**Meeting of the Senatus Academic Policy and Regulations Committee (APRC)
to be held at 1.00pm on Thursday 14 November 2019 in the Raeburn Room, Old
College**

A G E N D A

1. **Minutes of the previous meeting held on 19 September 2019**   Enclosed

2. **Matters Arising**

   For Discussion

3. **Service Excellence Programme - Special circumstances: Request for policy changes for 2020/21**   APRC 19/20 2A

4. **Industrial action – concessions to regulations and policies**   APRC 19/20 2G

5. **Proposals for review of the Student Appeal Regulations**   APRC 19/20 2B

   For information and formal business

6. **Non-standard PhD examination arrangements: collaboration with KU Leuven**   (CLOSED) C

7. **Collaborative provision: Memoranda of Agreement (annual update)**   (CLOSED) D

8. **Enhancement-led Institutional Review (ELIR) 2020 – Update**   APRC 19/20 2E

9. **Academic year dates 2021/22 and provisional academic year dates 2022/23 and 2023/24**   APRC 19/20 2F

10. **Any Other Business**

<u>The University of Edinburgh</u>

**Minutes of the Senate Academic Policy and Regulations Committee (APRC)
held at 10.00am on Thursday 19 September 2019 in the Raeburn Room, Old College**

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Dr Jeremy Crang (Vice-Convener)	Dean of Students (CAHSS)
Dr Paul Norris	Associate Dean (Academic Progress) (CAHSS)
Dr Lisa Kendall	Head of Academic and Student Administration
Kirsty Woomble	Head of PGR Student Office (CAHSS)
Professor Judy Hardy	Dean of Learning and Teaching (CSE)
Stephen Warrington	Dean of Student Experience (CSE)
Claire Vallance	Head of Academic Affairs (CSE)
Dr Antony Maciocia	Dean of Postgraduate Research (CSE)
Philippa Burrell	Head of Academic Administration (CMVM)
Stephanie Vallancey	Vice President Education, Students' Association
Gemma Riddell	Advice Place Senior Academic Adviser
Rayya Ghul	Institute for Academic Development (IAD)
Dr Adam Bunni	Head of Governance and Regulatory Framework Team, Academic Services
Sarah McAllister	Student Systems and Administration
Anne-Marie Scott	IS Learning, Teaching and Web

In attendance:

Ailsa Taylor	Academic Policy Officer, Academic Services
Tom Ward	Head of Education Administration and Change Management, Edinburgh Futures Institute (EFI)
Rebecca Shade	Service Excellence Programme - Student Administration and Support

Apologies for absence:

Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Dr Paddy Hadoke	Director of Postgraduate Research and Early Career Research Experience (CMVM)

1. **Minutes of the Previous Meeting**

   The minutes of the previous (Curriculum and Student Progression Committee) meeting held on 30 May 2019 were approved as an accurate record.

2. **Matters Arising**

   There were no matters arising.

3. **Curriculum approval arrangements for Edinburgh Futures Institute (EFI) (APRC 19/20 1A)**

Tom Ward presented this paper. Under the University's Terms of Reference for Boards of Studies, the Committee was required to approve the establishment of Boards of Studies that operated at College or University level (rather than the normal School level arrangements). The Committee gave their approval for the establishment of an EFI Curriculum Oversight Board, as proposed in the paper. It was understood by the Committee that these arrangements would be interim from 2019/20 until the end of 2021-22, by which time EFI would have secured approval for the initial UG and PGT educational portfolio, and EFI's ongoing management and operational structures would also be in place. In practice there would be a small number of validation events during the two-year period - mostly involving a suite of 6-8 Masters programmes and some optional undergraduate courses.

The following comments were also made on the EFI proposals, as presented:

- Equality and diversity/sustainability - members of the Committee encouraged EFI to consider ways in which the Institute could lead the way with new ideas about how the University satisfies itself that equality and diversity, and sustainability issues were incorporated into the curriculum planning process in ways that could be evidenced/measured. The Committee recognised that the Curriculum Oversight Board was already expecting to operate according to the University's policy on Programme and Course Approval and Management, which set out how Boards of Studies took account of equality and diversity issues when considering curriculum proposals.

- Evaluation of success - a query was raised by a Committee member about how EFI expected to evaluate its success, and another member queried whether the output of any evaluation would come back to APRC. Mr Ward anticipated that feedback would be sought from Curriculum Oversight Board members, with evidence to be sought that it had done its job properly. Evaluation would also take place through annual College Quality Assurance (QA) processes, and there was a possibility that EFI might be subject to future Internal Programme Review (IPR) processes.

