Quality Handbook for the International Institute of Health Sciences (IIHS) taught programmes leading to the University of Surrey degree awards

Academic entry year 2026/27

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Purpose

1. The key purpose of this *Quality Handbook* is to provide information about academic quality and student learning experience processes for taught programmes of study that are delivered by the International Institute of Health Sciences (IIHS) and validated by the University of Surrey (leading to the University of Surrey degree awards). This *Quality Handbook* also describes the academic governance processes for the approval and ongoing management of these Surrey-validated programmes, delivered by IIHS.

Context

2. **The University of Surrey** was established on 9 September 1966 with the grant of its Royal Charter, but has its origins in the Battersea Polytechnic Institute, one of three polytechnics established by the South London Polytechnics Committee in the late nineteenth century. Some of the most significant recent developments by the University have been the establishment of the Surrey Research Park which accommodates over 100 companies engaged in research and development activities, many of which relate closely to the work of the University, building a world-class Surrey Sports Centre, opening Veterinary and Medical Schools, 6G and AI Research Institutes, etc. The University of Surrey enters into validation programme arrangements with only those international partner institutions that share its vision, goals and commitment to academic excellence.

3. **The International Institute for Health Sciences** (IIHS) was established in 2002 in Sri Lanka with a vision to transform healthcare education in the region by providing globally recognised qualifications and opportunities for international collaboration. From its beginnings as a pioneering private higher education institute in healthcare, IIHS has steadily grown to become a transnational education hub, offering programs ranging from foundation to doctoral level in Nursing, Physiotherapy, Biomedical Sciences, Education, and Health Management. Over the years, IIHS has partnered with leading universities in the United Kingdom, Australia, and Europe to provide students with internationally accredited pathways and postgraduate articulation programs. With a strong commitment to innovation and inclusivity, the institute integrates advanced learning platforms, clinical simulations, and research initiatives into its academic model, ensuring graduates are work-ready and globally competitive.

4. **Validation arrangement**, in respect of academic partnership provision, is the process by which an awarding institution judges that a programme developed and delivered by another institution or organisation is of an appropriate quality and standard to lead to its award. In forming this judgement, the awarding institution will have regard to various aspects of the programme, namely:
   - Structure, content and academic level.
   - The scheme of assessment.
   - Staffing and resources.
   - (as appropriate) Suitability of any professional placements associated with the programme.
   - Quality assurance procedures and regulatory instruments.

5. The definition of “Validated programmes” is described in the QAA’s *Sector-Agreed Principle 8 - Operating partnerships with other organisations, The UK Quality Code for Higher Education* (July 2025) as follows: “typically, a delivery partner designs, develops and delivers a programme. The programme is recognised and awarded by

the lead partner who retains responsibility for quality assurance and awards offered in its name".[1]

6. All University of Surrey award-bearing programmes should be designed with reference to the key academic quality documents, known as the academic infrastructure. The documents comprise:
    - *Code of practice for academic partnerships*.
    - Subject Benchmark Statements.
    - The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (the FHEQ).
    - Programme Specifications.

Objectives

7. The key objectives of this *Quality Handbook* are as follows:
    - To assure the academic quality and standards of Surrey-validated programmes, delivered by IIHS.
    - To describe the key roles and responsibilities involved in supporting learning and teaching (including Link Tutor and External Examiner roles).
    - To clarify responsibilities between IIHS and Surrey for programme delivery, assessment, and student support.
    - To ensure that IIHS has in place robust processes for programme information, recruitment, selection, admission, and student induction/orientation.
    - To clarify the key approaches to designing the assessment strategy, assessment quality control procedures, awards, graduation, etc.
    - To specify student voice mechanisms, student wellbeing and learning support, and learning resources.
    - To define how updates to regulations/codes and periodic review operate within the partnership.

8. This document should be read alongside the University of Surrey's Quality Framework, including the following academic regulations (Part A):
    - A1 *Regulations for taught programmes*.
    - A4 *Regulations for academic dress*.
    - A5 *Regulations for Force Majeure contingency regulatory arrangements*.

9. This *Quality Handbook* complements and adapts the University of Surrey's Quality Framework within the specific context of IIHS-delivered programmes that lead to University of Surrey awards. The University of Surrey's *academic regulations* and *Codes of practice* take precedence over the IIHS policies and regulations, unless an exception is noted in this *Quality Handbook*.

10. The University of Surrey's *Student regulations* and *Student procedures* are superseded by this *Quality Handbook* and are based on the IIHS' existing policies and processes. Please see Section "*Student-facing procedures*" (paragraphs 51-73) for further information about which processes are delivered by IIHS exclusively under the IIHS' own procedures. The University of Surrey and IIHS are committed to sharing examples of best practice to continuously improve these student-facing processes and to enhance the student experience overall.

[1] See the QAA's Sector-Agreed Principle 8 - Operating partnerships with other organisations, The UK Quality Code for Higher Education (July 2025): https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-advice-and-guidance-principle-8.pdf?sfvrsn=a85ca281_4

The Freedom of Information Act 2000 requires every public authority to adopt a Publication Scheme. The University of Surrey has adopted the model publication scheme prepared for the higher education sector and is committed to publishing the information it describes. The Publication Scheme is intended to help staff, students, prospective students and members of the public to find the information they are interested in (https://www.surrey.ac.uk/information-governance/freedom-information/publication-scheme).

11. Any recommendations for changes to this *Quality Handbook* are discussed at the Joint Academic Management Board and submitted through the academic governance structure to the University of Surrey Education Committee (UEC).

12. The University of Surrey Education Committee (UEC) reviews the *Quality Handbook's* content on an annual basis and approves any amendments, where applicable. Once Senate has approved any changes to the relevant *academic regulations*, *Codes of practice*, and policies that affect the University of Surrey's degree award and final classification, IIHS will be informed about these changes by the Head of Academic Policy and Governance.

Scope

13. This document is relevant to academic and professional services staff members, applicants and students applying to and studying on undergraduate taught programmes, delivered by IIHS and leading to the University of Surrey degree award.

14. The list of Surrey-validated programmes, which are covered by this *Quality Handbook*:
    - BSc (Hons) Nursing Studies (FHEQ Level 6)
    - BSc (Hons) Biomedical Sciences (FHEQ Level 6)
    - MSc Nursing
    - MSc Digital Health
    - MSc Clinical Nutritional Medicine
    - MSc Global Healthcare Administration
    - MSc Sports and Exercise Science

15. Any new programme, leading to the University of Surrey award, is subject to full validation by the University of Surrey, including submission of outline programme proposals.

16. There are further subject specialist areas that are being considered for future collaborations between the University of Surrey and IIHS. These programmes will be included into this Quality Handbook once they have been approved for validation by the Academic Management Board and went through the full University of Surrey validation process.

17. This *Quality Handbook* does not cover any other programmes, offered by IIHS, which are not listed above.

Main contacts

18. Main contacts at IIHS, Sri Lanka:
    - Dr. Dinusha Kanatiwela (Head of Academic Quality Assurance) – cqa@iihsciences.edu.lk

- Mr. Nuwan Weerakoon (Head of Academic Department) – acahead@iihsciences.edu.lk
- Ms. Miriam Josiah (Deputy Head of Academics) – dacahead@iihsciences.edu.lk
- Student support unit (SSU) – studentsupport@iihsciences.edu.lk
- Registrar's office – registrar@iihsceinces.edu.lk

19. Main contacts at the University of Surrey, UK (to be contacted by IIHS members of staff only. All IIHS students' queries should be sent to the IIHS contacts as above):
    - Programme Link Tutor (for Nursing programmes - Dr Wendy Grosvenor)
    - University of Surrey Quality Framework, Academic Regulations, Academic Governance and Transnational Education (TNE): Dr Svetlana Reston regulations@surrey.ac.uk

Data protection

20. The University holds and processes personal data and sensitive personal data or special categories of data about its current, past, or prospective, applicants, students, alumni and others who are defined as subjects under applicable data protection laws. This is done in accordance with the applicable data protection laws. The applicable data protection laws currently include the EU General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

21. Detailed information relating to how the University handles the personal data of applicants, students and alumni can be found on our website.

