



General Regulations for First Degrees, Diplomas and Certificates for Students pursuing modular programmes of study at the University of Surrey

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Glossary of terms

Academic judgement	A judgement that is made about a matter where only the opinion of an academic expert will suffice, for example, a judgement about assessment, a degree classification, research methodology or course content or outcomes.
Academic misconduct	Academic misconduct is the term used by the University to refer to acts by a student seeking an unfair advantage in assessments. It includes personation, copying from another student in an assessment; the use of unauthorised reference material, texts, or equipment in an assessment; plagiarism; collusion between students in assessments in order to gain an advantage, and fabricating results. The University's procedures for dealing with academic misconduct can be found in paragraphs 11-18 of its Regulations for the Conduct of Examinations and Other Forms of Assessment and the University's Academic Standards Guidelines, Section V , paragraphs 3.1-3.9.
Academic year	A 12 month period, normally spanning two calendar years that is used by the University to organise the delivery of the curriculum and associated assessments. It comprises two semesters or, in some circumstances, three terms and normally begins in autumn and ends the following calendar year after late summer resits. An academic year is sometimes referred to as an 'academic session'.
Accreditation	In higher education accreditation is a process through which the value of academic or practice-based achievements is established and recorded in order to enable that value to be made available for the purposes of the University, another University or a body such as a Professional Statutory or Regulatory Body (PSRB).
Accreditation of Prior Experiential Learning (APEL)	The process whereby the University evaluates an applicant's previous achievements outside formal education in order to determine whether they are eligible to enter a university programme of studies.
Accreditation of Prior Learning (APL)	The process whereby the University evaluates an applicant's previous assessed and certificated educational and professional achievements in order to determine whether they are eligible to enter a University programme of studies and, if so, whether their prior learning achievement suggests that they might be admitted to a programme with academic credit. Sometimes also referred to as the Accreditation of Prior Certificated Learning. See Guidelines on the accreditation of prior learning , QAA, 2004.
Additional Learning Support	Additional learning Support provides advice for students and staff on ways to support students with support needs that arise from physical or other impairments. ALS can provide students with general advice and can also prepare a written summary of the adjustments to learning, teaching and assessment assessed as reasonable for a named student by ALS staff (following

	consultation with the relevant programme director). See also Learning Support Adjustment Statement.
Admission	The process through which a student enters the University and is registered to follow a programme of studies.
Aegrotat Degree	A degree awarded by the University in exceptional circumstances for a student prevented by illness or other occurrences from sitting the whole or part of their assessments in the year in which the programme would normally be completed. An Aegrotat degree recognises a student's degree-level achievement. Aegrotat degrees are not honours awards.
Anonymisation; anonymised	<ol style="list-style-type: none"> 1 The removal of evident personal identification information from a document so that the facts it presents can be used (for example in case studies) without breaching an individual's right to privacy. 2 The removal of evident personal identification information from a script or piece of coursework to lessen the risk of bias in the marking process.
Assessment	The process through which a student and their tutors check that the learning outcomes for a piece of work, a module or a programme have been met. See also, 'formative assessment', 'summative assessment' and 'unit of assessment'.
Assessment, formative	A formative assessment task is one that has been devised primarily to help a student check whether they have succeeded in acquiring a particular skill, technique, or facet of knowledge. Such a task is formative in that it forms (or informs) the student's understanding through performing the assessment task(s) and through receiving and acting on the feedback from their tutor(s). See also assessment, summative assessment.
Assessment, summative	A summative assessment task/unit of assessment is one that tests the student's command of the knowledge, understanding and skills required to demonstrate the achievement of some or all of the learning outcomes approved for a module. Marks given for summative assessments contribute to a student's overall mark for the module. While summative assessments are primarily to enable the student to demonstrate their mastery of a particular skill, technique, or facet of knowledge, they are also formative in that the student will normally receive feedback on their performance.
Assessment, unit of	The pattern of assessments for modules in different programmes and subjects varies according to the needs of the programme and the subject(s). In many modules several summative assessments and forms of summative assessment may be used by the tutor(s) to test the student's command of different parts of the learning outcomes for that module. In this context an individual assessment task is referred to as a 'unit of assessment'.
Average	The arithmetic mean when used in calculations for classification or compensation.

Award	Formal recognition that a student has met the learning outcomes required by the University for a programme of studies is given in the form of an academic award, such as a Diploma or a Degree. Specified awards are normally linked to particular programmes of study. See also 'intermediate exit award'.
Bologna Process	The Bologna Process dates from the mid 1990s with the signing of the Lisbon Convention in 1997 and takes its name from the Bologna Declaration of 1999. The aim of the process is to create an area extending beyond the European Union to enable students to study at any institution in one of the states of the European Higher Education Area for academic credits and qualifications that will be recognised by institutions and national authorities in other EHEA states. To realise this aim, participating states throughout the EHEA have modified their curricular structures and qualifications frameworks. The UK is a participant member of the Bologna Process through which the common European Higher Education Area (EHEA) is being constructed. See also ECTS, FQ-EHEA and FHEQ.
Class, class of award.	In the context of assessment a way of providing a measure of an undergraduate student's overall performance. The University uses the following classifications for honours undergraduate and integrated Master's awards: First Class (I); Upper Second Class (II (i)) or 2(i); Lower Second Class (II (ii)) or 2 (ii); Third Class (III) or 3 (not for extended undergraduate programme/integrated Master's).
Class, Classes.	In the context of describing teaching and learning or attendance, a generic term used to refer to taught or supervised sessions provided by the University or another body for its students.
Compensation	Compensation is a procedure through which strong performance by a student in the greater part of the current level or stage of their programme entitles them to compensation for limited failures following reassessment.
Compulsory module	<p>A module (often in the first year of a taught programme) that is identified in a programme handbook as a module students are required to take.</p> <p>Compensation may be applied to a failure in a compulsory module where the failure meets the general requirements for compensation, other than when a professional, statutory or regulatory body requires otherwise.</p>
Core module	<p>A module the content of which is of central importance to a programme and therefore needs to be mastered (and passed) in order for the student to progress towards successfully completing the programme. Core modules are identified as such in programme handbooks and programme specifications.</p> <p>Because core modules must be passed if the student is to progress and/or take their award, compensation cannot be applied to a failure in a core module.</p>

Credit, academic credit	<p>A way of quantifying the amount of volume and complexity of work associated with learning and its outcomes.</p> <p>In the UK one credit is normally awarded for each ten hours of study that a student is expected to complete in a module, whether that is through face-to-face tuition, group work or self-directed learning. In common with other UK higher education institutions and following the alignment of the FHEQ with the FQ-EHEA, two University of Surrey credits are equivalent to one ECTS credit.</p>
Deferred assessments	<p>Where a student is unable to take the assessments for one or more modules in the normal assessment period and there are confirmed extenuating circumstances the board of examiners, advised by the programme director, may permit the student to take the relevant assessments as if for the first time in the late summer reassessment period or, exceptionally, in the following academic year. These assessments are described by the University as 'deferred assessments' to distinguish them from reassessments.</p>
Dissertation	<p>A substantial written report, usually completed by a student towards the end of their programme of studies, designed to enable them to demonstrate their command of the subject matter of the dissertation, their academic, practical and/or professional skills and understanding and to integrate concepts, theories and knowledge.</p>
Distinction	<p>A way of describing excellent performance in final assessments for some non-honours awards. See also 'merit'.</p>
ECTS, see also Bologna Process, 'FHEQ', 'FQ-EHEA' and 'credits'	<p>The European Credit Accumulation and Transfer System (ECTS) assigns credits to course components based on the learning outcomes of the course and the competences to be acquired. In ECTS the workload of a full-time student during one academic year is calculated to be 60 ECTS credits. Workload refers to the average time a learner might be expected to reach the required learning outcomes. More information can be found on the web pages of the UK Europe Unit</p> <p>To arrive at their ECTS credit equivalent halve the number of University of Surrey credits.</p>
Enhanced award	<p>See 'integrated Master's award' and 'Extended Award'</p>
Examination	<p>A form of assessment (usually summative assessment) in which students undertake an assessment task(s) under specified conditions, normally under the supervision of staff acting as invigilators to ensure compliance with the University's regulations.</p>
Extended undergraduate awards	<p>See integrated Master's awards. An award made for successfully completing a programme of study that leads directly to an award at Master's-level (M-level, FHEQ Level 7) from undergraduate entry.</p>
External examiner	<p>An experienced academic or practitioner who is retained by the University to act as an independent and impartial adviser. External examiners are required to provide the University with informed</p>

	comment on the standards set for programme outcomes and awards and student achievement in relation to those standards.
Extenuating circumstances	Extenuating circumstances are unforeseen circumstances that are accepted by the University as having temporarily impaired a student's ability to participate in the work of their programme, to submit their work for assessment, or to attend an assessment.
Framework for Higher Education Qualifications in England, Wales and Northern Ireland, FHEQ	<p>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ EWNI, or FHEQ) is used as a reference point by higher education institutions in England, Wales and Northern Ireland to set the standards of their academic awards (Certificates, Diplomas, Degrees and Higher Degrees).</p> <p>The FHEQ provides generic 'descriptors' for the levels of student achievement that lead to particular academic awards and enables universities and colleges (including the University of Surrey) to map their academic awards against the expectations of the UK higher education community generally and higher education across the participating countries in the European Higher Education Area of the Bologna process.</p>
Framework for Qualifications of the European Higher Education Area (FQ-EHEA)	The FQ-EHEA dates from 2005. It provides means to relate national qualifications frameworks across the member states that comprise the European Higher Education Area (EHEA) of the Bologna process with the aim of improving comparability, international transparency, recognition and mobility of qualifications. It now provides the 'parameters within which the countries of the European Higher Education Area (EHEA) develop their national qualifications frameworks.' QAA certified the FHEQ for England, Wales and Northern Ireland as compatible with the FQ-EHEA in 2009.
Global Graduate Award (GGA)	A University of Surrey scheme to promote the international mobility of its students through enabling them to study a language module each year in addition to their other modules. Credits are shown on the student's transcript but do not count towards gradings (for non-honours awards) or the class of degree (for honours and integrated Master's awards). Modules are worth 10 credits each and are separately recognised through the Global Graduate Award .
Grade	For students registered for some non-honours awards that require study for a substantial number of credits the University provides for performance to be graded as a way of marking the extent of students' achievements. The typical grades allowed by the University's regulations are 'distinction' for excellent performance and merit for good performance. Grades should not be confused with 'classes': the term 'class' as a way of recording achievement is used only in connection with undergraduate honours awards and integrated Master's awards.
Integrated Master's award	An award achieved by following an integrated master's degree programme through which study at bachelor's level is integrated with study at master's level. At the University of Surrey integrated master's degree programmes are studied for four academic years full-time; integrated master's degree programmes that include