- Risks - Committee members discussed possible risks, such as the risk of raising expectations too high in terms of what EFI will be able to deliver. The Committee felt it was important to emphasise that the mono-disciplinary models in operation elsewhere in the University were not deficient in comparison with the EFI interdisciplinary offering.

- CAHSS/CSE/CMVM School contributions – whilst the majority of the Schools contributing to the first wave of EFI courses and programmes were from CAHSS, it was recognised by the Committee that there were also likely to be important contributions to EFI from CSE (e.g. Maths/Informatics/GeoSciences). EFI was to be located within CAHSS in governance terms, but EFI would work with Schools across the University to deliver its educational vision. Discussions were currently being held with CMVM about potential contributions. The Committee agreed that the

Curriculum Oversight Board's operation could be extended to the other Colleges at a future point if required (on the same basis that it applied to CAHSS) without needing further Committee agreement.

4. **Special Circumstances and Coursework Extensions Project - Extensions Policy Changes for 2020/21 (APRC 19/20 1B)**

Sarah McAllister and Rebecca Shade presented this paper. Activity was underway to create a new dedicated professional service in the University, providing students with a single point of access system for applying for coursework extensions and special circumstances. Eligibility, evidence review and validity would be performed by a dedicated service in Student Systems and Administration, with support and academic outcome decisions remaining in Schools.

The Committee provided feedback about the draft regulation 28 (Taught Assessment Regulation 28 Late submission of coursework) which included:

- Comments that there was some superfluous operational detail that should be removed as it was not regulatory;
- Comments about the naming of the Service, which was still a matter for debate;
- Comments about the details of the text of Taught Assessment Regulations 28.1, 28.3 and 28.9, which were to be considered further.

ACTION - Sarah McAllister to present another paper to APRC's November 2019 meeting about the Special Circumstances and Coursework Extensions Project.

Discussion was held by the Committee on the timelines for late submission, including the plans for the assessment support online system managed by the Student Support Operations team to have a maximum turnaround time of two working days for applications.

The Committee raised queries about the interactions between late submission and the 15 day feedback turnaround time regulation within the Taught Assessment Regulations (e.g. if submission came later than 7 calendar days, what impact might this have upon feedback timescales?). It was also noted that it would arguably be preferable to state that feedback would be prompt enough to be useful, rather than so time specific in the regulations, as some feedback was needed earlier and some feedback could be received later than 15 days after submission without detriment.

Members also raised concerns about the requirement for Masters students to submit special circumstances forms for short extensions for late dissertation submissions, which was proving administratively burdensome.

It was noted that the Taught Assessment Regulations 2019/20 stated in 28.2 "Schools may choose not to permit the submission of late work for particular components of assessment where the specific assessment and feedback arrangements make it impractical or unfair to other students to do so. If Schools do not permit the submission of late work for particular components of assessment, they must publicise this to students on the relevant course". The Committee agreed that

the responsibility for agreeing which courses would not permit late submission for particular components of assessment should rest with Boards of Studies.

Committee members noted that the Taught Assessment Regulations 2020/21 would technically not need to be formally approved until much later in the academic session 2019/20, therefore there was time for more detailed consideration and review of the regulations in advance of publication.

5. APRC Membership and Terms of Reference 2019/20 (APRC 19/20 1C)

This paper was received by the Committee for information.

6. Knowledge Strategy Committee Report (APRC 19/20 1D)

This report was received by the Committee for information.

7. Any Other Business

There was no further business.

Academic Services
26 September 2019

Senate Academic Policy and Regulations Committee

14 November 2019

Service Excellence Programme – Special Circumstances: Request for policy changes for 2020/21

Description of paper

1. The paper requests changes to the Special Circumstances policy in order to support the incoming Extensions and Special Circumstance (ESC) Team. The changes reflect the ESC Team reviewing all special circumstance applications to determine the validity of the case and to secure all evidence. The academic impact of supported cases will be determined by the school.

Action requested / recommendation

2. For discussion and approval.

Background and context

3. The ESC Team, previously known as SCEC is part of the Student Administration Strand of the Service Excellence Programme. It moves the coursework extensions and special circumstances application process to an online system. The framework for decision making will remain the University Assessment Regulations.

Discussion

4. A high level process map has been provide for information and to show the flow of Special Circumstances applications and outcomes. This is to show clear distinction in responsibilities.

5. We are requested changes to the policy to move the decision regarding the validity of special circumstance application and securing relevant evidence will be undertaken by the ESC Team.