Roles and responsibilities (University of Surrey - awarding body)

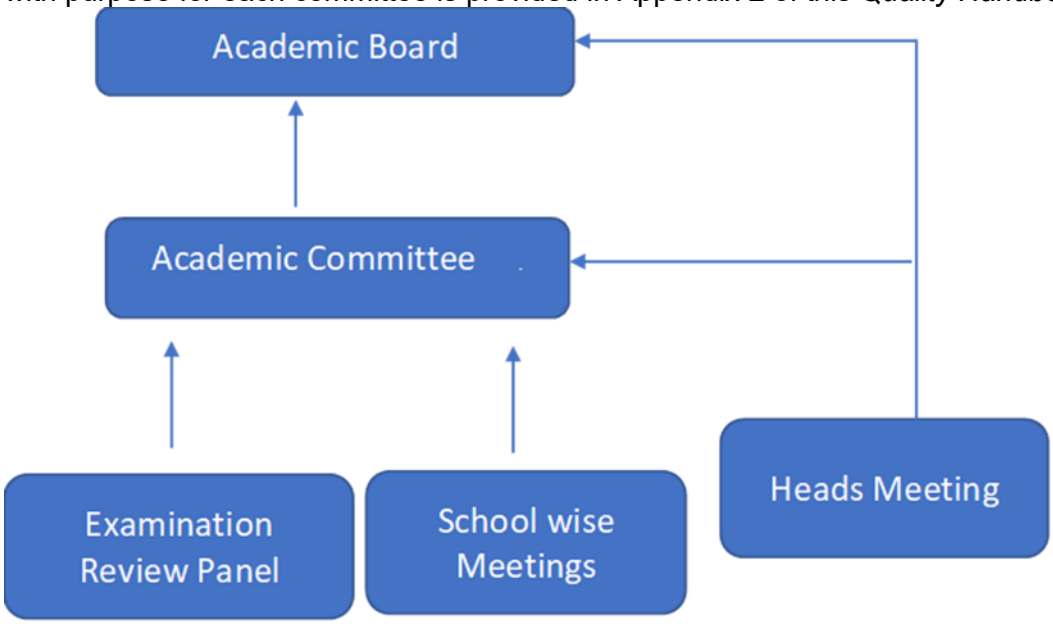
22. The University of Surrey's central departments play a key role in formal due diligence, academic quality, and the student learning experience processes for programmes delivered through the Surrey-IIHS academic partnership (the list is not exhaustive):
    - Directorate of Academic Performance, Quality and Governance: to scrutinise and verify that the academic quality of the Surrey-validated programmes leading to its degree award, due processes and associated risk management are of high academic standards and compliant with the University of Surrey academic regulations and processes. These processes include ongoing monitoring of academic quality standards processes, such as programme/module validation, termination and modification, continuous programme enhancement reviews and other quality audit/due diligence checks.
    - Chief Student Officer (CSO) Directorate: to ensure that student records, held centrally by the University of Surrey, are up-to-date and to produce degree award certificates and exit transcripts, etc.

23. The key roles to support learning and teaching processes include Link Tutors and External Examiners. A summary of key responsibilities for these roles is included in Appendix 1. For further information, please see the *Code of practice for external examiners*: https://www.surrey.ac.uk/quality-framework/codes-practice.

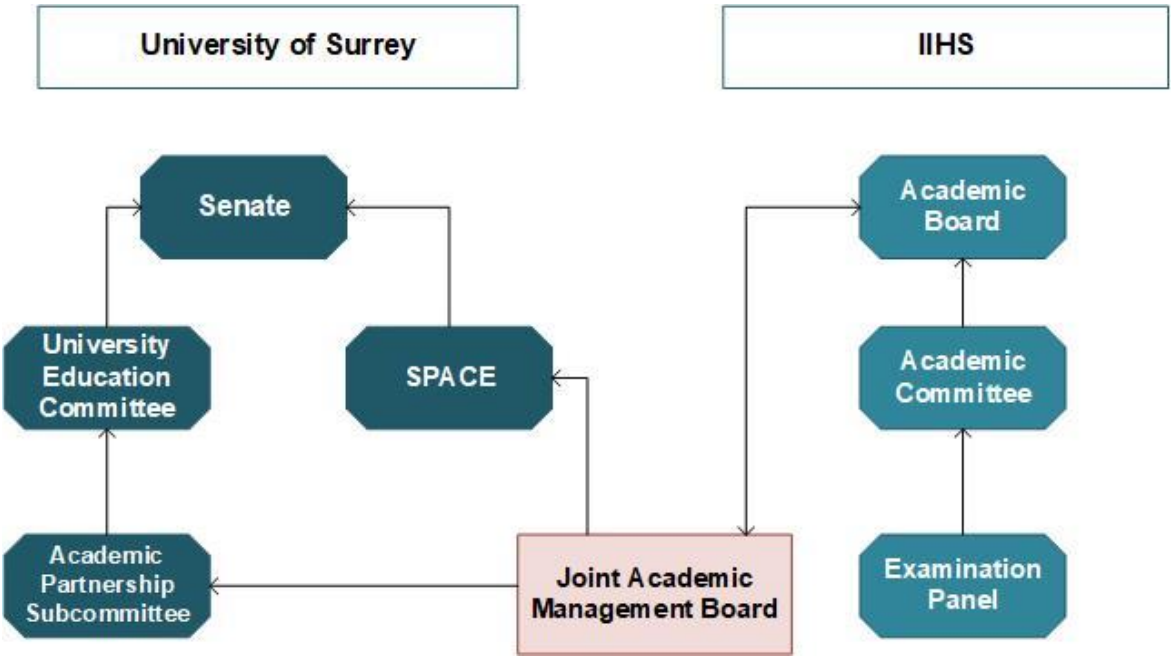
Academic governance

24. The University of Surrey has an established academic quality governance structure for the approval and management of Surrey-validated programmes delivered by IIHS, which resides under the authority of Senate. Senate, through its delegated bodies (see the *Senate governance structure*), is ultimately responsible for the standards of the University of Surrey award.

25. The IIHS's internal academic governance structure is as follows (detailed structure with purpose for each committee is provided in Appendix 2 of this *Quality Handbook*):



26. All Surrey-validated programmes (delivered by IIHS) are managed by the Joint Academic Management Board. The Board is responsible for the development and maintenance of the Surrey-IIHS academic relationship, including approval and monitoring of programmes of study, for the benefit of both partners. One of the key objectives of the Joint Academic Management Board is to receive final award marks and award classifications for taught degrees, as recommended by the IIHS Academic Board for consideration and recommendation to the Senate Progression and Conferment Executive (SPACE) for final approval on behalf of the Senate. The Joint Academic Management Board submits annual reports to the Academic Partnership Subcommittee (Surrey), which are then recommended to UEC for approval and Senate for noting. These annual reports are also shared with the Academic Board (IIHS). Below is the joint academic quality governance structure (Surrey – IIHS):



Academic Year structure and Hybrid programme delivery

27. The Surrey-validated programmes delivered by IIHS work to an academic year based upon three semesters, normally between 14-16 weeks each (excluding Christmas and Easter breaks). An example of the pattern adopted for the September 2025 intake (cohort 1) is illustrated in Appendix 3 of this *Quality Handbook*. In December 2025, the University of Surrey approved[2] an amendment to this *Quality Handbook* to allow for Surrey-validated programmes to be delivered by IIHS via hybrid teaching provision method, which is based on a 50:50 split between online and in person programme delivery. Normally, all practical, seminars, workshops, etc, methods of teaching are delivered in person, but lectures are often delivered online.

