPN), restraining order, sexual offences harm prevention order, penalty notices for disorder (PND), anti-social behaviour order (ASBO) or violent offender order (VOO), or similar in the UK or any other jurisdiction.	To use correct name of conviction.
1.3.8	Professionalism Group: The body that reviews disclosures by Applicants or Students for Regulated Courses. The Professionalism Group for Medical School courses is the Student Progress and Support Committee.	At the request of the Medical School, and supported by OSCAR.
Footnote 5	The Professionalism Group for Medical School courses is the Student Progress and Support Committee consists of • Chief Student Officer (Chair) • Head of Admissions • Head of Wellbeing and Welfare • Head of the Office of Student Complaints, Appeals and Regulation • Head of Campus Safety • BMBS Programme Director	At the request of the Medical School, and supported by OSCAR.

	• BMBS Admissions Lead • At least one registrant Decisions are made by a subgroup of five of any of the above on a majority basis (this must include a registrant and one other member of Medical School staff). These individuals may appoint a nominee.	
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