	<p>professional training periods may be studied for five years. Integrated Master's awards maybe referred to historically in some University papers as 'enhanced awards' and 'extended awards'.</p>
Intermediate exit award.	<p>An intermediate exit award recognises the academic achievement accrued by students as they progress towards the final award for their programme of studies. It enables a student who wishes to leave their programme without submitting for their final award to gain recognition for their achievements.</p> <p>For a Foundation Degree the intermediate exit awards are the Foundation Certificate where the student has accrued 60 credits at HE level 1 and the Certificate of Higher Education, where the student has accumulated 120 credits at HE level 1.</p> <p>For an honours undergraduate degree typical intermediate exit awards will include a Certificate of Higher Education where the student has accumulated 120 credits at HE level 1 and a Diploma of Higher Education where the student has accumulated 240 with 120 credits at HE Level 2.</p> <p>Intermediate exit awards are graded but not classified.</p> <p>The University does not permit students whose studies have been terminated for failure to make academic progress, and who have taken an intermediate exit award, to return to study on that programme.</p>
Invigilator	<p>A person employed by the University who it charges with responsibilities for supervising and assisting the administration of assessments (normally, an examination).</p>
Learning outcomes, Intended learning outcomes	<p>The term learning outcomes (also 'intended learning outcomes') is used to describe what a student completing a package of work should know and be able to do. Learning outcomes are generally defined for each module and for a group of modules that together constitute a programme of studies.</p>
Learning Support Adjustment (LSA)	<p>Formerly known as Verified Individual Services and Adjustments (VISA).</p> <p>This is a statement in a standard form through which the University's Additional Learning Support service (ALS) provides a written summary of the adjustments for physical or other impairments assessed as reasonable by ALS staff for a named student. Adjustments are designed to provide the student with an equal opportunity to participate in all educational activities: they are not intended to provide an unfair advantage.</p>
Level	<p>Higher education in the UK and Europe uses the term 'level' to describe learning activities that make similar demands on the student. In modular higher education programmes the learning outcomes for an individual module are set at a level appropriate for the place that module occupies in the programme overall and to locate it with other modules with learning outcomes of a similar level of difficulty. The University's approach is consistent with that of the FHEQ in relation to the 'level descriptors' for the four levels</p>

	applicable to taught programmes. See the FHEQ (2008) , pages 16-23.
Level descriptor	A statement that sets out the relative complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement and the demands that it makes on the learner. See the definition adopted by QAA when certifying the FHEQ (2008) for the purposes of the Bologna Process , paragraph 2.6.
Merit	A way of describing good performance in final assessments for some non-honours awards. Merit grades are not available for Ordinary Degrees when the latter are awarded. See also 'distinction'.
Moderation	The processes followed by assessment and examination boards, closely advised by external examiners and the Academic Registry to satisfy themselves that internal examiners have applied the relevant assessment criteria consistently and that there is a shared understanding of the academic standards students are expected to achieve across the group of tutors responsible for the assessment of particular modules, levels and stages. Moderation may be limited to sampling a representative number of scripts from a cohort of students, perhaps with emphasis on borderline cases. In other cases, moderation may involve double, or second, marking. See Section 6 of QAA's Code of practice , Precept 6 and explanation.
Module	A set of learning activities designed and organised to enable a student to meet a coherent set of learning outcomes. The University of Surrey expects that each module at a given level will make comparable intellectual demands on the student and will require the student to undertake about 10 hours of learning for each credit point whether in the form of face-to-face tuition or self-directed learning.
Module descriptor	A statement setting out the learning outcomes the student is expected to be able to demonstrate on successfully completing the module.
OIA	Office of the Independent Adjudicator . The independent body that runs the student complaints scheme for England and Wales. It reviews complaints by students against universities and makes findings and recommendations. It has no statutory powers but is widely respected.
Optional module	A module that is not a core module or compulsory but is chosen for study by the student. Optional modules are listed as such in programme handbooks.
Ordinary Degree	An academic award made for successfully completing a programme of studies that includes a minimum of 60 credits at HE Level 3. Ordinary degrees are not honours degrees and are therefore not classified.
Pass mark	The threshold mark set by the University for completing a module

	successfully. For a module at HE Levels 1-3 the pass mark is 40 per cent. For a module at M-Level the pass mark is 50 per cent.
Personation	In the context of academic misconduct, to represent oneself as another in order to deceive, or allow another to represent her- or himself in order to deceive. An act of personation does not require the impersonation of the appearance, speech or manner of another.
Plagiarism	Inserting words, concepts or images from the work of someone else into work submitted for assessment without acknowledging the originator's contribution.
Professional Statutory, and Regulatory Bodies (PSRB, PSRBs)	Often used as an umbrella term to group together bodies that have an interest in an aspect of higher education for vocational and/or professional purposes. This interest may extend to a more formal monitoring of academic provision and student achievements through a process known as 'accreditation'.
Professional Training	One or more periods of work-based learning integrated into the structure of a taught programme of studies in order to enable the student to develop their ability to apply their previous academic studies in a work-based professional environment and acquire the skills needed to work successfully at a professional level. Students' achievements in their period(s) of professional training are recognised by the University through the award of credits at P-Level.
Programme of studies, programme	A coherent package of modules that enables a student to study with the University to accumulate academic credit and (usually) progress to a named academic award.
Programme specification	A concise description of the intended learning outcomes of a higher education programme, and the means by which the learning outcomes are achieved and demonstrated. Programme specifications show how modules can be combined into whole qualifications and the learning and attributes developed by the programme as a whole.
Progression	In the context of curriculum design, the concept that programmes and modules are designed in such a way that modules in successive years of a programme have more demanding learning outcomes. See also 'student progression'.
QAA	The Quality Assurance Agency for Higher Education is an independent body funded by the higher education institutions of the UK through their representative bodies and by the bodies in the UK through which its Governments fund higher education. It provides a check on academic standards and quality in higher education institutions (including the University of Surrey) through external reviews and audits.
Reassessment	The process through which a student who has failed an assessment retakes that assessment in order to pass it.

Registration	The process through which the University and the student formally record that the student has entered the University to study for a specific programme of studies, that they have exchanged information, and that the student agrees to abide by the University's academic and other regulations and pay any fees due to the University. See also: suspension of registration; termination of registration.
Semester	A period roughly equivalent to half the academic year, usually about 15 weeks.
Senate Progression and Conferment Executive (SPACE)	Senate Progression and Conferment Executive. In 2009-10 and 2010-11, SPACE serves as the body that monitors the application of the academic regulations on behalf of Senate and how bodies and individuals to which powers have been delegated by Senate use those powers. Exceptionally SPACE may review assessment and/or progression decisions made by boards of examiners and Deans of Faculty, on behalf of Senate.
Session	A programme is described as being 'in session' (as distinct from being 'in vacation') when it is providing tuition and other learning and assessment opportunities for its students. For each programme the duration of a session and of vacation periods is specified in the programme handbook. The dates of vacations are also set out in the University's Calendar.
SITS	SITS is the acronym for Strategic Information Technology Services Ltd. This is the provider of the University's student information system. The SITS system is used by the University to hold registration, assessment, and other data on its students.
Stage	A term used in some programmes (for example, those leading to integrated Master's awards) to describe that part of the programme of studies which comprises a mix of HE Level 3 and M-Level modules.
Student progression	Defined by the University as taking place when a student meets the University's requirements to move from one level or stage of a taught programme to the next level or stage, when a student terminates their programme and takes an intermediate exit award (having met the University's requirements for that award) and when a student completes their programme and, having met the University's requirements, takes their final award.
Subsidiary award	See 'intermediate exit award'.
Suspension (of registration)	A student who is in difficulties with their studies through personal circumstances may be allowed to temporarily suspend their registration with the intention of returning to their studies at an appropriate time. This may be after a successful application for the consideration of extenuating circumstances. Suspension of registration may also be initiated by the University in exceptional circumstances. These include on health grounds and

	(again, exceptionally) where it is alleged that a student has breached the University's disciplinary or other regulations.
Termination (of registration)	Where a student has failed to meet the University's requirement that they make academic progress the University will terminate their registration, at which point they cease to be a student registered to study with the University. Under the terms of University Statute 26 students have a right of appeal against such a decision.
Viva Voce examination, 'Viva'	A meeting of a student or a sample of students with one or more examiners (usually including an external examiner). Viva voce examinations for students following taught programmes are usually intended to enable a board of examiners to check the overall level of student achievement for the purposes of confirming the appropriateness of any moderation to the overall results of the cohort.
Weighting	In general, modules that are taken in the final year of a programme of studies are given a higher weight than modules studied earlier in the programme for example when calculating the student's overall performance for the purposes of classifying an honours degree or integrated Master's award.
Withdrawal (from studies, from registration)	Where a student comes to the view that it is not in their interest to proceed with their studies they will inform the University that they wish to withdraw. Unlike a decision to suspend registration, a decision on the part of the student to withdraw states their intention to end their studies and their registration with the University.

Table 1. University of Surrey Higher Education Qualifications Map

Typical higher education qualifications within each level as described by the FHEQ (2008)	FHEQ level	University of Surrey HE Level Equivalents	Corresponding FQ-EHEA cycle*
Doctoral degrees (e.g., PhD/DPhil (including new-route PhD, EdD, DBA, DClinPsy; EngD; PsychD)	8	HE Level 5	Third cycle (end of cycle) qualifications
Master's degrees (e.g., MPhil, MLitt, MRes, MA, MSc) Integrated master's degrees (e.g., MEng, MChem, MPhys, MPharm)** Postgraduate Diplomas Postgraduate Certificate in Education (PGCE)*** Postgraduate Certificates	7	M-Level	Second Cycle (end of cycle) qualifications
Bachelor's degrees with honours (e.g., BA/BSc Hons) Bachelor's degrees Professional Graduate Certificate in Education (PGCE)*** Graduate Diplomas Graduate Certificates	6	HE Level 3	First cycle (end of cycle) qualifications
Foundation Degrees (e.g., FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)	5	HE Level 2	Short Cycle (within or linked to the first cycle) qualifications
Higher National Certificates (HNC) **** Certificates of Higher Education (CertHE)	4	HE Level 1	

* Framework of Qualifications for the European Higher Education Area (the Bologna Process)

** Integrated master's degree programmes typically include study equivalent to at least four full-time academic years, of which study equivalent to at least one full-time academic year is at level 7. Thus study at bachelor's level is integrated with study at master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

*** In April 2005, the Universities Council for the Education of Teachers, the Standing Conference of Principals, Universities UK and QAA issued a joint statement on the PGCE qualification title. The full statement may be accessed at:

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/PGCEstatement.asp>

**** Higher National Certificates (HNCs) are positioned at level 4, to reflect typical practice among higher education awarding bodies that award the HNC under licence from Edexcel.

Taken from <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>

Principles and regulations for taught modular programmes of study leading to Diplomas, Certificates, Foundation Degrees, first Degrees, and integrated Master's awards

Principles

- i The University of Surrey is committed to the continuing development of its academic regulations in line with a number of key principles, set out below. The purpose of publishing the principles, together with the revised regulations, is twofold. First, to enable staff and students who need to refer to the regulations to understand the University's thinking and to appreciate why particular regulations have been adopted. Second, to enable those who refer to and apply its academic regulations in established and in novel circumstances to understand how the University expects matters to be handled (see paragraph iv).