Student Protection Plan

28. The Student Protection Plan outlines the potential risks to the continuation of study and the measures in place to safeguard students in the event of disruption. It sets out the processes for communication, refunds, compensation, and support to ensure that students can complete their studies successfully.

29. The University of Surrey's Student Protection Plan is available from the University website. An addendum (see Appendix 4 of this *Quality Handbook*) sets out how IIHS and the University will ensure that this academic partnership arrangement complies with paragraph 28 of the University's Student Protection Plan and the contractual condition to protect the interests of students in the case of a programme closure.

Validation and Programme/Module Modifications

30. Normally, IIHS would confirm plans to submit new programme proposals for validation at least one academic year in advance of the prospective date of the first intake to ensure sufficient time for any conditions of approval to be addressed without compromising arrangements for recruitment.

31. The process for the outline programme proposal and programme validation is described in the *Validation of new programmes and programme/module modification processes: Guidelines for Surrey validated programme delivered by IIHS* (please see Appendix 5 of this *Quality Handbook*). All forms and guidance for the validation processes can be obtained from the Directorate of Academic Performance, Quality and Governance, University of Surrey.

32. The module and programme modification process is part of the continuous improvement of programmes to guarantee the best possible student experience. Where a need for modification is identified, the Programme Leader, or a nominated alternate, is required to liaise with the Link Tutor and start a modification process. Details of this process are described in the *Validation of new programmes and programme/module modification processes: Guidelines for Surrey validated programme delivered by IIHS* (Appendix 5 of this *Quality Handbook*).

Periodic Review

33. The periodic review of all Surrey-validated programmes delivered by IIHS will be conducted at the same time, simultaneously, regardless of their initial validation period. This review will be part of the Academic Partnership Periodic Review process and organised by the Directorate of Academic Performance, Quality and Governance, University of Surrey. The first (interim) review will be undertaken in July-August 2027, i.e. two calendar years after the initial academic partner review, to assess the efficacy of the subject/programme and the overall partnership arrangements and to

[2] The amendment was endorsed by the University Education Committee on 09/12/2025.

identify and remedy any potential risks. Further details regarding this process, including required documentation and schedule, will be available from the Head of Academic, Policy and Governance.

Continuous Programme Enhancement Review

34. The continuous enhancement process is described in the *Code of practice for continuous enhancement review: taught programmes*. This Code of practice applies to all taught programmes at the University of Surrey, its Associated/ Accredited (UK) and Validated/Franchised (Transnational (TNE)) Institutions, which lead to the University awards as described in the *Regulations for taught programmes*.

35. All Surrey-validated programmes delivered by IIHS would be reviewed continuously through this two-stage process: throughout the academic year at a programme level via a continuous enhancement plan (CEP) and annually, as part of the IIHS Surrey-validated programmes portfolio, via the Annual Programme Enhancement Review. Further details regarding this process, including required forms and templates, will be available from the Head of Academic, Policy and Governance.

Entry and English Language requirements

36. All Surrey-validated programmes, delivered by IIHS, are taught in English (UK). All applicants must meet the University's minimum English language level through the most recent evidence prior to admission (see the *Code of practice for undergraduate admissions*). Applicants can be exempted from completing these requirements if they are a national of a majority English-speaking country or have studied for a minimum of one full academic year and successfully completed within the past five years a qualification at least equivalent to a UK Bachelors taught in English. For further details please visit the language webpage.

37. Entry requirements to each individual programme of study, leading to the University of Surrey award, are considered and approved by the University of Surrey Validation Panel. The student recruitment and selection processes are managed by IIHS, subject to compliance with the University of Surrey entry criteria specified in the approved programme specification(s).

38. Admission processes follow the standard Surrey regulations and procedures, including English language requirements, recognition of prior learning/credit (where applicable), and verification of applicant information.

39. The key principles of Recognition of Prior Learning (RPL) and Prior Credit (RPC) are followed in cases where candidates with non-standard entry qualifications have previously achieved equivalent prior learning/credit to satisfy the programme entry requirements.

Assessment and Feedback

40. The assessment and feedback processes for University of Surrey validated programmes delivered through IIHS are fully aligned with the University of Surrey *Code of practice for assessment and feedback* and operationalised through IIHS Standard Operating Procedures (SOPs). All assessments are designed to ensure integrity, fairness, and alignment with programme learning outcomes, with principles of validity, transparency, and inclusivity upheld throughout. This integrated framework ensures consistency in academic standards, operational efficiency, and a student-focused approach to assessment. Key elements of academic quality control of assessment procedures, such as quality assurance of marking and the ratification of

degree award results, are undertaken in collaboration with the University of Surrey, with final authority resting with:

- Academic Board, IIHS: marking of student work.
- Senate Progressions and Conferment Executive (SPACE), University of Surrey: degree award results.

41. Feedback is provided in a timely and developmental manner, supporting student learning and progression and improving the quality of their future work. Normally, assessed work is returned to students with accompanying feedback within a period of three semester/term weeks and not less than three days before the submission deadline for assessed work where the student's response to feedback on the first piece of work might reasonably be expected to enable them to improve their performance in the second piece (or pieces) of assessed work.

42. Final year project reports/portfolios and Master's dissertations are not required to be returned within the three semester/term week period following the submission deadline (in these cases, feedback is normally returned within a six semester/term week period).

43. Feedback on formative assessments plays a particularly important role in supporting student learning. The purpose of formative feedback is not only to indicate performance but also to encourage reflection and improvement before final submissions are made. Any indicative marks provided for formative tasks should be clearly explained, with commentary offering specific suggestions on how the student might enhance their work. Such feedback should be forward-looking, allowing students to use it as a basis for improving their academic skills and approaches to future assessments.

44. Feedback on summative assessments, by contrast, carries a more formal purpose as it is directly linked to the final mark or grade awarded. Summative feedback must provide a clear explanation of the grounds on which the grade has been determined. It should enable students to understand their level of achievement in relation to the learning outcomes and assessment criteria. Beyond explaining the current performance, wherever appropriate, summative feedback should also incorporate feed-forward advice, guiding students on how to apply the lessons learned to enhance future academic work. In this way, feedback serves not only as a judgment of past performance but also as a valuable learning tool that supports ongoing academic and professional development. Principles of good feedback are provided in Appendix 7- Guiding principles supporting learning-focused assessment and student feedback of the *Code of practice for assessment and feedback*.

45. The scheduling of assessment events is governed by the IIHS Standard Operating Procedures (SOPs). Assessment timetables are prepared well in advance to ensure a balanced distribution of assessments across the entire programme of study, in line with the principles of the University of Surrey's *Code of practice for assessment and feedback*. Based on the principles of transparency and fairness, all key stakeholders, including students, are informed of these assessment deadlines in a timely manner.

46. Examinations are conducted in secure venues under invigilated conditions, ensuring fairness, academic integrity, and inclusivity. Coursework assessments are submitted electronically via the IIHS Virtual Learning Environment (Moodle), which records submission time and date to maintain transparency and traceability. Special arrangements, such as disability accommodations or alternative assessment formats,

are determined collaboratively between IIHS and the University of Surrey to maintain equity and accessibility.

Transcripts and degree award certificates

47. Provisional module results/grades are released to students on the IIHS Moodle with a statement indicating that the grades are tentative and subject to change as they are under review and moderation, including by the Link Tutor and external examiner. The revised final marks/grades will be published on the IIHS Moodle following their confirmation.

48. All final marks/grades and the proposed list of students for graduation will be submitted to the IIHS Academic Board for approval. Once approved, the required documentation and student list will be submitted to the Joint Academic Management Board and then to SPACE (University of Surrey) for final approval of degree award results. Students who were approved by SPACE (University of Surrey) will be invited to the IIHS' Graduation Ceremony.

