Introduction to the Quality Framework

Academic year 2024/25

Contents

Key Responsibilities

1. The University Quality Framework is overseen by Senate in accordance with Article 13 of the Charter and Ordinance 6.3.1.1, and may be amended from time to time by Senate on the advice of its sub-committees in line with the *Senate Governance*.

2. The Council oversees the University Scheme of Delegation which provides details on where responsibility for areas of academic policy and governance reside. Committee terms of reference are updated to ensure appropriate coverage of responsibilities.

3. The Directorate of Academic Performance, Quality and Governance supports the ongoing development and enhancement of the University's Quality Framework. In doing so it liaises closely with the owners of each individual document and can provide advice on the implementation of the Framework. The Directorate of Academic Performance, Quality and Governance also ensures timely publication of the Quality Framework as amendments are made.

4. In consultation with executive post holders the Directorate of Academic Performance, Quality and Governance assigns an appropriate owner to each document within the Quality Framework. Document Owners are expected to undertake regular reviews of regulations, policy, procedure and guidelines to ensure these are aligned with internal and external expectations. In doing so, the Document Owner is expected to ensure approval is sought from the necessary governance structures.

5. New or amended *Regulations* which are approved by Senate during an academic year will be published in the *Regulations* for the following academic year.

6. Pro-Vice-Chancellors, Executive Deans of Faculty have operational responsibility for ensuring that the University's Quality Framework and other requirements are met, for the quality of the academic provision offered by the University through their Faculty and for ensuring that the standards of University awards are safeguarded on behalf of Senate. Pro-Vice-Chancellors, Executive Deans of Faculty delegate aspects of their operational responsibilities in these matters to individuals and committees they nominate.

7. Throughout these *Regulations* the term 'Pro-Vice-Chancellor, Executive Dean of Faculty' is to be read as meaning the Pro-Vice-Chancellors, Executive Deans of Faculty or the person nominated by them to fulfil particular responsibilities or undertake particular duties. The terms Chief Student Officer, Director of Academic Performance, Quality and Governance, Associate Director, Student and Academic Administration and Head of OSCAR should be read likewise.

8. For the purposes of the Quality Framework the term 'academic staff' will be taken to mean all persons holding appointments as Professors, Readers/Associate Professors, Senior Lecturers, Lecturers, Professors in Practice, Professorial Teaching Fellows, Principal Teaching Fellows, Senior Teaching Fellows or Teaching Fellows.

Scope and definitions

9. This 'Introduction to the Quality Framework' provides an overview of the responsibilities, definitions and operating practices relating to the Quality Framework. Senate maintains responsibility for the approval of this document.

10. The University Quality Framework consists of the following listed sections. The full list of documents is published as part of Appendix 1.

    -   Part A – Academic regulations
    -   Part B – Student regulations
    -   Part C – Student procedures

- Part D - Codes of practice

11. *Academic regulations* are approved by Senate and apply to all students registered for an award of the University of Surrey and registered as a University of Surrey student and to students studying on programmes validated by the University at its Accredited and Associated Institutes (AIs).

12. *Student regulations* are approved by Senate and apply to all students registered as University of Surrey students. Particular sections may also apply to students studying on programmes validated by the University at its AIs and to students registered with another organisation operating in collaboration with the University and using University facilities. The relevance of each section to such students will be indicated in the individual section.

13. *Codes of practice* are approved by the appropriate Senate sub-committee as determined in the *Senate governance*.[1] Codes of practice provide a policy statement outlining how the University deals with a specific matter and provide operational details on how this is implemented in practice. Codes of practice are a combination of policy and procedure and can include guidance information related to the specific area. The Code of practice should be followed but may provide some scope for local application. Where this is the case, the scope for local application should be detailed in the Code.

14. *Student procedures* are approved by the appropriate Senate sub-committee as determined in the *Senate governance.* Procedures provide operational details for how a specific process should be implemented. Procedures should be followed but may provide some scope for local application. Where this is the case, the scope for local application should be detailed in the Procedure.

15. In relation to programmes of study, students follow the *Academic regulations* that were in place at the time of the commencement of their programme unless there are amendments that would be of advantage to students and/or Senate has specifically agreed that amendments should be introduced for all students, in which cases amendments are applied to all students, regardless of year of entry. Where this is the case, it should be made very clear at the point of approval so that appropriate oversight is maintained. The current versions of the *Student regulations* replace all previous versions.