Fairness and reasonableness

- ii The University treats those who are subject to its academic regulations fairly and reasonably. That involves ensuring that students studying with the University, and for its awards with its Associated Institutions, are treated even-handedly, so that students across the University, in the Associated Institutions and studying with partners and at a distance who have similar circumstances will be treated comparably.
- iii Fairness and reasonableness also involves the University
 - setting out its rationale for adopting particular academic regulations (and for the way it applies them) for the benefit of students and staff and as an aid to transparency
 - using plain language in setting out its academic regulations as a further aid to transparency, keeping the use of technical terms to a minimum consistent with the requirements of accuracy and certainty of meaning.
 - where the use of technical terms is unavoidable, ensuring that they are defined in a glossary
 - providing guidance and advice for students and staff on how its academic regulations are to be applied, and technical training and updating for University staff applying the regulations and members of the Students' Union or its staff who advise students
 - making decisions that are governed by the academic regulations in a way that is proportionate to the seriousness of the consequences for those affected and is timely
 - ensuring that decisions made by applying these regulations can be swiftly reviewed, if need be, through its complaints and appeals procedures.

Proportionality

- iv The University ensures that its academic regulations are proportionate to its requirements and no more extensive than they need to be. For that reason the academic regulations do not cover every possible set of circumstances that students and staff are likely to encounter. They do, however, set out a sufficient framework for all but a few cases together with the principles under which they have been developed and approved. For exceptional cases and novel situations the University expects its academic staff and professional administrators will seek advice from the Academic Registry and apply the principles.

Certainty

- v It is highly desirable that students and staff should know what these academic regulations mean and how they will be applied. Students submitting work for assessment should be able to know how the mark it will be given has been arrived at and how it will contribute to their overall results. Likewise, when judging the effect of aggregating a student's marks for the purpose of making a recommendation on her or his award, academic staff and administrators need to know how the University intends them to proceed. The University therefore recognises the need to explain to students and staff what it expects from the application of its academic regulations, and why.

Deans of Faculty: operational responsibilities for quality and academic standards

- vi Deans of Faculty have operational responsibility for ensuring that the University's regulations and other requirements are met, for the quality of the academic provision offered by the University through their Faculty and for ensuring that the standards of the associated taught postgraduate academic awards are safeguarded on behalf of Senate. Deans of Faculty delegate aspects of their operational responsibilities in these matters to individuals and committees they nominate. The names of individuals identified by Deans to act on their behalf in particular matters in their Faculty are provided to Senate by each Dean of Faculty at the beginning of each academic year.
- vii **Note.** Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The term 'Academic Registrar' should be read likewise.

The University's academic regulations for first Degrees, Diplomas and Certificates

- viii The University's academic regulations for first Degrees, Diplomas and Certificates are made and approved by Senate, which is the only body within the University of Surrey that has the power to make, amend, suspend, approve, or revise academic regulations. Academic regulations that have not been formally approved by Senate have no force.
- ix Senate monitors the application of the University's academic regulations. In 2009-10 and 2010-11 this monitoring function is conducted on behalf of Senate by the Senate Progression and Conferment Executive (SPACE).
- x Where Senate has delegated powers to officers and committees to act on its behalf it also monitors how these delegated powers have been used. In 2009-10 and 2010-11 this monitoring function is also conducted on behalf of Senate by SPACE which, exceptionally, may review decisions made under delegated powers and require their reconsideration and/or amendment.
- xi Senate reviews and revises the University's academic regulations from time to time. These regulations came into effect on 1 October 2010 and are the University's definitive academic regulations until further notice.

Academic regulations and the requirements of professional, statutory and regulatory bodies

The University of Surrey values its relations with professional, statutory and regulatory bodies (PSRBs) and is committed to close working with them. In some cases this close working has enabled the University to design programmes of study that meet its own requirements and those of a PSRB which then recognises some or all of the programme as exempting University students from the PSRB's own examinations or other requirements. Where this is so, and the published regulations of a PSRB or the written statements of its

senior officers show that University programmes and/or assessments need to be handled in a particular way in order to gain or retain recognition or exemption from the PSRB's requirements the University considers that it is reasonable (and in the interests of its students) to apply the requirements of the PSRB alongside its own.

- xii Where it is necessary for a modular programme to be structured in a particular way in order to gain or retain recognition for its students by a PSRB or exemption from some or all of its requirements, a statement by the PSRB of its requirements must be prepared for the Chair of the relevant validation panel who will consult with the Academic Registry. The statement will include the relevant regulations of the PSRB, or a written statement from a senior officer of the PSRB, certifying that meeting its requirements will be necessary to retain recognition or exemption for University of Surrey students.
- xiii Where the Chair of the validation panel (advised, as necessary, by the Academic Registry) is satisfied that the application of a PSRB's requirements will not conflict with these regulations the validation panel may approve their adoption for the particular programme and the statement of the PSRB's requirements is appended to the programme handbook and the programme specification.
- xiv Where the Chair of the validation panel (advised by Academic Registry) considers that the application of a PSRB's requirements would conflict with the University's academic regulations but that the benefits to students of exemption from the PSRB's requirements justifies following them (and thereby abridging the University's regulations) the Chair, through the Dean of the Faculty may request Senate to agree to meet the PSRB's requirements.
- xv If it is agreed by Senate that the programme should be arranged to meet the PSRB's requirements this agreement, together with the statement of the PSRB's requirements, is published in the relevant programme handbook, the programme specification and in an appendix to these academic regulations for application by those contributing to the programme, its assessments and its administration.

Responsibilities of boards of examiners and equivalent bodies

- xvi Boards of examiners (including external examiners) have particular responsibilities for administering and overseeing the assessment of students. Additionally, they are required by the University to apply their collective academic judgement to advise it, through the minutes of their meetings and their reports, on the maintenance of the University's academic standards for its higher awards, the improvement of the curriculum, learning and teaching and, in particular
 - what light the performance of students sheds on the match between the assessment tasks set for students and the learning outcomes/intended learning outcomes for the relevant modules or the programme overall
 - how the performance of the students being considered compares with the performance of their predecessors and other groups with whom they could reasonably be compared, such as students studying on comparable programmes in the associated institutions and in other Universities used by Surrey as comparators
 - how well the assessment process overall has enabled them to judge the relative performance of individual students in relation to their peers.

Detailed information on the roles and responsibilities of University staff and external examiners with respect to the assessment of students may be found in the University's 'Regulations for Boards of Examiners' and 'Regulations for External Examining'.

- xvii Where it is not possible to convene a board of examiners with an external examiner present the contributions of the external examiner(s) may be taken by correspondence (including e-mail) or through teleconferencing, as agreed by the programme director, the Chair of the board of examiners, the Dean of the Faculty and the external examiners.
- xviii Where a board of examiners is conducted and no external examiner is present in person the minutes of the board record this and state how the external examiner(s) were enabled to contribute to the board's work.

The University's academic regulations, the UK 'Academic Infrastructure', and the European Standards and Guidelines

- xix The 'Academic Infrastructure' is a term used in higher education in the UK to refer to a suite of reference documents maintained by the Quality Assurance Agency for Higher Education (QAA) on behalf of higher education institutions collectively. The individual elements of the academic infrastructure that are relevant to the University of Surrey comprise
- The [Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#)
 - The [Code of practice for the assurance of academic quality and standards in higher education](#) in 10 sections
 - [Subject benchmark statements](#)
- In addition, a fourth element – programme specifications – are developed and maintained by individual higher education institutions drawing on advice from QAA.
- xx In planning and delivering its internal quality assurance and academic standards arrangements, the University recognises the usefulness of the Academic Infrastructure as a source of advice and guidance and, similarly, the relevance of the [European Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (Part 1) (3rd Edition)
- xxi Members of the University will find that its academic arrangements, including its academic regulations are broadly consistent with the advice of the Academic Infrastructure and the European Standards and Guidelines. Staff and students are, however, required to follow the University's academic regulations, referring enquiries on matters not covered by the academic regulations to the Academic Registrar.

Programmes of study, modules and awards

- 1 For the purposes of these academic regulations, programmes of study that lead to the following awards are termed 'taught programmes of studies' or 'taught programmes' and the awards are collectively referred to as 'taught awards'. Where there are arrangements for a particular award this is indicated in the text or by a footnote. The term 'taught awards' includes:
 - Certificate of Higher Education
 - Diploma of Higher Education
 - Foundation Degree
 - Ordinary Degree
 - Honours Degree
 - integrated Master's Degree.¹

In the University of Surrey taught students normally follow programmes of study that are constructed from blocks of learning, tuition and practical activities that are referred to as 'modules'. The University defines a module as a set of learning activities designed and organised to enable a student to meet a coherent set of learning outcomes. The University defines a programme of study as a coherent package of modules that enables a student to study with the University, usually for a named academic award – a Certificate, a Diploma, a Degree or an integrated Master's Degree, such as the MPhys or MChem.

- 2 Regulations for taught modular programmes leading to higher awards of the University are published separately in the University Calendar.
- 3 Throughout these academic regulations all references to 'assessments' are to be read as references to summative assessments that contribute marks and credits to modules unless otherwise specified.
- 4 The requirements of these regulations apply equally to taught programmes delivered at the University, through collaborative provision and distance learning, via a part-time or other mode, and taught programmes delivered by the University's Associated Institutions that lead to University of Surrey awards.

Compulsory, core, and optional modules

- 5 In the University's taught modular undergraduate and integrated Master's programmes modules may sometimes be described as 'compulsory', 'core', or 'optional' modules. The status of individual modules is set out in the programme handbook and the programme specification.
 - Core modules are defined by the University as modules that are so central to the programme of studies for which the student has registered that they must be studied and passed in order for the student to progress to the next level of their studies or to gain their award. Compensation is not available for failures in core modules.
 - Compulsory modules are modules that the student is required to study and may include some units of assessment that must be passed. Compulsory modules may be found in the first year of a programme of studies and in some programmes are linked to the awards of professional, statutory or regulatory bodies (PSRBs). Where it does not conflict with the requirements of any PSRB to which the programme is linked, compensation may be applied.

¹ Sometimes referred to as an 'extended degree' or an 'enhanced undergraduate degree'.

- Optional modules are modules that are not compulsory or core modules and are chosen by the student (with academic advice). Optional modules are usually at HE Level 2 or above.
- 6 In their programme handbooks many taught programmes specify core modules at HE Level 2 and Level 3 and some integrated Master's programmes specify core modules at M-Level. In such cases, students are required to pass the core modules for which they are registered in order to proceed to the next level in their studies or to gain their award.

Admission and registration of students following taught programmes leading to first awards

The principles governing the University's regulations for the admission and registration of students to its taught programmes are that it publishes clear and accurate statements setting out its admission requirements for the information of potential students, and for those of its staff involved in recruiting, admitting and registering students.

- 7 Students may only be admitted to a University of Surrey programme of studies if they fulfil its 'General admission requirements' (see below) together with any particular conditions approved by Senate for specified programmes.

General admission regulations for taught programmes leading to awards and academic credit

The University's programmes of studies are designed to provide a challenging higher education for hard-working students that lead to valuable qualifications. So that the students that it admits to its programmes will be likely to gain the academic credit and/or qualification towards which they are working, the University's entrance requirements are intended to help it identify individuals who will benefit from the opportunity to study at Surrey.

The University's entrance requirements are expressed as **general requirements**, that all students admitted are required to satisfy, and **programme-specific requirements**, where individual programmes have additional requirements linked to the content of the programme. Information on individual programme admission requirements can be found in the *Prospectus* entry for the programme, in the programme handbook, the programme specification, and on the programme's web page, which applicants should consult.