49. An official exit transcript with students' final module marks/grades/credits will be forwarded by IIHS to the University of Surrey, showing the student's module marks, credits and performance and the completion of requirements for the degree. The IIHS Registrar's Office will review all relevant details before sending these to the University of Surrey for printing the exit transcripts and the degree award certificates to ensure the students' names, date of birth, award dates, programme name, classification and degree award are accurate.

50. According to the IIHS Policy for Graduation, students should submit their names for the certificates and transcripts when applying for graduation. Based on these applications, the names will be forwarded to the University of Surrey for use in the degree certificate and transcript preparations. If errors are identified after documents are printed and sent to IIHS, the cause should be identified, and necessary measures should be taken to rectify the error. The University of Surrey's procedure for the correction of errors and the extra costs that will be incurred will apply. Student complaints about the academic documents should be forwarded to the IIHS Registrar's office. The IIHS Registrar will process the issue and inform the Chief Student Officer Directorate, University of Surrey.

51. Degree award certificates for University of Surrey awards shall be of the same design and content, irrespective of whether the award was undertaken in Surrey or IIHS. The Chief Student Directorate of the University of Surrey will be responsible for preparing and issuing an exit transcript and an award certificate to each student who successfully completes a Surrey-validated programme, delivered by IIHS. The University of Surrey will release academic document packets to IIHS via a secure Courier service DHL/FedEx, etc. IIHS will confirm receipt of documents upon arrival.

Student-facing procedures (delivered by IIHS)

Student Induction/Orientation programme

52. The International Institute of Health Sciences (IIHS), in collaboration with the University of Surrey, provides all new students with a structured Student Induction and Orientation Programme at the commencement of their studies. The programme, which is delivered over a period of two to four weeks, is designed to facilitate a smooth transition into higher education and to ensure that students are academically, professionally, and personally prepared for the demands of their programme of study.

53. The orientation encompasses a comprehensive introduction to the institutional culture, academic expectations, and regulatory framework governing Surrey-validated programmes. Students are briefed on the programme structure, assessment processes, academic integrity, extenuating circumstances, appeals and complaints procedures, and the key policies outlined in the Quality Handbook. Dedicated sessions address academic skills development, digital and information literacy, English proficiency, and personality and soft skills enhancement. Diagnostic assessments, including English language screening, psychometric profiling, learning style, and aptitude tests, are administered to identify individual student needs and to tailor subsequent support.

54. The induction further provides students with access to academic, wellbeing, and career support services, alongside guidance on digital learning resources such as the virtual learning environment and e-library. Special emphasis is placed on preparing students for scholarly practice, time management, professional conduct, and effective communication in academic and collaborative settings. Additionally, cultural and social orientation activities are integrated to support engagement with the IIHS student community and adaptation to UK academic culture.

55. The responsibility for delivering the Student Induction/Orientation Programme rests with the relevant School, which draws upon the expertise of both academic staff and the Student Support Unit. Where appropriate, University of Surrey staff may participate in the programme during visits; otherwise, IIHS delivers the induction with the support and oversight of Link Tutors to ensure alignment with university standards.

Extenuating circumstances

56. Extenuating circumstances are non-academic factors which may include illness, family circumstances and other exceptional circumstances that have or will have in the future affected the student's ability to meet a deadline or to attend an event. Such circumstances will be considered on a case-by-case basis and may include participation in national and international sporting events, military service, etc.

57. In such cases, students may request an extension (up to two weeks for coursework) or a deferral (postponing the assessment to the next available opportunity). Accepted grounds typically include ill-health, bereavement, or other serious personal issues, while minor or foreseeable issues (such as IT problems, poor time management, or transport delays) are not normally accepted.

58. All requests must be submitted before the assessment deadline, using the official form and supported by independent evidence. Students have the right to appeal a rejected request if new evidence is available or if procedures were not properly followed.

59. Detailed guidance with examples of acceptable evidence and the appeals process is provided in *Policy on Mitigating Circumstances – Extension and Deferral of Coursework, Assessments and Examinations* (IIHS/ACA-EXA/SOP/06 - available at SOP - Mitigating Circumstances- Extension and Deferral of Coursework-Assessments and Examinations.pdf.

Appeals and Complaints

60. IIHS provides free, fair, confidential and transparent processes for students to resolve complaints and appeals. If students feel they have been treated unfairly or they wish

to query procedural aspects behind an academic decision, they can follow the Student Complaints and Appeals Policy (IIHS/ACA/SOP/10-SOP - Student Complaints and Appeals.pdf. All matters are handled **fairly, confidentially, and without discrimination**, and students may be supported by a third person if needed.

61. Types of Complaints and Appeals:
    - Academic Appeals: Procedures regarding assessments, results, progress, or awards. (Follow SU Regulation & CoP). Process Overview: Programme Coordinator → Head of Department → Academic Board.
    - Non-Academic Complaints: administration, facilities, finance, welfare, admission, or student services. Process Overview: Programme Coordinator → Head of Department → Operations Department.

Academic Misconduct

62. IIHS is committed to upholding the highest standards of academic integrity. Academic misconduct includes plagiarism, cheating, falsification of data, collusion, multiple submissions without approval, impersonation, and improper use of AI tools. Such acts undermine fairness, credibility, and the value of academic achievements. Depending on the severity and the number of instances, penalties for academic misconduct.

63. Students must refer to the *SOP for Academic Misconduct (IIHS/ACA-EXA/SOP/05-SOP - Academic Misconduct.pdf)* for detailed guidelines, procedures, and appeal processes. However, penalties for academic misconduct will be applied in accordance with the University of Surrey regulations, which can be accessed at: *Regulations for Academic Misconduct*.

Student Voice

64. School-wise Meetings are held once a month and include the Head of School, Heads of Departments, and Academic Coordinators with lecturers as required. These meetings serve as the primary platform for managing academic delivery and operational planning. Student voice is formally integrated, with student monitors invited during a designated time slot to share feedback, concerns, and suggestions directly with the academic team. In addition, feedback from student committees and surveys is reviewed and discussed, ensuring that student perspectives are adequately represented in planning, problem-solving, and decision-making at the school level.

65. **Student Committees** at IIHS consist of: Student Council, Scientific Committee, Sports Committee, Music, Arts, Drama and Dancing (MADD) Society and Fauna Club. Each committee includes staff representatives who bring student concerns to departmental and school levels, ensuring their voices are heard in decision-making. Through these committees, students can raise academic and non-academic concerns, suggest improvements to teaching, learning, and student services, and actively contribute to initiatives that enrich overall student life.

66. The **IIHS Student Support Unit (SSU)** ensures that the student voice is heard through regular feedback opportunities such as surveys, student forums, and class representative meetings. Students are encouraged to raise concerns or suggestions related to academics, campus life, wellbeing, or any area affecting their student experience. The SSU works collaboratively with academic and administrative teams to ensure that feedback leads to meaningful action.

67. **Student Feedback and Satisfaction Surveys** are an integral part of how IIHS ensures continuous improvement in both academic and non-academic areas. The *Customer Satisfaction Survey*, conducted once every term by the Quality Assurance Department, gathers student views on non-academic aspects such as campus facilities, administrative services, and student support systems. Surveys are distributed and collected confidentially to protect student identities, and the QA Department compiles and analyses the results before sharing them with Heads of Departments and relevant administrative units. Findings are used to identify strengths and areas needing improvement, with action plans implemented accordingly and outcomes communicated back to students to maintain transparency (Appendix 3: Customer Satisfaction Survey Template).

68. The **Module Feedback Survey** is conducted once per semester for each lecturer and student group by the Academic Administration Unit. This survey focuses on teaching quality, lecturer performance, and the overall learning experience. Feedback remains anonymous and does not affect grades, ensuring students can provide honest input. Results are compiled and shared with the Head of School, Head of Department, and the Quality Assurance Department for review. Where lecturers score below 4.0 on a 5-point scale, a **Personalised Action Plan** is developed and monitored, with follow-up feedback taken after two additional sessions. If concerns remain unresolved, the matter is escalated to the Academic Board for further action. To maintain transparency, all outcomes and improvements are communicated back to students (Appendix 4**:** Module Feedback Form; Appendix 5**:** Personalised Action Plan Format).