Principles for the management of the Quality Framework

16. The University of Surrey is committed to the continuing development of its Quality Framework in line with a number of key principles, set out below.

17. The University treats those who are subject to its *Regulations, Student procedures and Codes of practice* fairly and reasonably. This involves ensuring that students studying with the University, and for its awards with its AIs, are treated even-handedly, so that students across the University, in the AIs and studying with partners and at a distance who have similar circumstances will be treated comparably.

18. Fairness and reasonableness also involves the University:

- Using plain language in setting out its *Regulations, Procedures and Codes of practice* as an aid to transparency

- Keeping the use of technical terms to a minimum consistent with the requirements of accuracy and certainty of meaning

- Providing guidance and advice for students and staff on how its *Regulations, Procedures and Codes of practice* are to be applied, and training and updating for

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[1] The one exception is the *Senate governance* which is approved by the Senate.

University staff applying the Quality Framework and members of the University of Surrey Students' Union or its staff who advise students

- Making decisions that are governed by the regulations in a way that is timely and proportionate to the seriousness of the consequences for those affected

19. The University ensures that its Quality Framework is proportionate to its requirements and no more extensive than it needs to be. For that reason the individual *Regulations, Procedures* and *Codes of practices* do not cover every possible set of circumstances that students and staff are likely to encounter. They do, however, set out a sufficient framework under which they have been developed and approved. For exceptional cases and novel situations the University expects its academic staff and professional administrators will seek advice from the Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance in order to correctly apply the principles[2].

20. In line with the *Senate governance,* the appropriate committees must consider changes to the documents within the Quality Framework. This ensures appropriate levels of scrutiny are applied and facilitates engagement from stakeholders including the academic community, professional services staff and student representatives.

21. Changes can be progressed through approval processes as required in response to changing contextual factors or external requirements. Document owners should progress a periodic review of each document at least every three-four years and take appropriate steps to engage with the academic community and students in line with the Staff/Student Partnership Manifesto.[3] The Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance will maintain a schedule of these periodic reviews. Document owners are encouraged not to progress amendments in-between periodic reviews to maintain regulatory stability to the greatest extent possible.

22. Document owners will be asked to confirm the relevant documents ahead of each academic year prior to publication. Very minor operational or technical changes may be made as part of the annual update exercise. If there is doubt as to whether a change is sufficiently minor the appropriate committee should be asked to approve the proposed change. Advice should be sought from the Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance where this doubt arises.

Exceptions to the Quality Framework

23. Exceptions to the Quality Framework can be agreed on a case-by-case basis. Many of the University's programmes receive accreditation by Professional, Statutory and Regulatory Bodies (PSRBs). There may be occasions when the requirements of a PSRB for accreditation do not accord with the University Quality Framework. Such cases may become apparent during validation of a new programme or when a PSRB revises its own frameworks.

24. Where an exception is required, the programme team should liaise with the Head of Academic Policy and Governance, Directorate of Academic Performance, Quality and Governance to seek further advice and guidance on the process. Where applicable, a proposal will be submitted for consideration/approval by the University Education Committee (UEC) via its Quality Enhancement Sub-committee (QESC). In cases of

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[2] E-mail: regulations@surrey.ac.uk

[3] https://policies.surrey.ac.uk/

PSRB-related exceptions to regulations, UEC makes a recommendation to Senate to agree to meet the PSRB's requirements.

25. Where Senate agreed to meet exceptions to University regulations based on specific PSRB's requirements, the Senate agreement is published on the [Quality Framework website](https://www.surrey.ac.uk/quality-framework)[4], the relevant programme specification and is recorded in Senate minutes.

Awards of the University

26. The awards made by the University are listed in Appendix 2. Where the introduction of an award not on the following list is proposed, advice should first be sought from the Directorate of Academic Performance, Quality and Governance.