General entrance requirements

- 8 To be offered a place on one of the University's taught programmes students are required to meet the conditions set out in the University's General Entrance Requirements and any requirements for entrance to specific programmes. Students from outside the UK who wish to apply to the University should contact [Undergraduate Enquiries](#) for further information.
- 9 Students applying to enter some University programmes who can provide other satisfactory evidence of their academic or performance ability to follow the programme for which they are applying successfully may also be considered. Other satisfactory evidence for this purpose will normally be in the form of a portfolio. Advice on evidence that can be included in a portfolio that will meet the University's general entrance requirements and specific requirements for particular programmes is available from [Undergraduate Enquiries](#) and the director of the relevant programme.

English Language

- 10 The University's programmes of study are delivered and assessed through the English language other than when required for a particular programme. The University therefore requires that applicants who wish to be considered for entry to one of its programmes of studies and whose first language is not English, or who have not been educated wholly or mainly through the medium of English, should demonstrate that they have reached the level of academic competence in the English language that it considers appropriate as stated in the General Entry Requirements and programme-specific requirements.
- 11 The University regularly reviews the level of achievement it requires applicants to achieve or have achieved in the above tests and qualifications and publishes this information on its web site, in its prospectuses, its Calendar and in programme handbooks. To be accepted by the University an applicant who does not meet the

minimum standard through one of the above qualifications or an equivalent will be required to undertake English language instruction before admission.²

- 12 Students whose qualifications and/or test results have met the University's requirements but whose proficiency in English is subsequently judged by their tutors to be hindering their academic progress will be required to attend a programme in English for academic study.

Admission to taught programmes

- 13 The University will not admit former students whose registration has been terminated for academic misconduct to programmes or modules that lead to its awards.
- 14 As noted in paragraph 8, to be admitted to a University of Surrey programme that leads to a taught award an applicant must satisfy the University's General Entrance Requirements and any specific requirements set for the programme they wish to follow.
- 15 Applicants registered for a programme that provides intermediate exit awards will also be considered as having registered to study for those awards. See paragraphs 60-62.
- 16 Where the University has terminated the registration of a student the student may not re-apply for the same programme.
- 17 Where a student has withdrawn from the University and taken an intermediate exit award they may apply to the University to be admitted to the same or another programme and to have the credits they formerly accrued exempt them from some part of the programme (see paragraph 57). Where exemptions are granted the student will be required to relinquish any intermediate awards they have taken before they register.
- 18 Applications from students who in the course of the application process are found to have supplied false information about their qualifications or other false personal information will be rejected.
- 19 Students who have registered with the University and are subsequently found to have provided false information about their qualifications, or false personal information when applying, will have their registration terminated under the University's disciplinary procedures.

Admission to a taught programme with advanced standing and exemptions

When the University admits a student to one of its programmes of study with advanced standing and/or exemptions from its requirements, it recognises some of the student's previous academic or practice-based achievements as equivalent to University of Surrey requirements. This process always involves an academic judgement and in such cases the University needs to be confident that it can understand and rely on the value of the certificates or statements of the student's achievements. For institutions within the European Higher Education Area ([EHEA](#)) adherence to the Bologna process and the requirements of the European Association for Quality Assurance in Higher Education ([ENQA](#)) provide a measure of confidence. For degree awarding bodies outside the EHEA international agreements, such as the Washington Accords for engineering programmes, bilateral agreements, or institutional memoranda of cooperation may also support confidence. In the absence of these structural arrangements, granting exemptions and entry to University of Surrey programmes with advanced standing requires detailed work and the application of

² The University's Centre for Language Studies provides programmes in English for academic study that are specially designed for overseas students who are planning to study in the UK.

academic judgement by the tutors and administrators involved, with the advice of [UK-NARIC](#), the UK qualifications recognition agency.

- 20 A student who has previously studied satisfactorily with the University (including an Associated or partner institution of the University of Surrey), or another recognised or European Higher Education Area degree awarding body may apply to join a taught programme and to have their previous academic performance taken into consideration for the purpose of exempting them from some of the study requirements of the programme for which they are applying. Students from institutions outwith the EHEA, but with established links with the University, may also apply to join a taught programme and for their previous academic performance to be considered for the purpose of exempting them from some of the University's study requirements.
- 21 Students applying to the University for entry with advanced standing and/or exemptions should note that the class of any taught award they achieve will be determined solely on the basis of the modules they have studied with the University (see Appendix 1, page 29).
- 22 The University's procedures for the accreditation of prior learning (APL) and the accreditation of prior experiential learning (APEL) can be found in the University's Calendar.

Registration for taught programmes

The University requires its students to be part of its community by registering and agreeing to be bound by its regulations. Until students have formally registered their module choices (or confirmed earlier choices) the University cannot provide them with a timetable of their classes, lectures and any practical sessions. Without module registrations the University cannot finalise the assignment of classes to rooms that will be sufficiently large to accommodate students safely or attempt to avoid timetable clashes. Finalised registrations also enable the University to complete students' records and to generate the means to record the outcomes of their assessments and examinations.

Students who have been accepted by the University and who have additional learning support needs are encouraged to contact the University's Additional Learning Support service and inform the director of the programme for which they have been accepted as soon as possible after their acceptance, and before first registering. This will enable the University to make any accessibility and additional support arrangements that are needed to enable the student to register or re-register for their studies.

Programme registration and re-registration

- 23 Students are required to register at the start of their programme. Continuing students are required to re-register at the beginning of each academic year and may be required to pre-enrol in the preceding semester and/or session. When registering and re-registering, students agree to comply with the University's Charter, Statutes, Ordinances, and Regulations, including these academic regulations.
- 24 In the absence of confirmed extenuating circumstances, students who fail to register or re-register within two calendar weeks of the beginning of the academic year will not normally be considered to be a continuing student of the University.
- 25 The name in which a student registers or re-registers for their programme will be the name that is recorded on any transcript or certificate issued by the University. Where a

student changes their name in the course of their studies with the University they are required to inform the Dean of Faculty³ within a month of the change.

- 26 As part of the University's commitment to encourage good academic practice and counter plagiarism students are required under the terms of these regulations, and as a condition of registration, to consent to the University's submission of instances of their work in electronic format for analysis by a service such as the Joint Information Services Committee (JISC) Plagiarism Detection Service.

Tuition fees

- 27 Full-time and part-time students, who fail to pay their tuition fees in accordance with the University's stated policies will be subject to the University's established procedures for late payment of tuition fees.

Communications between students and the University

The University uses students' email accounts to communicate important information about registration, module registrations, assessment, degree ceremonies and other matters. Students will be provided with a University email address and email account when first registering. They will also be provided with the University's requirements and regulations for the use of its information and communication technology facilities which they will be required to accept as a condition of registration.

- 28 The University normally uses a student's University email account to communicate important information about registration, module registrations, assessment, degree ceremonies and other matters. Students studying with the University are required to activate and use their University email account within 48 hours of first registering. Once their University email account has been activated students should regularly check and use their account.
- 29 Students studying for University awards with the University's Associated Institutions are required to follow the relevant Institution's requirements for communication.
- 30 Students studying with the University are responsible for ensuring that it has their current postal address and contact telephone number(s) while their programme is in session and their postal address and their contact telephone number(s) for vacations where this is different. This information is initially gathered through registration and re-registration. Similar responsibilities apply between students studying for University awards with the University's Associated Institutions and their Institution.
- 31 Where the University has agreed to the request of a student studying with it to suspend their registration for a period the student will retain their University email address which will be used by their programme director in the first instance and other University officers to contact them. See paragraphs 49-54.
- 32 Where a student studying with the University fails to respond to official email enquiries from the University over a reasonable period (normally, four weeks) the Academic Registrar will send a postal enquiry to the student's last known address. If there is no response to this communication, again within a reasonable period, the University will normally consider the student's registration to have lapsed.
- 33 Access to University services and the University's email systems will be withdrawn for students whose registration has lapsed or has been terminated by the University.

³ Throughout these academic regulations the term 'Dean of Faculty' is to be read as meaning the Dean of Faculty or the person nominated by them to fulfil particular responsibilities. The term 'Academic Registrar' is to be read similarly.

Registration for modules

Full-time students following undergraduate taught programmes normally register to study for modules with a total value of 120 credits in each academic year. Other than for the Global Graduate Award, the University does not permit students following taught programmes to register for modules with a value greater than 120 credits in an academic year in order to ensure that the increased workload does not prejudice their ability to perform well in their required modules.

Students are responsible for their module choices; they are strongly advised to discuss their pattern of module choices with members of staff and confirm that their choices are permitted by the University's regulations, or any programme-specific requirements, before registering their choices.

- 34 Full-time and part-time students following taught programmes are required to register or confirm their choice of modules at the beginning of the academic year or semester (as appropriate). Full-time students other than students undertaking academic exchanges are required to register modules with a value of 120 credits (see paragraphs 72-74). Part-time students following taught programmes normally register to study modules with a value of up to 90 credits in each academic year.
- 35 Students who do not register or confirm an earlier provisional registration for a module within two calendar weeks of the beginning of the academic session (or semester) will not be considered to have registered for that module unless there are confirmed extenuating circumstances. Work submitted for assessment by a student on a taught programme who is not registered for a module will not be assessed.
- 36 Students who have failed to progress in the previous session may be permitted by a board of examiners to repeat their studies in order to be reassessed in the failed elements (with or without attendance). Such students are required to confirm their registration for the necessary modules at the beginning of the academic session or semester. If they have not registered (or confirmed an earlier registration) for a module within two calendar weeks of the beginning of the academic session or semester they will not be considered to have registered for the module and the associated assessments (or assessment elements) and their registration will lapse.
- 37 Students who have been permitted to repeat studies are required to pay the relevant registration and other fees to the University within the normal period and arrangements (see paragraph 27).
- 38 Full-time and part-time taught students may not normally change their module registrations once the module has started and may only do so with the approval of the programme director and where timetabling permits. After the second week following the commencement of a module changes to module registrations will only be permitted where the student has confirmed extenuating circumstances.
- 39 Full-time and part-time taught students who have registered for a credit-bearing module may not withdraw their registration from that module after the passage of four weeks or after they have submitted work for assessment, whichever is the sooner.
- 40 Students who withdraw from their module after four weeks or after they have submitted for assessment (whichever is sooner) will be considered to have failed the module.
- 41 A student who has completed a module and has been awarded the academic credit for that module by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not allowed to repeat that module in order to improve their marks.

Transfer of programme registration

- 42 Students may apply to the director of their programme to transfer their registration to another programme within the same Faculty at any point within the first six months of their first year of study. Such a transfer will be permitted where the relevant programme directors consider there is sufficient commonality between the curricula of the two programmes for the student to effect a seamless transfer that will not jeopardise their academic progress.
- 43 Applications by students to transfer their registration from one programme to another after the first six months of study must be approved by the relevant Dean of Faculty.
- 44 Students transferring their registrations from one University programme to another programme under the terms of paragraph 42 will be considered to have followed a continuing programme of studies and continue to accrue credits. In such a case marks for assessments already completed by the student will remain unchanged and be transferred to their record for the second programme.
- 45 Where the relevant programme directors consider there is not sufficient commonality between the two programmes for the student to effect a seamless transfer, but the director of the second programme agrees to admit the student for the following academic year, the student is advised to withdraw from their registration for the first programme, with the University's agreement that it will admit her/him to the second programme in the next academic year.