Student Support System

69. The **Student Support Unit (SSU)** at the International Institute of Health Sciences (IIHS) offers comprehensive services to help students thrive academically, personally, and professionally. This includes support for academic performance (such as mentorship, tutorials, and time management guidance), assistance with health and wellbeing (counselling, medical care, and emergency protocols), as well as help navigating financial aid, accommodation, and transport. The SSU also supports students during transitions, whether starting at IIHS, changing programmes, or preparing for careers through offering induction/orientation programmes, career counselling, language preparation, and internship guidance. Students with disabilities are provided with inclusive services such as accessible facilities, exam accommodations, and specialist tutoring.

70. Additionally, IIHS caters to the needs of international students with visa assistance, cultural orientation, language support, and accommodation help. Students can also engage in various clubs, events, and multicultural activities to enrich their campus life. The support team includes programme coordinators, counsellors, and healthcare professionals who ensure a well-rounded approach to student welfare.

Student Disciplinary procedures

71. A **Student Disciplinary Guidelines** are designed to help students develop self-discipline, respect, and responsibility, while also ensuring a safe and positive learning environment for all.

72. The full **IIHS Discipline and Behaviour Guidelines** document, which includes detailed procedures, rules, and disciplinary processes, is available on the IIHS website – SOP - Student Discipline and Behavior.pdf. Students are strongly encouraged to read and familiarise themselves with it.

Students' Attendance

73. Student attendance is regarded as a cornerstone of academic and professional development. Consistent participation not only supports the continuity of learning but also nurtures the discipline and accountability expected of future healthcare professionals. Engagement in both classroom and practical settings ensures that students acquire the knowledge, practical skills, and professional values necessary for safe and effective practice.

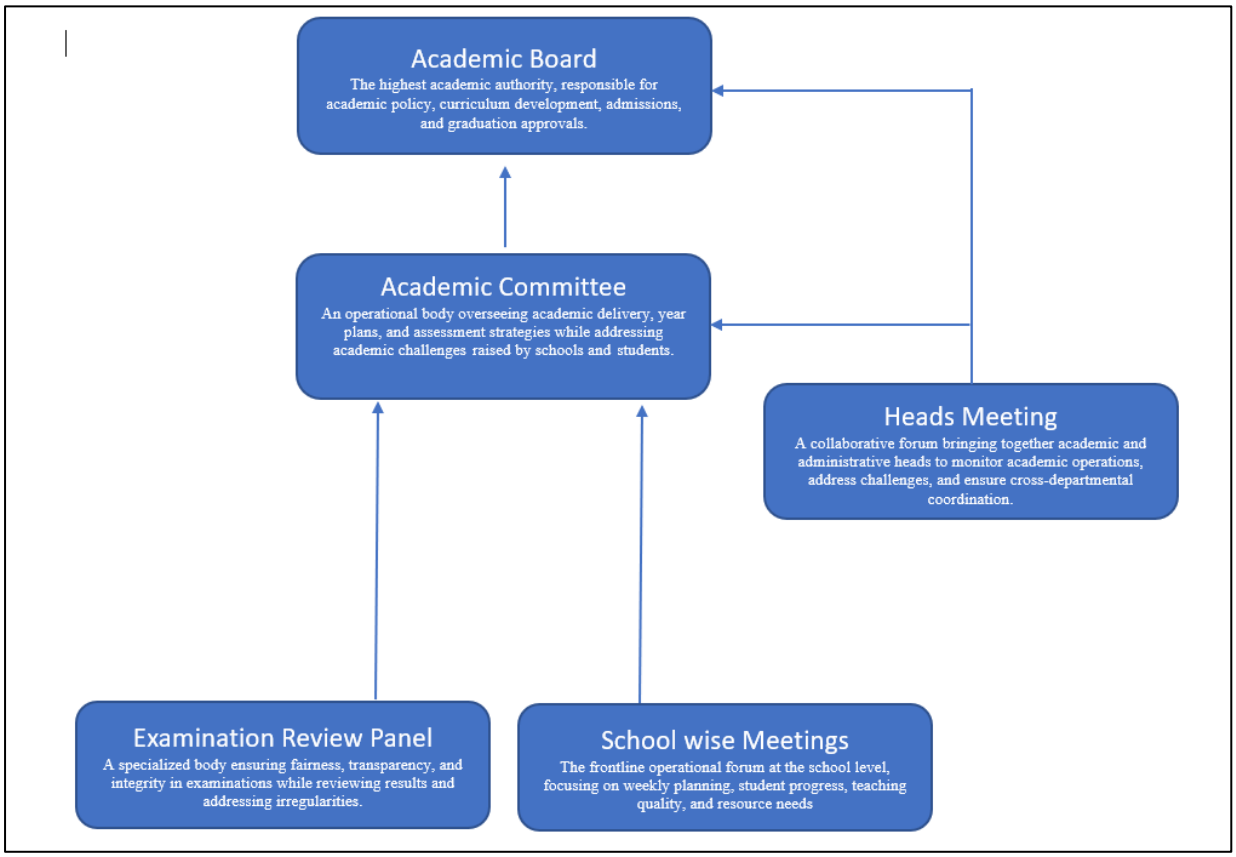
74. The complete SOP for Attendance is available at SOP - Students' Attendance.pdf.

Appendix 1 - A summary of the roles of External Examiner and Link Tutor for validated programmes delivered by IIHS and leading to the University of Surrey award

Perspective	Link Tutor role	External Examiner (EE) role
Key purpose	To provide support regarding learning and teaching processes to the IIHS staff and to reassure the University of Surrey on the application of the University's regulations and procedures for assessment and quality assurance (in respect to IIHS programmes leading to awards of the University of Surrey).	To provide an objective view of the academic standards of programmes leading to awards of the University of Surrey, concerning national standards and regulatory requirements.
Appointment	A senior/highly experienced Surrey academic member of staff. Appointed for Surrey-validated programmes offered by IIHS.	At least one EE appointed for each University of Surrey award-bearing programme. Nominations submitted by the Link Tutor for approval by the University.
Induction to the role	Arranged by the University of Surrey – the nature and style (group, formal, or informal) will depend on the number of Link Tutors newly appointed. Introductory meeting also with the Programme Leader and Teaching Team at IIHS (virtual or physical visit).	Arranged by the University of Surrey – the nature and style (group, formal, or informal) may vary depending on the number of validated programmes. Induction to the programme of study is arranged by IIHS.
Role	• **Academic oversight:** through activities such as second marking (marking moderation). • **Support for New Programme Development:** to support the IIHS team with queries relating to programme development and enhancement. • **Engagement and Collaboration**: Link Tutor will take part in the IIHS Induction/Orientation programme for new students and graduation ceremonies during either the annual visit to the IIHS campus or remotely. These visits will include opportunities to meet with students and programme faculty, as well as participate in peer review of teaching to support educational quality and alignment with UoS standards.	To certify that: • Academic standards (and professional standards if relevant) are set at the correct level for the programme and award. • Student performance is assessed against these standards. • Assessment, in all of its aspects, is conducted fairly. • The quality of the programme provided is, as a minimum, appropriate to meet national and international expectations.
Member of Board of Examiners (equiv.)	Yes – for all levels of study. If unable to attend (virtually), views to be provided in writing.	Yes – for all levels of study. If unable to attend (virtually), views to be provided in writing.
Member of Board of Studies (equiv.)	Yes – for all levels of study. If unable to attend (virtually), views to be provided in writing.	No.
Visiting the institution	At least 3 times a year (virtual meetings with 1 physical visit per year) to attend key meetings of Boards of Studies and Examiners, Graduation ceremonies, informal discussions with the programme team and students.	Virtual attendance of the Board of Examiners meetings.