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[4] https://www.surrey.ac.uk/quality-framework

Appendix 1 – List of Quality Framework documents by section

Part A – Academic regulations

A0   Regulations for the Foundation Year programme
A1   Regulations for taught programmes: CertHe, DipHE, Foundation degree, Bachelor's, Integrated Master's, Graduate Certificate, Graduate Diploma, PGCE, PGCert, PGDip, Master's
A2   Regulations for research degrees: Master of Philosophy (MPhil), Doctor of Philosophy (PhD), Doctor of Medicine (MD), Doctor of Business Administration (DBA), Doctor of Clinical Practice (DClinPrac), Doctor of Engineering (EngD) and Doctor of Psychology (PsychD), including on the basis of published works: Doctor of Philosophy (PhD)
      A3 Regulations for higher doctorates: Doctor of Letters (DLitt), Doctor of Science (DSc)
A4   Regulations for academic dress of the University
A5   Force Majeure contingency regulatory arrangements for taught programmes

Part B – Student regulations

B1   Regulations for extenuating circumstances
B2   Regulations for academic integrity
B2.1 Regulations for academic integrity - appeals
B3   Student disciplinary regulations
B4   Regulations for academic appeals
B5   Regulations for support to study
B6   Regulations for fitness to practise

Part C - Procedures

C1   Procedure for complaints
C2   Procedure for hearings by Panels
C3   Procedure for Managed Exclusion Orders
C4   Procedure for awarding posthumous degrees awards
C5   Procedure for managing behaviour in respect to Student Regulations and Procedures
C6   Procedure for Expulsions and Criminal Convictions

Part D - Codes of practice

Senate governance
Code of practice for Postgraduate Admissions
Code of practice for Undergraduate Admissions
Code of practice for annual programme review: postgraduate research programmes
Code of practice for assessment and feedback
Code of practice for continuous enhancement review: taught programmes
Code of practice for associate tutors, guest speakers and visiting academics involved in teaching
Code of practice for collaborative provision
Code of practice for external examining: taught programmes
Code of practice for moderators within the associated institutions of the University
Code of practice for personal tutoring
Code of practice for postgraduate researchers who support teaching

Code of practice for professional training
Code of practice for programme life cycle processes
Code of practice for recognition of prior learning and prior credit: taught programmes
Code of practice for research degrees
Code of practice for scheduling of teaching and assessment
Code of practice for student analytics
Code of practice for student engagement
Code of practice for student withdrawal from programmes - temporary and permanent withdrawals: taught programmes
Roles and Responsibilities for faculty staff involved in learning, teaching and postgraduate research student support

Appendix 2 – Awards of the University

Taught awards at FHEQ[5] level 4
- Certificate of Higher Education (CertHE)

Taught awards at FHEQ level 5
- Diploma of Higher Education (DipHE)
- Foundation degrees (Fd)
  - Foundation degree in Arts (FdA)
  - Foundation degree in Engineering (FdEng)
  - Foundation degree in Science (FdSc)
- Certificate in Education (CertEd)

Taught awards at FHEQ level 6
- Graduate Certificate (GradCert)
- Graduate Diploma (GradDip)
- Bachelor's degrees (Ord) (available as exit award only): BA, BSc, BEng, BMus, and LLB
- Bachelor's degrees with honours (Hons)
  - Bachelor of Arts (BA)
  - Bachelor of Engineering (BEng)
  - Bachelor of Laws (LLB)
  - Bachelor of Music (BMus)
  - Bachelor of Science (BSc)
- Professional Graduate Certificate in Education (PGCE)

Taught awards at FHEQ level 7
- First degrees - Integrated Master's degrees
  - Bachelor of Veterinary Medicine and Science (BVMSci)
  - Bachelor of Medicine, Bachelor of Surgery (BMBS)
  - Master of Business (MBus)
  - Master of Chemistry (MChem)
  - Master of Engineering (MEng)
  - Master of Mathematics (MMath)
  - Master of Osteopathic Medicine (MOst)
  - Master in Physics (MPhys)
  - Master in Science (MSci)
- Postgraduate Certificate (PGCert)
- Postgraduate Diploma (PGDip)
- Postgraduate Certificate in Education (PGCE)
- Master's degrees
  - Master of Arts (MA)
  - Master of Business Administration (MBA)
  - Master of Fine Arts (MFA)
  - Master of Laws (LLM)
  - Master of Music (MMus)
  - Master of Research (MRes)
  - Master of Science (MSc)
  - Master of Teaching (Dance) (MTD)

Research degrees at FHEQ level 7

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

- Master of Philosophy (MPhil)

Research degrees at FHEQ level 8
- Doctor of Business Administration (DBA)
- Doctor of Clinical Practice (DClinPrac)
- Doctor of Engineering (EngD)
- Doctor of Medicine (MD)
- Doctor of Philosophy (PhD)
- Doctor of Psychology (Psych D)

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