Maximum periods for registration

The University's academic planning assumes that full-time and part-time taught students will normally complete their studies within a reasonable period. See Table 2 The University normally undertakes throughout this period to provide as much as possible of the curriculum and other learning opportunities that were advertised when the student applied, to allow those students who may have to suspend their registration for a time a reasonable opportunity to complete their studies (see below). This may not be possible in all cases, however; circumstances beyond the University's control may require it to withdraw or re-configure aspects of the learning opportunities advertised as available through the programme when the student initially applied.

Table 2. Indicative maximum periods for registration for taught programmes

Award title	Indicative maximum period for registration	
	Full time	Part-time
Foundation Certificate	One year	Two years
Certificate of Higher Education	Two years	Three years
Foundation Diploma	Two years	Three years
Foundation Degree	Three years	Four years
Diploma of Higher Education	Three years	Four years
Bachelor's Degree (without honours)	Four years	Five years
Bachelor's Degree (with honours)	Four years	Five years

Bachelor's Degree (with honours) and professional training period	Five Years	Six years
Graduate Certificate*	Two years	Three years
Graduate Diploma	Three years	Four years
integrated Master's (MPhys, MChem, MEng, MMath)	Six years	Seven years

* Includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education

In some cases, PSRBs state that students must complete their studies within a maximum period in order to be sure that the studies completed with the University meet the PSRB's requirements for granting exemption from its own examinations. Students following a taught programme that is linked to the requirements of a PSRB should ensure that they complete their studies within that period if they wish to gain exemption from the PSRB's examinations. In case of doubt they should check the requirements of their programme and the PSRB and seek advice from their programme director.

- 46 In exceptional circumstances where there are confirmed extenuating circumstances a Dean of Faculty may extend the maximum period of registration indicated in Table 2 for a given award for an individual student normally by not more than one year.
- 47 Where a student has been permitted by the University to suspend their registration the maximum periods of registration set out in Table 2 will be extended by a period equivalent to the period of the suspension.
- 48 Where a student has not completed their studies within the maximum period indicated in Table 2, and has not been granted an extension by the relevant Dean of Faculty, their registration will be terminated. In such a case the relevant board of examiners will offer a student who has accrued the necessary credits the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations.

Suspension of registration

In these academic regulations the terms 'suspension' (of registration) and 'withdrawal' (from registration) apply to procedures where the student normally takes the initiative, often with advice and support from the Students' Union or the University.

A student with confirmed extenuating circumstances may request the suspension of their registration. This enables them to suspend their studies for a defined period.

A request to withdraw from registration enables the student to end their studies.

In exceptional circumstances the University initiates the suspension of a student's registration for a defined period. The circumstances where this might occur include when a student is alleged to have acted in a manner that contravenes the University's disciplinary regulations either under Ordinance 44 or the *University Disciplinary Procedures*.

'Termination' (of registration) is a procedure initiated by the University, normally for failure to make academic progress or for breach of its Ordinances and academic regulations.

- 49 A student who is in difficulties, with their studies or through personal circumstances, may apply to the Dean of Faculty for the temporary suspension of their registration.
- 50 The period for which the University is prepared to allow suspension of registration for a student following a taught programme will not normally be longer than one academic year.

- 51 Where a student is unable to return to their studies at the end of a period of temporary suspension, and has not applied to the Dean of Faculty for an extension to that period, their registration will be terminated by the University.
- 52 Where a student's request for the suspension of their registration has been accepted by the Dean of Faculty the University will maintain the student's access to its email systems to assist contacts between the student, their programme director and personal tutor and the Academic Registrar.
- 53 Exceptionally, a decision to temporarily suspend the registration of a student on health grounds may be taken by the Dean of Faculty on the recommendation of a Student Welfare Panel convened in accordance with University [Ordinance 45](#). Again, exceptionally, the University may suspend the registration of a student for a defined period where they are alleged to have acted in a manner that contravenes the University's disciplinary regulations under University [Ordinance 44](#). or the [University Disciplinary Procedures](#).
- 54 Suspension of registration will be kept under review by the programme director in consultation with the student and Academic Registrar. This will normally be through the University's email facilities and by post (see paragraphs 30 and 32). Where a student's registration has been suspended they are not eligible to participate in their programme (including assessments and reassessments) before resuming their registration or re-registering.

Withdrawal from registration and termination of studies

Withdrawal from registration and intermediate exit awards

- 55 Students who wish to withdraw from the University before they have completed their programme of studies are required to notify the Dean of Faculty of their intention by email and in writing.
- 56 Boards of examiners will offer students who have withdrawn from a programme of studies and have accrued the necessary credits the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations.
- 57 As noted in paragraph 16, students whose studies have been terminated by the University for academic reasons may not reapply to the University to register for the same programme but may apply for another programme of studies as a new entrant.

Termination of registration and intermediate exit awards

- 58 Where a student has not made academic progress and their registration has been terminated by the University, but they have accrued the necessary credits, the relevant board of examiners offers the student the intermediate exit award to which they are entitled if they are not otherwise in breach of University regulations (see paragraphs 76-78).

University regulations for taught modular programmes

Taught programmes of study, modules, credits and awards: introduction and underlying principles

As noted previously (page 1), University of Surrey students who follow taught programmes of studies will normally find that they are constructed from blocks of learning and tuition referred to as 'modules'. Each programme of studies has its own distinctive learning outcomes and is regarded by the University as a coherent package of modules that enables a student to study for a named academic award of the University – a Certificate, a Diploma, a Degree or an integrated Master's Degree.

Modules contribute to programmes through developing a student's understanding of the subject area of their programme. The contribution each module makes to the student's programme is measured through assessing whether the student has met or exceeded the learning outcomes for the module. Successfully completing a module entails meeting or exceeding its learning outcomes and is usually a threshold judgement (pass/fail), where passing a module entitles the student to the full credit associated with it. In addition to credit, modules also carry marks that show how well the student has passed the module. Both credits and marks enable the University to measure the students' overall performance throughout their studies and for their final award.

The University follows established usage in equating each notional 10 hours of study successfully completed in a module (whether in face-to-face tuition or self-directed study) to one academic credit. Each module has its own learning outcomes that have been set by the tutors delivering or overseeing it, and approved through the University's quality assurance and academic standards procedures as part of the process of developing and approving a programme of studies or updating it.

The University's academic credit arrangements are consistent with UK academic practice as set out by QAA in '[Academic credit in higher education in England - an introduction](#)' and the Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ), building on earlier work by the South East England Consortium for Credit Accumulation and Transfer (SEEC) and the Northern Ireland Credit Accumulation and Transfer System (NICATS).

The UK Framework for Higher Education Qualifications (FHEQ) and the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) of the Bologna Process

The University ensures that its academic programmes, their organisation and the awards to which they lead will meet the expectations of the UK's FHEQ, and the Bologna Process of harmonisation across the European Higher Education Area. Accordingly, the University's curriculum design principles require that each year of studies in a taught degree should consist of 120 credits gained through 1,200 hours of study. Modules that form part of a programme of studies where part of the design has been undertaken to meet the requirements of a PSRB may, however, carry smaller or larger amounts of credit.

The University's programmes are required to show 'progression': that is, that the learning outcomes students are expected to be able to demonstrate in modules taken in each year of their studies are more challenging (at a higher level) than those in previous years. The University's use of the concepts of 'level' and 'progression' in this context is consistent with the advice of the FHEQ and the FQ-EHEA. The University's employment of the term 'progression' in the context of 'student progression' that is, students progressing (advancing) through their programmes of studies, is addressed in paragraph 66.

The principles described above underlie the University's academic regulations for taught programmes, including its assessment regulations. Applying the concept of progression in

curriculum design the University recognises that for many students their first year of study serves as an introduction to higher education. Accordingly the marks that students accrue while settling into their studies do not contribute to their final result. The work students undertake when beginning their studies is, however, formally recognised through the academic credits they have been awarded and enables them to progress to the next level in their programme.

For students following a modular taught programme, in their second and subsequent years of study both marks and credits contribute to their final result. Hence, in a three year full-time honours degree programme the second and third year each contribute 120 credits towards the student's credit total of 360. In order to follow the principle of progression, however, when calculating the final result of a student the marks they have gained in their final year are given greater weight than those gained in their second year. This is how the University ensures that the achievement of students at the higher level is given greater recognition. Surrey has established particular arrangements for students undertaking educational exchanges with other Universities.

For students following a four-year modular Integrated Masters programme the University's interpretation of the principle of 'progression' and the application of the concept of 'level' is slightly modified in the interests of enabling such students in the final year of studies to undertake a mix of HE Level 3 and M-Level modules in which the latter form the majority.

The principles described above also apply to the credits students can accrue through undertaking professional training placements away from the University, including programmes with a period studying abroad. Through undertaking such learning opportunities students in particular programmes may accrue up to 120 credits at P-Level.

Programmes of study

59 Programmes of study that lead to the academic awards of the University of Surrey have the following characteristics in terms of credits and levels.

Table 3. Credits and awards

Award title	Number of credits*	Requirements
Foundation Certificate	60 Credits	60 credits at HE level 1 (FHEQ Level 4)
Foundation Diploma	60 Credits	60 credits at HE level 2 (FHEQ Level 5)
Certificate of Higher Education	120 Credits	120 credits at HE Level 1 (FHEQ Level 4)
Foundation Degree	240 Credits	Includes 120 credits at HE Level 2 (FHEQ Level 5)
Diploma of Higher Education	240 Credits	Includes 120 credits at HE Level 2 (FHEQ Level 5)
Bachelor's Degree (Ordinary)	300 Credits	Includes 60 credits at HE Level 3 (FHEQ Level 6)
Bachelor's Degree (with Honours – three years)	360 Credits	Includes 120 credits at HE Level 3 (FHEQ Level 6)

Bachelor's Degree (with Honours – including professional training)	480 Credits	Includes 120 credits at HE level 3 (FHEQ Level 6), with 120 credits at P-Level
Graduate Certificate	60 Credits	60 Credits at HE Level 3
Graduate Diploma	120 Credits	120 credits at HE Level 3
Integrated Master's Degree with Honours (e.g. MPhys, MChem, MEng, MMath)	480 Credits	Includes 120 credits at M-Level
Integrated Master's (e.g. MEng) including professional training	600 Credits	Includes 120 credits at M-Level, 120 credits at HE Level 3, and 120 Credits at P-Level

* Does not include the additional credits shown on the transcript of a student working towards the Global Graduate Award by taking a 10 credit languages module each year.

Intermediate exit awards

- 60 Where a student wishes to leave the University before completing their programme of studies, but after accruing sufficient academic credits to take an intermediate exit award, the University may permit them to take the relevant award to which their credits entitle them, providing that they are not in debt to the University or otherwise in breach of its regulations.
- 61 Intermediate exit awards made by the University are graded but not classified (see Table 3, page 12 and paragraphs 125-127). For an honours undergraduate degree the typical intermediate exit awards are as follows:

Table 4 Intermediate exit awards

Credits accrued	Intermediate Exit Award indicated
60 credits at HE Level 1	Foundation Certificate*
120 credits at HE Level 1	Certificate of Higher Education
120 credits at HE Level 2.	Diploma of Higher Education
300 credits, including 60 at HE Level 3	Ordinary Degree

*For Foundation Degree only.

- 62 Where a student has withdrawn from the University and taken an intermediate exit award the terms of paragraph 17 apply. Students whose studies have been terminated by the University for lack of academic progress and who have taken an intermediate exit award may not return to study on the same programme or one closely similar.