Responsibilities	• To provide a source of advice and guidance to the Programme Leader and Teaching Team on curriculum content, the regime of assessment, resources for teaching and learning, emerging national considerations, and matters relating to quality assurance enhancement provision. • To note and advise on the outcome of inspections/audit by the University. • To ensure assessment procedures comply with the requirements of the University of Surrey e.g. double marking, sampling of scripts and coursework by the external examiner(s). • The key responsibilities also include providing advice on the continuous enhancement plan (CEP) activities and regular reviews and updates of the resulting action plan. End of first year of programme – review formative and summative assessment structure with the programme.	• To engage directly with assessment in various ways to offer informed judgements. • To comment on draft examination papers for Framework for Higher Education Qualifications (FHEQ) Level 4 (where there is a PSRB requirements or it is a new programme with new FHEQ Level 4 modules) and FHEQ Level 5 and above. • To receive representative samples of student work across the full ability range. • To review the level and range of marks, within and between modules. • To check for consistency of marking. • To consider the relationship between learning outcomes and assessment methods. • To confirm that the University grade descriptors and marking schemes have been applied correctly. • To moderate marks. • To attend Boards of Examiners (virtually). • To submit reports.
Report	Report (pro-forma for Link Tutors) – completed after the awarding Board of Examiners' meeting (one report per each graduating cohort). Received and acknowledged by the University's Directorate of Academic Performance, Quality and Governance and circulated to the IIHS CEO with a copy for the Programme Leader and Academic Registry.	Report (electronic format) completed after the awarding Board of Examiners' meeting. Received and acknowledged by the University's Directorate of Academic Performance, Quality and Governance and circulated to the IIHS CEO with a copy for the Programme Leader and Academic Registry.
Board of Examiners	Does not sign recommendations.	Signs the recommendations.
Approves/consulted on draft examination/ coursework question papers	Yes.	Yes, in accordance with the *Code of practice for external examiners*.
Sampling of marking/ moderation	Yes, in accordance with the *Code of practice for assessment and feedback* (second marking).	Yes, in accordance with the *Code of practice for external examiners.*
Participation in programme review	Providing support to the IIHS programme team with the periodic and interim (where applicable, including virtual or physical attendance) reviews of programmes. The Link Tutor's Report to the University should contribute to the IIHS Annual Programme Enhancement Review (APER) report.	EE's annual report to the University should contribute to the IIHS Annual Programme Enhancement Review (APER) report.
Programme/ Module Modifications	Consulted on proposals for change (programme and module) and a signatory on programme modification forms.	Consulted on proposals for change for Programme modifications (major changes only).

Appendix 2 – IIHS's detailed academic governance structure:



Appendix 3 - the Academic Year pattern adopted for the September '25 intake

Year	c/c Date	Cumulative week	Moderation/Exam boards	Programme delivery
2025	2025-09-01 - 2025-09-07	-1	IIHS - Trim 01 Assignment pre-moderation	Orientation
2025	2025-09-08 - 2025-09-14	0	IIHS - Trim 01 Assignment pre-moderation	Orientation
Year 01 - Trimester 01				
2025	2025-09-15 - 2025-09-21	1		Inauguration - 19.05.2025
2025	2025-09-22 - 2025-09-28	2		Teaching & Learning
2025	2025-09-29 - 2025-10-05	3	Submission of Registration list to SU for offer letters	Teaching & Learning
2025	2025-10-06 - 2025-10-12	4	Receive offer letters from SU	Teaching & Learning
2025	2025-10-13 - 2025-10-19	5		Teaching & Learning
2025	2025-10-20 - 2025-10-26	6		Teaching & Learning
2025	2025-10-27 - 2025-11-02	7		Teaching & Learning
2025	2025-11-03 - 2025-11-09	8		Teaching & Learning
2025	2025-11-10 - 2025-11-16	9		Teaching & Learning
2025	2025-11-17 - 2025-11-23	10		Teaching & Learning
2025	2025-11-24 - 2025-11-30	11		Teaching & Learning
2025	2025-12-01 - 2025-12-07	12		Teaching & Learning
2025	2025-12-08 - 2025-12-14	13	IIHS - Trim 02 Assignment pre-moderation	Assessment
2025	2025-12-15 - 2025-12-21	14	IIHS - Trim 02 Assignment pre-moderation	Assessment
2025	2025-12-22 - 2025-12-28	15		New Year Vacation
2026	2025-12-29 - 2026-01-04	16		New Year Vacation
2026	2026-01-05 - 2026-01-11	17		Marking
2026	2026-01-12 - 2026-01-18	18		Marking
Year 01 - Trimester 02				
2026	2026-01-19 - 2026-01-25	19	Exam board - Trimester 01 Link Tutor & External Examiner	Teaching & Learning

2026	2026-01-26 - 2026-02-01	20	Publication of Results	Teaching & Learning
2026	2026-02-02 - 2026-02-08	21		Teaching & Learning
2026	2026-02-09 - 2026-02-15	22		Teaching & Learning
2026	2026-02-16 - 2026-02-22	23		Teaching & Learning
2026	2026-02-23 - 2026-03-01	24		Teaching & Learning
2026	2026-03-02 - 2026-03-08	25		Teaching & Learning
2026	2026-03-09 - 2026-03-15	26		Teaching & Learning
2026	2026-03-16 - 2026-03-22	27		Teaching & Learning
2026	2026-03-23 - 2026-03-29	28		Teaching & Learning
2026	2026-03-30 - 2026-04-05	29		Teaching & Learning
2026	2026-04-06 - 2026-04-12	30		New year Vacation
2026	2026-04-13 - 2026-04-19	31		New year Vacation
2026	2026-04-20 - 2026-04-26	32		Teaching & Learning
2026	2026-04-27 - 2026-05-03	33		Vacation
2026	2026-05-04 - 2026-05-10	34	IIHS - Trim 03 Assignment premoderation	Assessment
2026	2026-05-11 - 2026-05-17	35	IIHS - Trim 03 Assignment premoderation	Assessment
2026	2026-05-18 - 2026-05-24	36		Marking
2026	2026-05-25 - 2026-05-31	37		Marking
Year 01 - Trimester 03				
2026	2026-06-01 - 2026-06-07	38	Exam board - Trimester 02 SU Link Tutor & External Examiner	Teaching & Learning
2026	2026-06-08 - 2026-06-14	39	Publication of Results	Teaching & Learning
2026	2026-06-15 - 2026-06-21	40		Teaching & Learning
2026	2026-06-22 - 2026-06-28	41		Teaching & Learning
2026	2026-06-29 - 2026-07-05	42		Teaching & Learning

2026	2026-07-06 - 2026-07-12	43		Teaching & Learning
2026	2026-07-13 - 2026-07-19	44		Teaching & Learning
2026	2026-07-20 - 2026-07-26	45		Teaching & Learning
2026	2026-07-27 - 2026-08-02	46		Teaching & Learning
2026	2026-08-03 - 2026-08-09	47		Teaching & Learning
2026	2026-08-10 - 2026-08-16	48		Teaching & Learning
2026	2026-08-17 - 2026-08-23	49		Teaching & Learning
2026	2026-08-24 - 2026-08-30	50		Assessment
2026	2026-08-31 - 2026-09-06	51		Assessment
2026	2026-09-07 - 2026-09-13	52		Marking
2026	2026-09-14 - 2026-09-20	53		Marking
Year 02 - Trimester 01				
2026	2026-09-21 - 2026-09-27	54	Exam board - Trimester 03 SU Link Tutor & External Examiner	Teaching & Learning
2026	2026-09-28 - 2026-10-04	55	Publication of Results	Teaching & Learning
2026	2026-10-05 - 2026-10-11	56		
2026	2026-10-12 - 2026-10-18	57	**IIHS Academic Board - October 2026**	
2026	2026-10-19 - 2026-10-25	58	**Joint Academic Management Board - UoS**	
2026	2026-10-26 - 2026-11-01	59		
2026	2026-11-02 - 2026-11-08	60		
2026	2026-11-09 - 2026-11-15	61		
2026	2026-11-16 - 2026-11-22	62	**Receipt of Certificate and Transcript**	
2026	2026-11-23 - 2026-11-29	63	**Graduation - Batch 01** **Dispatch of Certificate and Transcript**	

Appendix 4 – Surrey-IIHS Academic Partnership Student Protection Plan (SPP)

This addendum sets out how IIHS and the University will ensure that it complies with paragraph 28 of the University Student Protection Plan and the contractual condition to protect the interests of students in the case of a programme closure (add link when the 2025 version is up this is still 2024 version). This applies to **University of Surrey awards delivered by IIHS**. Students on these Surrey-validated programmes are registered with IIHS.