6. Schools will decide on the impact of the accepted special circumstance application and ratify outcomes through Special Circumstance and Board of Examiners Committees.

7. Accept will replace support in the wording, for example, a case of special circumstances is accepted. This is a result of discussion on working with EUSA and the project decision making group.

8. Clarity on the requirement to supply death certificated in special circumstance applications to address varying practice.

9. Reflection on Board of Examiner size to inform discussion.

10. Recommendation on the delegated authority of the Special Circumstances Committee Convenor, particularly relevant to serious cases to support swift support and outcomes.

Resource implications
11. The resource implications lie within the new service which has allocated budget. It is hoped the recommendations and changes to policy will enable a reallocation of time to provide focused support.

Risk management
12. The system relies on assessment and deadline date being updated in the APT. Failure to have this information will impact on the student's application and potential outcomes.

Equality & diversity
13. We have worked closely with a variety of stakeholders to ensure there will be no negative impact on particular cohorts of students. Once the service is running, we will have access to University and School level data to review service impact and identify student cohorts requiring additional support. We would hope the service will expedite support and outcomes for students.

Communication, implementation and evaluation of the impact of any action agreed
14. Should the requested changes in policy be agreed, I will work with APRC to agree updating wording in the Special Circumstances policy and any related text in the University Assessment Regulations.

Author
Sarah McAllister
14th November 2019

Presenter
Sarah McAllister

Freedom of Information Open

Special Circumstances – Request for policy changes for 2020/21

From July 2020, students will submit their application for Special Circumstances to the Extensions and Special Circumstances (ESC) Team via online system. The team will determine the validity of the case and secure the required evidence within the frame work of the Special Circumstances policy (Section 2). Students will be required to provide detail of the circumstance, the timeframe, the impact on their ability to engage and/or submit assessments, and the assessments and courses impacted. The school will provide details on all course assessment deadlines to enable selection of pre-populated information. The student will be able to see the status of their application and outcome of the validity will be communicated to the student and the school. Once a case has been considered and supported, the school will be notified through the system to take appropriate action through their Special Circumstances Committee to determine the impacted of the case. As per current policy the decisions made by the Special Circumstances Committee are final to be ratified by the relevant Board of Examiners.

The Personal Tutor, nominated Student Support staff, Convener of the Special Circumstances Committee and members, Convener of the Board of Examiners, Board of Examiners members, Course Secretaries and Course Organisers will have access to relevant information to support the student and make decisions on the impact of the special circumstance in each case.

Changes to practice
- The student will submit their application and provide evidence online.
- The Personal Tutor is not required to give a supporting statement, however, this is still an option.
- A student can indicate a preferred outcome from a limited list of options, however, the Board of Examiners will make the final decision against course and degree requirements.
- A student may opt out of sharing their full application with relevant support staff for the purposes of providing pastoral support, but it will be made clear this may impact the ability for the school to refer to relevant University Support Services. However, relevant decision makers, for example, the Convener and members of the Special Circumstances Committee will have sight of the full case in order to make decisions on impact.
- The Team will escalate all serious cases (e.g. reference to suicidal thoughts, intention to harm self or others, etc) to the relevant school.
- The ESC Team will consider late applications where relevant evidence has been supplied, however, we are still working with stakeholders to identify best practice.

- Group assessments – still to be determined
- Take home exams treated as examinations.
- All course deadline information populated in APT.

The system aims to provide a responsive, transparent and equitable service. The system will allow the student to see where in the process their application is being considered in an attempt to remove any uncertainty. Students will be encouraged to still seek support from their Personal Tutor and local Student Support staff. Removing paperwork completion and evidence collection will allow school to provide focused support.

All outcomes will be recorded in one system to stop duplication and secondary records with sensitive information being held. This will also enable reporting to better support particular cohorts or types of cases.

The system will rely on information provided by schools on assessment, including all deadlines. The Assessment and Progression Tools will be used to support schools in their decision making. If the deadlines and relevant Board of Examiners information is missing this will delay and potentially impact the appropriate outcome for the student.