Participation by students in the work of their programme

The University considers that the learning achieved by its students derives from the learning opportunities that it makes available to them together with the commitment of time and practical effort and the intellectual investment that the students themselves make. In line with

the common practice of higher education in England the University defines 'learning opportunities' as the combination of the curriculum, tuition, supervision, advice and support, and facilities (information and communication technology equipment and software, teaching rooms, libraries, laboratories, workshops and studios and practice rooms) it makes available to its students so that they can learn.

The University considers that its students' contribution to their own learning derives from their readiness to take up the learning opportunities it provides; their preparation for and participation in the classes, workshops, laboratories, studio sessions, placements and other opportunities made available to them; the submission of their work for assessment; their responses to feedback on their assessments; and their feedback to the University on the learning opportunities they have experienced.

The University considers that learning best takes place when students avail themselves fully of the learning opportunities available to them and that to do so requires full-time students to commit themselves to work for 40 hours or more each week that their programme of studies is in session. This figure derives from the credit values the University assigns to students' work, where one credit is linked to a notional 10 hours of learning whether with a tutor, other students or self-directed.

Participation

- 63 The University requires that students participate fully in the work of their programme as set out in the programme specification and the programme handbook. For students learning at a distance, participation involves availing themselves of the virtual and other learning opportunities provided for them by the University.
- 64 Where a student fails to participate in the learning opportunities available to them or declines to do so, the University, through the Dean of Faculty will enquire into their participation including (for students based at the University) their attendance. Where extenuating circumstances are confirmed the student's registration continues and their performance is dealt with through the relevant examination board(s).
- 65 Where there are no confirmed extenuating circumstances the Dean of Faculty will warn the student that their registration will be withdrawn for non-participation unless participation in the work of their programme improves to meet the expectations of the programme specification and the programme handbook. Where, after a specified period (normally, four weeks), a student fails to respond to such a warning the student's registration will be terminated. The University's approach to extenuating circumstances is addressed in the [Regulations for Extenuating Circumstances](#) and its approach to the non-submission of work for assessment by reason of non-participation are addressed in paragraphs 79-90.

Student progression

Defining student progression

As noted previously (page 1), the University of Surrey in common with most UK higher education institutions uses the term 'progression' in two contexts: to refer to the increasing challenges that its taught programmes are designed make on students as they move through a programme and to refer to 'student progression': the movement of individual students through their programmes from one level to another.

The University of Surrey defines 'level' in the context of its modular scheme to describe learning activities that make similar demands on the student. As with other modular higher education programmes, the learning outcomes for individual modules are set at a level appropriate for the place that each occupies in the programme overall. Levels enable each module to be set alongside other modules with learning outcomes of a similar level of difficulty.

The University uses the term 'stage' to refer to semesters in a programme that blend modules at two different levels, such as HE level 3 and M-Level, as is the case with the concluding semesters of integrated Master's programmes.

- 66 Student progression is defined by the University of Surrey as taking place when a student meets the University's requirements to move from one level or stage of a taught programme to the next level or stage; when a student terminates their programme and takes an intermediate exit award (having met the University's requirements for that award); and when a student finishes their programme and, having met the University's requirements, takes the final award for their programme of studies.

The University's requirements for student progression

Requirement to make progress

When students are admitted to a programme of studies by the University it is with the expectation that they will be able to benefit from the higher education that it provides for them and progress through their programme successfully.

- 67 For a student following a taught programme of studies to progress to their award they must satisfactorily complete each level or stage of the programme. Satisfactory completion of a level or stage is demonstrated by achieving the required credits (normally, 120 credits at each level). For programmes that have part-time or other modes of study the programme handbook specifies the number of credits required to be passed in order to progress from level to level (or stage).

Pass mark

- 68 For taught programmes of studies at HE Levels 1-3 the pass mark is 40 per cent. For assessments at M-Level in taught programmes of study the pass mark is 50 per cent.

Requirement to achieve credits and pass core modules in order to progress

- 69 For a student to progress from one level or stage of a taught programme to the next level or stage, or to take their final award, the University requires that they have achieved the required credit in full for that level or stage and passed all units of assessment for any modules designated core modules in the programme handbook.

Legibility of written work

- 70 The University requires that coursework assessments and examination scripts be legible: it does not require internal and external examiners to mark illegible written assessments. Where an internal assessor judges an examination script or other written assessment to be illegible, there are no extenuating circumstances, and their judgement is supported by a second internal assessor and the external examiner, the board of examiners may require the student to have the written assessment transcribed under secure conditions at the student's own expense.

Exchange students: credits and marks

When a student participates in a formally agreed arrangement to study with another higher education institution in the UK, or further afield, this is often referred to as an 'educational exchange' – whether or not students from the other institution study at Surrey.

Part of the formal arrangements that underpin such exchanges is an agreement about how the work completed by the student and assessed by the other institution will be recognised and how the credits accrued by the University of Surrey student through the exchange will be recorded in their transcript or (exceptionally) through importing marks that count towards their results.

The University's standard procedure for handling credits and marks for Surrey exchange students is not to count marks earned while away from the University towards final degree classifications. The student's transcript records the credits and marks earned while on their exchange.

- 71 The University encourages its students to participate in educational exchange arrangements it has established with other Universities and in other recognised international study arrangements (with its approval) such as ERASMUS.

Credits and marks

- 72 Students undertaking approved educational exchanges are required to pass any required assessments taken on the exchange; normally, however, only the marks they achieve at the University of Surrey count towards their degree classification unless the programme handbook advises otherwise. The final year of the programme (Level 3 or M) must be undertaken at the University of Surrey.
- 73 For exchange students who undertake an exchange lasting for only a single semester the marks achieved for the credits taken at Surrey are used for the full 120 credits for that level. This means that if a student in the second year has undertaken an exchange in the first semester worth 60 credits and taken 60 taught credits at Surrey in the second semester, then the mark for the 60 credits taken at Surrey will be treated as the mark for the full HE Level 2 (120 credits) and weighted accordingly as described in Table 7, page 26.
- 74 Credits and marks accrued by an exchange student while studying with another higher education institution are reported to the University by that institution and are appended to the student's transcript.

Academic misconduct

- 75 The University's arrangements for defining and dealing with academic misconduct are set out in its [Regulations for Academic Integrity](#). The regulations are available at: <http://portal.surrey.ac.uk/calendar/generalregs/index.jsp>

Failure to make progress: termination of registration

- 76 Where a student proves unable to make progress with their studies through failing assessments and/or ceasing to participate in their programme it is not normally in their interest or that of the programme that they should continue. In such circumstances (and following the offer of academic advice) if there are no confirmed extenuating circumstances the Dean of Faculty writes to the student stating that unless there is an improvement in their performance within four weeks their registration will be terminated for lack of academic progress.
- 77 Where, after a written warning and the passage of four weeks, there has been no improvement the Dean of Faculty informs the student that their registration is to be terminated for lack of academic progress. The student may challenge the decision to terminate their registration through the University's appeals processes. If the student's appeal is not upheld their registration is terminated within ten working days of their notification of the outcome of the appeal.
- 78 Where a student's registration is terminated for failure to make progress with their studies and the student has accrued sufficient credits and/or marks to achieve an intermediate exit award, the relevant board of examiners will recommend the intermediate exit award to which they are entitled (see paragraph 56).

Arrangements for receiving required coursework

- 79 The University requires each Faculty to ensure that there are robust and transparent arrangements in place for collecting student work and recording the date of submission. For each programme, statements of these arrangements and where coursework is required to be submitted are to be found in the programme handbook.

Submission of coursework

- 80 Students following taught programmes are required to submit coursework units of assessment (including project and other reports and dissertations) on time and in accordance with the arrangements published in the handbook for the relevant programme. Compensation is not available for a module where there are no confirmed extenuating circumstances and where a unit of assessment has not been submitted.
- 81 Where a student has not submitted a coursework unit of assessment by the deadline specified (which shall either be a Monday at 4pm or Tuesday at 4pm), and there are no confirmed mitigating circumstances, the mark given by tutors for that unit of assessment will be reduced by 10 percentage points for work submitted for each 24 hour period after the deadline, up to and including the third day after the submission (30 percentage points). Penalties are applied after the assessed work is marked and marks are deducted until zero is reached. The mark recorded for assessed work submitted after 4pm on the third day after the deadline (72 hours), or not submitted at all, is zero and will not be marked.

E.g.

Deadline Monday 4pm	Deadline Tuesday 4pm
Monday 4.01pm 10%	Tuesday 4.01pm 10%
Tuesday 4.01pm 20%	Weds 4.01pm 20%
Weds 4.01pm 30%	Thursday 4.01pm 30%
Thursday 4.01pm zero	Friday 4.01pm zero

- 82 Where the student's marks for the remaining units of assessment for the module are sufficient to enable them to pass the module overall the mark that is recorded for the module includes the penalised mark in the relevant unit of assessment. If the student fails the module they are reassessed in the unit(s) of assessment they have failed. Where the student passes the reassessment the mark that is recorded for the unit of assessment (and is used in calculating the student's overall mark for the module) is the pass mark.

Joint or group project

In all forms of collaboratively produced work, including joint projects and jointly produced reports it is essential (in the interests of fairness) that tutors and examiners are able to distinguish the contributions made by individual students.

- 83 When two or more students have conducted a joint or group project, each student normally submits written work in accordance with the requirements of the relevant programme or module handbook.
- 84 Students who have participated in a joint or group project are required to provide an introductory note to the project report that specifies the contributions made by each person. The introductory note must be countersigned by each participant co-worker and attached to the report submitted.

Failure and reassessment

The University's view on reassessment is that, within specified limits and in the absence of extenuating circumstances, a student who has failed a module through failing one or more units of assessment is entitled to a single opportunity to be reassessed in the units of assessment they have failed, in order to pass the module and progress to the next level or stage of their programme or to take their award.

Where a student has failed modules worth more than 45 credits the University's view is that they should retake the units of assessment they have failed (with or without attendance) in the next academic year, rather than at the end of the current academic year, and pass them in order to progress.

If the student then passes their reassessment(s) the marks recorded for each are capped at the pass mark and that is the mark that is used to calculate the student's overall mark for the module. If the student fails they have failed overall and, where appropriate, the board of examiners recommends the appropriate intermediate exit award.

In all cases, where a student is reassessed the higher mark between that achieved in the original assessment and in the reassessment is the mark that is recorded.

Where a student fails a reassessment in modules other than core modules they may be entitled to pass the module via compensation.

- 85 The University requires that students achieve specified credits in each level or stage of their programme in order to progress to the next academic level or stage of their programme or take their award, other than when entering the professional training element of their programme (see paragraph 96). The specified credits (normally 120) are stated in the programme handbook.
- 86 Where, following reassessment, a student has failed to achieve all the credits required for a level or stage of a programme (normally, 120 credits) and there are no confirmed extenuating circumstances, they have failed to complete that level of the programme successfully and their registration is terminated by the University. Where the student has met the University's requirements for an intermediate exit award the board of examiners will recommend that award.
- 87 A student who has failed a module is reassessed on a single occasion in the units of assessment they have failed in order to pass the module and progress to the next academic level or stage of their programme, or to take their award (see paragraphs 106-107). Where a student passes the reassessment the mark recorded, and used in calculating the student's overall module mark, is the pass mark for the unit. Where a student fails a reassessment in modules other than core modules they may be entitled to pass the module via compensation (see below, paragraphs 101-104).
- 88 A student who has completed a module and has been awarded the academic credit for that module by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not allowed to repeat that module in order to improve their marks.