1. IIHS and the University of Surrey operate under a Strategic Framework Agreement and the Academic Partnership Quality Handbook that defines roles, quality oversight and financial arrangements to safeguard continuity of this partnership. The Joint Academic Management Board is responsible for monitoring this partnership through annual and periodic reviews in order to protect students' interests and to maintain the partnership's viability.

2. The Joint Academic Management Board is responsible for due diligence regarding major modifications/changes to individual modules and programmes, including their permanent withdrawal and temporary suspension. These processes are subject to the standard procedures as described in the *Quality Handbook*.

3. IIHS is responsible for maintaining an Incident Management Plan, which will be coordinated with the Joint Management Board/Surrey liaison person in relation to students studying towards the University of Surrey degree awards.

4. **Hybrid/online delivery in Sri Lanka**: Where temporary disruption affects local facilities or connectivity, delivery will pivot to hybrid or fully online modes until normal operations resume. Surrey and IIHS will adjust assessment formats and deadlines in compliance with the academic regulations to ensure that all students have sufficient opportunities to achieve their programme's learning outcomes and the degree award requirements.

5. **Minimum viable intake**: The partnership incorporates a minimum cohort safeguard to reduce the risk of programme closure due to a low number of students. Should sustained demand decline after the safeguarded period, early-warning triggers and recruitment interventions will be deployed before considering the programme's temporary suspension/permanent closure.

6. **Regulatory change (UK/Sri Lanka)**: If either UK or Sri Lankan regulatory changes affect the programme delivery mode or recognition, the University of Surrey and IIHS will implement compliant delivery adjustments with advance notice and consultation, preserving students' ability to achieve the award.

7. **Implementation:** In case of the need to implement measures of the SPP, the IIHS Student Support Team will coordinate with Surrey's services to ensure on-the-ground support in Sri Lanka and access to Surrey's online support if necessary.

8. **Planned closures/suspensions**: Current cohorts at IIHS will be taught out under Surrey oversight (same curriculum/standards; adjusted schedules if needed). Surrey may deploy flying/online faculty to bolster delivery.

9. Where **teach-out is not possible:**
    a. Where possible, IIHS will provide options to transfer students to another suitable provider in Sri Lanka.
    b. Students will be offered opportunities, where feasible, to transfer within Surrey (including distance learning options).

c. In the event of undelivered teaching or forced transfer caused by IIHS' inability to preserve continuation, IIHS will refund the student for the relevant undelivered portion without bank/currency deductions; the University of Surrey and IIHS will reconcile partner-to-partner finances separately.

10. **Immigration/visa:** The programmes of study are designed to be completed entirely in Sri Lanka. If a continuity solution involves relocation to the UK, the University of Surrey will support visa processes; where visas cannot be obtained, an equivalent remote/local solution will be provided.

11. **Force majeure**: For severe disruption (e.g., public health, natural disaster), programme delivery pivots online; assessment modes/timelines may be revised, subject to compliance with academic regulations; the academic year structure (semesters/terms' dates) may be revised to recover teaching and learning.

12. This addendum is reviewed annually by the Joint Academic Management Group.

Appendix 5 – Validation of new programmes and programme/module modification processes

(Guidance for Surrey-validated programmes delivered by IIHS[3])

1. The Directorate of Academic Performance, Quality and Governance, University of Surrey maintains a schedule of validation events for Surrey-validated degree programmes delivered by IIHS. This schedule is compiled for the coming year with regard to workload and assignment of a Chair for each validation panel.

2. Normally, IIHS will confirm plans to submit new programme proposals for validation at least one academic year in advance of the prospective date of the first intake to ensure sufficient time for any conditions of approval to be addressed without compromising arrangements for recruitment.

3. An indicative timetable for submission of programme documentation, the panel event, and the final report with outcomes can be found in Appendix 2.a below. The exact timings of each programme validation event should be agreed with the Head of Academic Policy, Governance and TNE.

Process

4. The validation of Surrey-validated programmes, delivered by IIHS, is closely matched to processes described in the *Code of practice for programme life cycles*. Advice may be sought from the Link Tutor at any stage during the formulation of a programme proposal and through the completion of the programme validation process.

5. The first stage of the validation process is the programme outline approval. The programme team (IIHS) should contact the Head of Academic Policy, Governance and TNE to initiate the process. Where the Link Tutor has already been appointed, this person will be the main contact point between the programme team and the Head of Academic Policy, Governance and TNE.

6. The Link Tutor would support the programme team to prepare documentation for the programme outline approval stage. This documentation includes:
   - Application Form for programme outline approval (Academic Partnership programmes validated by the University of Surrey).
   - Programme outline.
   - Proposal/Self-evaluation narrative.
   - Summary evaluation from Link Tutor.

7. The programme outline documentation package, described in p.6 above, will be submitted to the Joint Academic Management Board for approval. Depending on the decision outcomes, the proposal would proceed to the initial checks of the validation stage or be rejected.

8. The initial checks exercise for validation events is designed to assess compliance to ensure that the provision under review is in line with the University's regulations, Codes of practice, and policies, in addition to any external/national requirements. IIHS

[3] This document must be read in conjunction with the *Code of practice for programme life cycle processes*

will provide the Directorate of Academic Performance, Quality and Governance, University of Surrey with the following documentation:

- Programme specification(s).
- Module descriptors.
- Self-evaluation narrative – provided by programme proposer.
- Accreditation report (if relevant).
- Projected student numbers.

9. The Directorate of Academic Performance, Quality and Governance, University of Surrey will review the initial checks documentation from IIHS and, if all relevant criteria are met, approve. There are three possible outcomes of the initial checks exercise:
   - Compliant – the programme(s) can continue to the validation/periodic enhancement event stage.
   - Compliant with conditions/corrections – the programme team must complete any conditions/corrections and have them approved by the Head of Academic Policy, Governance and TNE before the programme(s) can progress to the validation/periodic enhancement event stage.
   - Non-compliant – it is expected that this would only be the case in exceptional circumstances. In the case of a validation, the programme(s) could not proceed to the validation event stage. In the case of a periodic enhancement, the appropriate course of action for existing provision will be further discussed to mitigate the risk(s) for current students.

10. Following the completion of the initial checks exercise, new programme specifications and module descriptors can be made public and used for marketing/promotional activities, with the “subject to validation” marker (Validation Only).

11. The validation event will take place over one to three working days, which will be completed in person or, in some cases, held virtually. The panel will consist of:
    - Chair
    - University of Surrey internal member(s)
    - External member(s)
    - Head of Academic Policy, Governance and TNE
    - Any additional member, where required.

Panel proceedings

12. A schedule of activities for the Panel proceedings will be agreed with the IIHS Head of Department/Programme Director. The Validation event, held virtually, usually commences with a brief introduction to the proposal from the Head of Department/Programme Director, followed by a meeting of Panel members in private to consider the programme submission document and identify matters of interest and points for clarification. Meetings with teaching staff and students (where applicable) should help glean further information and hopefully resolve queries and issues. Each validation event is tailor-made and is subject to relevant adjustments.

13. The Chair normally will convey the findings and preliminary conclusions of the Panel to one or more members of senior management of the institution and the Head of Department/Programme Director at the end of the validation/revalidation. The decision and principal recommendation of the Panel may be one of the following:

- **Approval** – for a specified period not exceeding five years, with or without conditions and/or recommendations.
- **Non-approval** – in which case the Panel will indicate those areas in which the proposal is considered deficient, provide recommendations as to how those deficiencies might be rectified, and indicate the timescale in which a revised submission might be presented.
- **Conditions** – those issues which the Panel requires to be addressed to its satisfaction within a specified timescale and without which approval will not be granted. Conditions may relate to modifications being made to the structure, the curriculum, the scheme of assessment, or specific resources (human, technical or spatial) being assigned to support the programme.
- **Recommendations** – matters which, in the judgement of the Panel, should be reviewed for the overall benefit of the proposal but on which the Panel is genuinely open to reasoned argument.

14. The Chair's verbal report will be confirmed and elaborated in a subsequent letter. An appeal against the decision of a Validation Panel by an institution will be considered by the University only on process grounds and not on grounds of academic judgement.

15. If a programme submission has not been successful, i.e. no recommendation is forthcoming for validation, advisory notes will be provided to IIHS and a potential timescale identified within which a new submission might be presented.

16. Where approval is subject to a satisfactory response to conditions, a deadline will be set for receipt of the response from IIHS. The response will be referred to members of the Panel for consideration usually by correspondence. However, if circumstances warrant, the Panel (or a subset) may convene for a meeting. A report, noting whether the response has satisfied the Panel, will be made to the Academic Management Board.

17. The maximum period of validation approval granted by the University is **five** years. A Validation Panel may recommend approval for a period of less than five years in the first instance e.g. if the programme is in a fast-moving subject area, there are concerns regarding staffing, or the programme is one in which IIHS has little previous teaching experience.

18. Provision may be made for an interim review to be undertaken during the initial period of validation to assess the efficacy of the subject/programme and to identify and remedy any potential risks. Such a review is likely to take place following the second graduating cohort (FT; first for Part-Time). An interim review may be arranged, however, at any time, should circumstances demand.

Forms and guidance

19. All forms and guidance for the validation processes can be obtained from the Directorate of Academic Performance, Quality and Governance, University of Surrey, including (the list is not exhaustive):
    - Self-evaluation document template.
    - Programme specification template (validation only).
    - Module descriptor template (if new modules are being proposed).

Programme and module modification

20. The University of Surrey and IIHS are committed to ensuring the continuous improvement of its programmes to guarantee the best possible student experience. Part of this commitment is to recognise where change is needed and to make sure there are no unnecessary barriers to enable programmes to stay relevant, current, viable, and competitive. The modification process is the quality assurance mechanism by which any proposed changes to programmes and/or modules are considered and implemented, if approved.

21. Where a need for modification is identified, the Programme Leader, or a nominated alternate, is required to liaise with the Link Tutor and start a modification. They will be required to complete the *Modification Request Form* as well as edit any programme and/or module records related to the modification. For example, if the modification was to introduce new programme content through the development of a new module, the programme record/specification should also be updated to include the new module. Based on the modifications entered, the Link Tutor will then determine whether the modification is major/minor.

22. It is the expectation that any proposed changes to modules and/or programmes are discussed with current students before final approval and implementation. Student feedback should be taken into account when considering whether to proceed with the modification. The method used to collect this information should be documented within the *Modification Request Form,* and it will not be approved without evidence of appropriate consultation having taken place.

23. Modifications such as the introduction of a new programme structure and/or programme title should only come into effect for new cohorts of students, unless there are exceptional circumstances as to why they should be introduced for existing cohorts. Clear evidence for the modification and how it will be implemented must be detailed within the *Modification Request Form*, to ensure that academic standards are maintained during any transition period.

24. Modifications cannot be introduced for the following academic year after the modification's deadline. Similarly, modifications should not be introduced during a current academic year. However, it is recognised that this might be necessary in exceptional circumstances, which will be considered on a case-by-case basis. In these instances, a clear rationale must be provided to the Board of Studies as to why the introduction cannot wait and how it will improve the overall student experience. Late or in-year changes must be communicated to all students affected and, where possible, they should be consulted beforehand. Examples of exceptional circumstances in this context include:
    - Where the only staff subject expert has left the IIHS, meaning there is no one to carry on the delivery of a module's content.
    - Where a programme is in breach of the University's academic regulations.

25. Modifications and any necessary amendments to programme and module records should be completed and submitted by members of academic staff to the Board of Studies (or equivalent) for consideration and approval. All modification approvals should clearly be recorded within the Board of Studies (or equivalent) minutes and the papers made available to the Link Tutor (and also to the Head of Academic Policy, Governance and TNE on request).

26. Modifications are classified as major or minor and this determines the level of approval required. Minor modifications can be approved by a Board of Studies (or

equivalent); major modifications are first approved by an Academic Committee (IIHS) Studies and forwarded on to the Academic Board (IIHS) and then to the Joint Academic Management Board for final approval.

27. Programme structure should be compliant with the Framework for HE Qualifications and the University's academic regulations for taught programmes. The University's standard module size is 15 credits or multiples of 15 (30, 45, 60) for all taught programmes.

28. The following changes represent a major change:
    - Programme name change(s)
    - New awards or change of existing award (e.g., changing a BA to a BSc)
    - Change to/removal of/introduction of a mode of study (full-time/part-time/distance learning/short course)
    - Introduction of a new Core module
    - Removal of an existing Core module

29. The following changes represent a minor change (please note that the following list is not exhaustive):
    - Module scheduling (i.e., semester 1 or 2 or summer term)
    - Module status (core/compulsory/optional)
    - Introduction of a new module (compulsory/optional)
    - Removal of an existing module (compulsory/optional).
    - Module titles
    - Learning outcomes and/or aims (programme/module)
    - Assessment patterns/strategy
    - Learning and teaching methods
    - Content (programme/module)
    - Contact hours

30. When auditing major modifications, the Head of Academic Policy, Governance and TNE will consider each modification on a case-by-case basis. The purpose of the audit checks is to identify any areas that may require further investigation and to ensure that due process is being followed.

Appendix 5.a - Planning Schedule for Validation (for Surrey-validated programmes delivered by a partner institution)

A schedule of validation and periodic review events will be compiled for the coming year for consideration by the Academic Partnership Subcommittee with regard to workload and assignment of a Chair for each Panel.

New programme outline

Academic partner institutions will be asked to confirm plans to submit new programme proposals for validation at least one academic year in advance of the prospective date of the first intake. Programme outline plans should be submitted to the Directorate of Academic Performance, Quality and Governance for review. Any successful plans will be subsequently considered and approved by the Joint Academic Management Board.

Programme validation process

The schedule for the programme validation process should provide enough time for any conditions of approval to be addressed prior to the programme commencement to ensure that arrangements for recruitment are not compromised.

A date for the submission of programme documentation for initial validation or periodic review of programmes should be agreed with the Head of Academic Policy, Governance and TNE, bearing in mind the following indicative timetable:

Week 1 – Copies of programme submission received by the Academic Quality Services, Directorate of Academic Performance, Quality and Governance. Documentation is circulated to members of the Panel. 10 working days of preparation allowed prior to the event;

Week 3 – Virtual Panel event; outcome (with conditions and recommendations) conveyed by Chair at closing session;

Week 3/4 – Letter to confirm the outcome of the validation event sent via e-mail to the partner institution. Initial response invited by a set date (depending on the nature of findings);

Week 4/5 – Draft report from the validation event circulated to the Panel for comment and to the partner institution to check for factual accuracy;

Week 6/7 – Report finalised for submission to the Joint Academic Management Board;

Week 8/9 – Joint Academic Management Board meeting sign-off;

Week 10 – Feedback to the validated partner institution – letter confirming endorsement (or otherwise) of the recommended period of approval, with a copy of the final report.