Status of marks achieved through reassessment

- 89 In all cases, where a student is reassessed the mark recorded is the better of the two marks achieved by the student (assessment and reassessment) calculated as described in paragraph 87.

Reassessment and failure to attend for assessment/examination

- 90 Where a student has failed an assessment for a module through failing to attend a required examination, or by attending a required examination 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 and will be given a mark of zero. Should the student fail the module overall as a consequence they may not progress without reassessment, as described in paragraph 85, and will not be entitled to compensation.

Failure of modules with a value of more than 45 credits

- 91 Where a student following a taught programme fails modules with a value of more than 45 credits at that level or stage of their programme, their progression through their programme is halted and the board of examiners will require them to retake the units of assessment they have failed in the next academic year in order to pass any failed modules, and progress to the next stage or level of their studies. In such a case the board of examiners, advised by the director of the programme, stipulates whether the student is required to be reassessed with or without attendance.

Failure and reassessment for modules with a value up to and including 45 credits

- 92 Where a student following a taught programme has failed modules with a value up to and including 45 credits at that level or stage of their programme and, following reassessment and/or compensation (within the limits permitted by these regulations), passes the modules, they may progress to the next level or stage of their programme. In such circumstances the marks recorded for each reassessed unit of assessment that has been passed, and for calculating the overall mark for the module, is the pass mark. If the student does not wish to retake the failed units of assessment and wishes to withdraw, or retakes the modules and subsequently fails, the University terminates their registration.
- 93 Where a student has passed a module after reassessment or compensation this is recorded in their transcript.

Timing of reassessments

- 94 Reassessments for units of assessment failed in the first semester of the year may be undertaken with assessments for the second semester, providing the programme director and the student agree that it is in the best interests of the student to do so. The University otherwise uses a single reassessment period for students following taught programmes who have failed units of assessment or whole modules. This is normally at the end of each academic year, subject to the overriding needs of the programme. The dates for this period are published in the University Calendar and programme handbooks.
- 95 Students who have been permitted to repeat studies in order to be reassessed are required to pay the relevant registration and other fees to the University within the normal period and arrangements (see paragraph 27).

Reassessments for students undertaking professional training

- 96 Where a programme provides for a period of professional training and a student has not passed modules with a value of 120 credits in the level or stage that precedes the professional training period, the University permits the student to proceed to the professional training period where they have passed modules with a minimum value of 75 credits.
- 97 Before proceeding to a period of professional training, students who have been required to undertake reassessments by the board of examiners must agree with their programme director when they propose to undertake the reassessments. This may be at the end of the current session or at another time in the following session when other students undertaking that unit of assessment are scheduled to be assessed or reassessed. Such reassessments must be passed to enable the student to progress to the next academic level of their programme (see paragraph 85).

- 98 Students who have registered to retake modules that have previously been failed who subsequently fail one or more such modules may not progress and may not be reassessed further (see paragraph 69).

Nature of reassessment at HE Level 3 and M-Level

In the University's experience, where a student has chosen an optional module unsuited to their strengths this can present a serious impediment to the progression of an otherwise strong student. In these circumstances exceptionally, and in a single module only, the University will permit a student to be reassessed for their credits in a module other than the module they have failed.

A student considering such a course of action will require the advice and support of their tutors and programme director, who will explain that while the reassessment is in another module it is, in effect, a replacement for the module they failed and that they must take and pass all the units of assessment in the module to pass the module. Registration for a 'substitute module' breaks the University's bar on students registering for no more than 120 credits each session, and requires the Academic Registry to re-programme the student's records. It is therefore necessary for programme directors to inform the Academic Registry immediately this procedure has been invoked so that the student can be registered for the module and the outcomes can be recorded as reassessments.

- 99 Students at HE level 3 and M-Level 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 director and with the consent of the student) may recommend that a student in their final year be reassessed in another module with the same credit value and advise Academic Registry accordingly. 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.
- 100 As noted in paragraph 41, a student who has completed a module and has been awarded the academic credit for that module, by passing the associated assessments (or reassessments), or through compensation by the board of examiners, is not allowed to repeat that module in order to improve their marks.

Compensation

Compensation is the procedure available to boards of examiners to enable strong performance by a student across all their other modules to compensate for weaker performance in reassessments. Compensation is available for modules worth up to and including 30 credits in the first year of studies, and up to and including 15 credits thereafter. It allows a board of examiners to address the circumstances where a student who has otherwise performed strongly has recorded a poor (failing) result in a portion of their studies. Compensation is only available following reassessment.

The University's compensation procedure is employed where the overall assessment pattern for a student is strong, as seen in their aggregate mark for the level or stage.

Compensation is not available

- for core modules, which must be passed if the student is to progress
- to students who have not failed a module.

Where a student accepts compensation they may not subsequently rescind their acceptance.

- 101 Compensation is available following reassessment for failed units of assessment in modules with a value up to and including 30 credits in the first year of a programme. In subsequent years, other than for core modules, compensation is available for modules with a value up to and including 15 credits. Compensation is not available where, after reassessment the student has an overall mark for the module of less than 30 per cent (modules at HE Levels 1-3) or 40 per cent (modules at M-Level). Circumstances that can affect eligibility for compensation are described in paragraphs 90 and 104.
- 102 The procedure for determining compensation when a student has failed modules with a value of 30 credits or fewer in their first year (15 credits or fewer in subsequent years) is to check whether
- the weighted level aggregate of all the student's module marks at that level or stage (including the failed modules) is 45 per cent or higher (55 per cent or higher for Level M modules on Integrated Masters' programmes)
 - the lowest overall mark achieved in a failed modules is 30 per cent or more (40 percent in a failed Level M module on Integrated Master's programmes).
- 103 Where the conditions set out in paragraph 102 are met
- the student's overall performance compensates for their failed units of assessment
 - the student's transcript shows that they achieved ('passed') credits in the module(s) following reassessment and through compensation
 - the mark to be recorded for the compensated module is the aggregate module mark, including the mark awarded for the failed units of assessment
- the student is allowed to progress to the next level or stage of their programme.

Final year students: availability of compensation

- 104 Compensation is not available to students who have not failed a module.
- 105 Where a final year honours undergraduate student has failed a module that is not a core module with a mark that is eligible for compensation within the terms set out in paragraphs 101-103 above, compensation is available without the requirement to submit for reassessment. Once awarded, compensation can not be refused (rescinded) by the student other than where there are confirmed extenuating circumstances that entitle the student to be re-assessed. In circumstances where a final year student has failed a module in Semester 1 they may resit the module Semester 2 (see paragraph 94).

Deferred assessments

Where a student is unable to take the assessments for one or more modules in the normal assessment period, and there are confirmed extenuating circumstances, the board of examiners, advised by the programme director, may recommend to the Dean of Faculty that the student take the relevant units of assessment as if for the first time at the next opportunity (which, exceptionally, may be in the following academic year). These assessments are described by the University as 'deferred assessments' to distinguish them from reassessments.

- 106 Where a student has not completed all the units of assessment for one or more modules, and it has been confirmed that extenuating circumstances apply, they are allowed to be assessed in the relevant units of assessment for the module(s) as if for the first time through a 'deferred assessment', to be taken in the next available assessment period.

- 107 Where a student has taken a deferred assessment in one module and failed that module (but achieved a mark of more than 30 per cent [40 per cent for a Level M module; 30 per cent for a Level 3 module] the University will, exceptionally, and for deferred assessments only, allow compensation to be applied where eligible.
- 108 When the student passes the deferred units of assessment and therefore the relevant module(s) they may progress to the next level or stage of their programme. In this case the mark recorded is the mark the student has achieved. When deferred units of assessment in one or more modules are failed and the student is not eligible for compensation, they must submit for reassessment in those units of assessment at the next opportunity, subject to the limits on progression set out in paragraphs 69. In such a case the student may follow the University's procedure for reassessment without attendance. Access to email, Library and VLE facilities for such students is available subject to the payment of the appropriate fee which is refunded when the student passes their reassessment.

Fitness to practise

Students registered for a programme of study that includes one or more period(s) of clinical and/or professional experience are subject to these academic regulations and to the University's 'General Regulations Governing Fitness to Practise'. These specify the criteria and procedures the University follows when dealing with allegations of unprofessional behaviour or professional misconduct. The [General Regulations Governing Fitness to Practise](#) provide for the University to suspend or terminate a student's registration.

- 109 The procedures that are followed by the University for matters to do with fitness to practise are set out in its [General Regulations Governing Fitness to Practise](#).
- 110 Students registered for a programme of study that includes one or more period(s) of clinical and/or professional experience may be required at all times, and as a condition of continued registration for that programme, to act or behave in a manner
- that conforms to the relevant professional code of practice (where relevant)
 - is consistent with the standards of behaviour required by the profession or the employer
 - does not jeopardise or put at risk the welfare or wellbeing of others (for example, patients; pupils; clients; members of the public; fellow students; fellow employees; members of academic or professional/clinical staff) or themselves.
- 111 Where the University becomes aware of, or is made aware that a student has departed from the requirements set out in paragraph 109, it reserves the right to exclude or withdraw a student from a clinical or professional placement without notice, stating whether the grounds are for unprofessional behaviour, professional misconduct, or arise from the belief of the University or agents acting on its behalf, that the student's behaviour has the potential to cause harm to others or herself/himself.
- 112 Where a student is withdrawn or suspended from a clinical or professional placement by the University it will investigate the circumstances and ensure that the student is aware of their rights to appeal against the withdrawal or suspension and the procedures to be followed to lodge an appeal.

Extenuating circumstances and additional learning support

Extenuating circumstances

In the course of their studies students may experience circumstances that temporarily make it impossible for them to participate in their programmes, submit their assessments, or attend examinations. Where a student informs the University, through the director of their

programme, that they have experienced circumstances such as illness or unforeseen changes in their personal circumstances that have made it temporarily impossible for them to participate in their programmes, submit their assessments, or attend examinations, the University is obliged to enquire into the facts of the matter in order to ensure that, through extenuating the effects of the circumstances that the student has reported, it does not unintentionally provide an advantage to an individual in relation to other students. It does this through requiring the student to provide evidence of the circumstances causing their difficulties. This is normally reviewed by a panel established by the University to deal with requests for mitigation.

113 The University's arrangements for defining and dealing with extenuating circumstances are set out in its [Regulations for Extenuating Circumstances](#). The regulations are available at: <http://portal.surrey.ac.uk/calendar/generalregs/index.jsp>

Learning Support Adjustment (LSA) procedure

114 The University's procedures for providing a student with an individual statement of the Learning Support Adjustment (LSA) they need in order to follow their programme were previously referred to as VISA (Verified Individual Services and Adjustments). They are provided for students by the University's Additional Learning Support service ([ALS](#)).

The University's extenuating circumstances procedures are designed to address the consequences of temporary incidents or instances arising from unforeseen circumstances: they are not an appropriate means to enable the University to address the needs of students with chronic, foreseeable, or recurring circumstances that, without support and assistance will impede their progress. Where such needs arise from physical or other impairments the student may refer themselves or be referred to the University's Additional Learning Support service ([ALS](#)). This will provide them with general advice and an individualised Learning Support Adjustment statement. This gives a written summary of the adjustments to learning, teaching and assessment assessed as reasonable by ALS staff (following consultation with the relevant programme director) for a named student. Adjustments are designed to provide the student with an equal opportunity to participate in all educational activities: they are not intended to provide an unfair advantage.

115 Where a student faces chronic, foreseeable or recurring circumstances or physical or other impairments that have the potential to hinder their academic progress they may inform the University through the programme director or a member of the University's Additional Learning Support service that they wish to request advice and support with their particular learning support arrangements.

116 Under the LSA procedure ALS works with the student, their tutors and other professionals (as required), to assess the learning support needs of students with impairments. Following this assessment ALS will provide the student, where appropriate, with a written summary of the adjustments to the student's learning, teaching and assessment arrangements that ALS, in consultation with the programme director, has assessed as reasonable and a note will be added to the student's centrally held records. Adjustments suggested in an LSA statement are designed to provide the student with an equal opportunity to participate in all educational activities: they are not intended to provide an unfair advantage.

117 Where a student has secured an LSA statement, ALS will ensure that their programme director is formally notified of its contents so that the latter can notify the relevant departmental, Faculty and University officers of the adjustments suggested in the LSA statement and periodically check their continuing suitability for the student.

Exclusion on non-academic grounds

- 118 A student may be excluded from the University and their registration terminated for the reasons stated in Statutes 5(5)(B) (engaging in conduct that is harmful to the University).
- 119 Where a student who is excluded from the University for non-academic reasons has accrued sufficient academic credits to be eligible for an intermediate exit award the relevant board of examiners will recommend the relevant award.

Taught awards of the University of Surrey

- 120 The University may only make the taught awards listed in paragraph 1
- following the successful completion of the programme associated with that award
 - to a student who has been registered for and who has satisfactorily followed the prescribed programme linked to that award and
 - who has been awarded the required credits, as specified in Table 3. Credits page 12, and Table 10, page 30.

Certificate and date of the award

- 121 The award is made by the Senate. The date of the award is the date on which SPACE or another body nominated by Senate approves the award on its behalf.

Students in debt to the University

- 122 Academic awards of students who are in debt to the University or who have not returned articles of University property to it when requested to do so, will be withheld until the student has paid all their debts to the University and returned any items of its property that it has requested.

Classification of undergraduate honours degrees

- 123 Where a student following a programme of studies leading to a taught undergraduate honours degree has successfully completed their programme the award made to the student will be classified according to the following scheme

Table 5 Award classifications for undergraduate honours degrees

Formal title	Other titles
First Class Honours	First, I
Second Class Honours (Upper Division)	Upper Second; II (i)
Second Class Honours (Lower Division)	Lower Second; II (ii)
Third Class Honours	Third

Awards for successful completion of integrated Master's programme

- 124 Where a student has successfully completed an integrated Master's programme (MEng*, MPhys, MChem, MMath) the award they will receive will be classified according to the following scheme

Table 6 Award classifications for integrated Master's degrees

Formal title	Other titles
First Class Honours	First, I
Second Class Honours (Upper Division)	Upper Second; II (i)
Second Class Honours (Lower Division)	Lower Second; II (ii)

* Awards for students entering HE Level 2 of the Master of Engineering (MEng) in 2008/9 or before are graded merit or distinction (with distinction being the higher

Level marks should contribute to the overall degree classification	
Master of Engineering, Master of Mathematics, Master of Chemistry, Master of Physics	Level HE 2 (25):Level HE 3 (35):M-Level (40) 25:35:40
Master of Chemistry, Master of Engineering, Master of Mathematics, Master of Physics, where the programme Handbook and the programme specifications require P-Level marks should contribute to the overall degree classification	Level HE 2 (15):P-Level (10):Level HE 3 (35):M-Level (40) 15:10:35:40

* Students who entered HE Level 2 studies at the University in 2008-09 or earlier are subject to the weightings for the calculation of their award that were current then.

Mark thresholds for classification purposes

- 130 For taught honours and integrated Master's awards marks are aggregated and expressed as scores out of 100.
- 131 When calculating a student's aggregate mark for their final degree classification the University requires that the result of the calculation is as a whole integer. In calculations aggregate marks of 0.01-0.49 are rounded down; marks of 0.5-0.99 are rounded up.

Table 8 Mark thresholds for taught honours and integrated Master's awards

Formal title	Mark threshold
First Class Honours	70 or above
Second Class Honours (Upper Division)	60-69
Second Class Honours (Lower Division)	50-59
Third Class Honours (not for integrated Master's awards)	40-49

Table 9 Mark thresholds for grading the Master of Engineering for those entering HE Level 2 in 2008-9 and earlier

Formal title	Mark threshold
MEng with Distinction	70 or above
MEng with Merit	60-69
MEng	50-59

Classification method

- 132 When classifying undergraduate honours and integrated Master's degrees the University uses the overall (weighted) aggregate mark the student has achieved.

Calculation of the student's overall aggregate mark for the purposes of classification

This method of classification for undergraduate honours degrees and integrated master's degrees is by the weighted aggregate mark. The rationale for this classification method is that it recognises the consistency of the students' achievements across the breadth of their programme throughout its culminating levels or stages.

- 133 For taught honours degree awards the student's results are classified with reference to the weighted level aggregate marks at HE level 2 and HE Level 3.
- 134 For integrated Master's awards the student's results are classified with reference to the weighted level aggregate marks at HE Level 2, HE Level 3 and M-Level.
- 135 Credits at P-Level are not used to classify honours undergraduate and integrated master's awards other than when specified in the programme handbook and programme specification.

Aegrotat Degree

- 136 A student prevented by illness or other circumstance from sitting the whole or part of their assessments in the year in which the programme would normally be completed may be considered for the award of an Aegrotat Degree with their consent. Aegrotat Degrees are not honours awards and are not classified or graded.
- 137 The decision to recommend the award of an Aegrotat Degree is made by the relevant board of examiners to SPACE, having received a report on the student's circumstances from the Chair of the board, advised by the programme director.
- 138 A student who chooses not to accept the award of an Aegrotat Degree may complete their assessments on one subsequent occasion. This will normally be in the following academic year. A student who continues to be unable to complete the assessments on a subsequent occasion may then choose to accept the award of an Aegrotat Degree.

Approval and Dissemination of Results

- 139 Boards of examiners make provisional recommendations for students' assessments and awards to Senate Progression and Conferment Executive (SPACE) as the body to which Senate has delegated authority to confirm awards (or otherwise) on its behalf.
- 140 The University expects that boards of examiners will make their provisional recommendations available to students, stating that these are provisional recommendations and that students should not act or rely on them until they have been confirmed by SPACE.
- 141 The confirmed results of assessments and awards are published and distributed to students by the Dean of Faculty. Where, following an examination board, a student's registration is suspended or terminated the Academic Registrar is responsible for notifying them of the courses of action open to them, including the University's appeals procedures and providing general advice on the University's academic regulations.

Certification of Awards

- 142 Awards are confirmed by SPACE on behalf of Senate and may be conferred at a Degree Congregation ceremony held for the purpose.
- 143 Each student is given or sent a formal certificate appropriate to their award. Students collecting their award certificates in person should be prepared to provide a form of photographic identification such as a passport.
- 144 Certificates not collected in person by the student are sent through the ordinary post to the graduate's address as listed in the University's records.

Student seeking to decline award in order to re-register in order to seek to achieve an improved award

- 145 Where a student who has achieved their award requests the University to rescind it, so that they may apply to re-register in order to improve their classification or grade, the University will not rescind the award in the absence of extenuating circumstances.

Publication of Results

- 146 The names of those who have been awarded Certificates, Diplomas, and Degrees and the classes or categories associated with them, are published by the Registrar in the University Gazette and may be published elsewhere.

Transcripts

- 147 The University provides each of its students with an official transcript of their achievements on completing their studies. There is no charge for this service. The University's Associated Institutions similarly provide transcripts for their students who have been studying for the University's awards.
- 148 The transcript records each module for which the student was registered, together with the level of the module, the credits awarded, and the marks awarded. The transcript also records, where appropriate, any professional training and other work-based learning completed among other matters.

Aftercare: replacement certificates and transcripts

- 149 If a graduate or former student requires a replacement certificate they must apply to the Academic Registrar stating the name under which their award was made; the title of the programme they followed; the dates between which they attended the University; and the month and year of their graduation. Replacement certificates can be issued only on receipt of a written request from the holder of the award, together with evidence of the identity of the holder of the award and on payment of the appropriate fee.
- 150 If a graduate or former student requires a replacement transcript they should apply to the Academic Registrar stating the name under which they were known to the University; the title of the programme they followed; the dates between which they attended the University; and either the month and year of their graduation or the date when they ceased to be registered. Replacement transcripts can be issued only on receipt of a written request from the holder of the award, together with evidence of the identity of the holder of the award and on payment of the appropriate fee

Academic appeals

- 151 The grounds for and procedures for academic appeals are set out in the University's published [*Regulations for Academic Appeals*](#). The regulations are available at: <http://portal.surrey.ac.uk/calendar/generalregs/index.jsp>

Appendix 1

Entry to a programme with advanced standing

- 152 A student who has previously satisfactorily studied with a recognised degree awarding body in the UK or elsewhere may apply to enter a University of Surrey taught programme and to have their previous academic performance taken into consideration for the purpose of exempting them from some of the study requirements of the programme for which they are applying.
- 153 In each case the decision on the level of exemption to be allowed is an academic judgement made after reviewing the student's transcript or its equivalent and considering the studies they have previously completed and the programme they have applied to join.
- 154 The minimum number of credits that a student transferring in to a University programme of studies must successfully complete at the University in order to achieve a University of Surrey award is indicated in Table 10, below.

Table 10. The minimum number of credits that must be taken at the University to achieve its award

Award title	Credits that must be studied with the University (including with an Associated or partner institution) in order to achieve a University of Surrey award.
Certificate of Higher Education	40 out of 120 at HE Level 1
Diploma of Higher Education	120 out of 240 at HE Level 2
Foundation Degree	120 out of 240 at HE Level 2
Bachelor's Degree (Ordinary)	100 out of 300 credits with a minimum of 60 credits at HE Level 3
Bachelor's Degree (with Honours three years)	120 out of 360 credits; a minimum of 90 must be at HE Level 3
Bachelor's Degree (with Honours and including professional training)	200 out of 360 credits, of which 90 must be at HE Level 3 with 80 P-Level credits
Graduate Certificate	20 out of 60 credits at HE Level 3
Graduate Diploma	45 out of 120 credits at HE Level 3
Integrated Master's (MChem, MMath, MEng, MPhys)	240 out of 480 credits of which 120 credits must be at M-Level.
P-Level	The Dean of a Faculty may exempt a student from up to one third of the total P-Level credits required by a programme where the student can show that they have previously successfully acquired experience that is the equivalent of the relevant professional

	training required by the University
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Contribution of marks from previous study to a student's final result

- 155 Where a student admitted to a taught programme has been exempted from completing parts of the programme having satisfied the University's requirements their final result (including the classification of their degree, where relevant) is determined on the basis of the work they have undertaken at the University after transferring to the programme.
- 156 A Memorandum of Agreement or Memorandum of Cooperation with another institution may explicitly provide for marks gained at the other institution to be considered when determining the student's final result. Other than under such an agreement marks gained at another institution are not considered when determining the student's final result.