Changes to policy

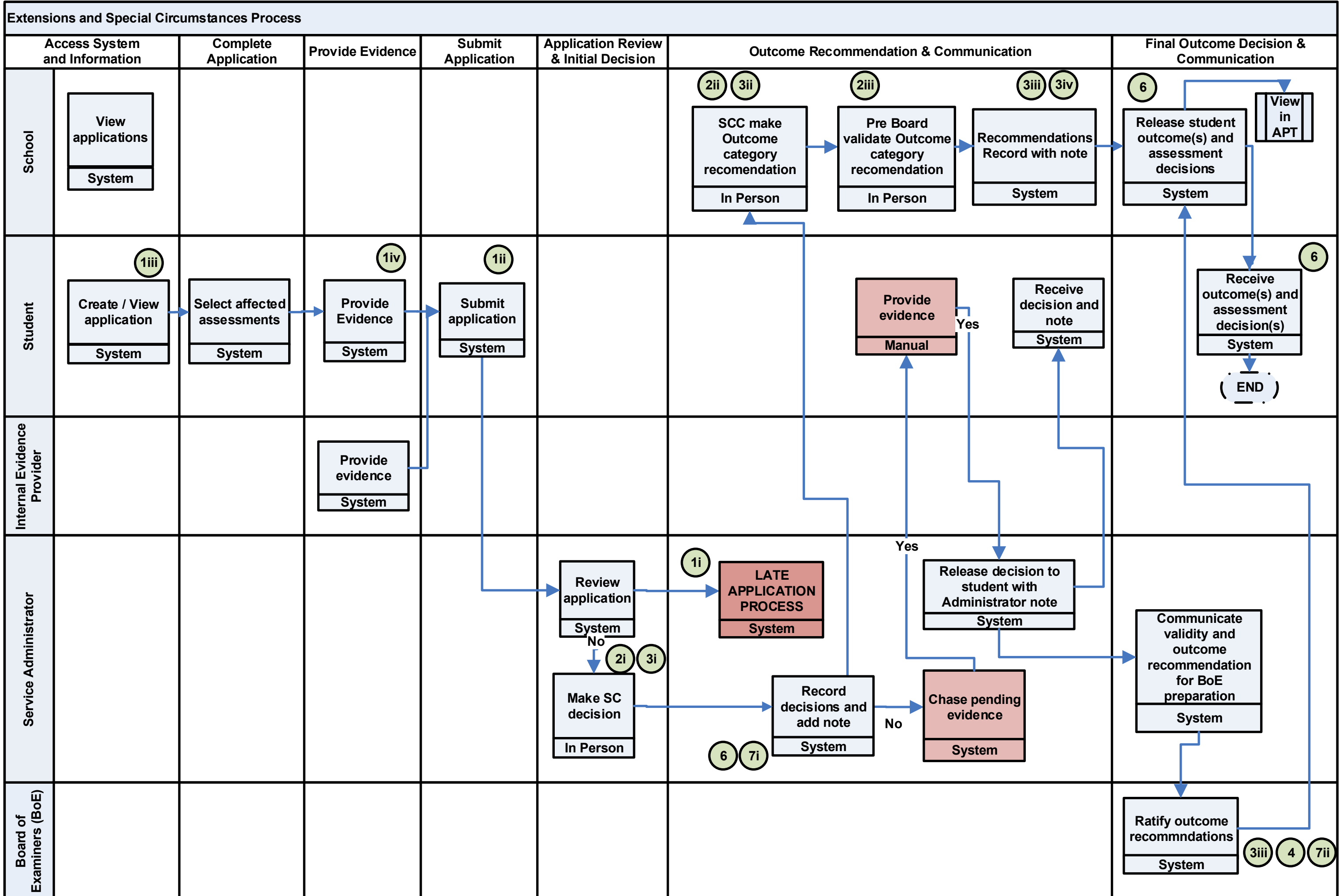| Change to policy	Equality and Diversity implications	Risk
The ES Team will be the decision making body for decisions on the validity of a special circumstance application	All matriculated taught students will have access to apply for special circumstances. All students will be encouraged to talk with their local student support or Personal Tutor. The system will provide data to be reviewed and reported annually identify particular cohorts of students seeking coursework extension and special circumstance. The system will also provide data on types of circumstances to review the available support.	There is a risk of not receiving all relevant deadline or committee date information to inform application timing and processing. There is a risk the volume is too high in particular periods against the allocated resource delaying validity decisions impacting on the speed of outcomes for the student and relevant committees. There is a risk staff may agree action outside of the system which will be

		undocumented and not part of the student record.
'Accept' will replace 'support' in the policy wording	As part of the system development, we have worked with EUSA and University Support Services, including the Student Disability Service and Legal Services, to ensure appropriate language is used in an attempt to reach all audiences.	No identified risk. Clarification of wording supported by EUSA.
Death certificates will not be required as evidence but would be given weight in reviewing evidence	Currently, there is varying practice in the evidence requested from students for particular special circumstance cases. This change will clarify the University position on providing evidence in relation to a death of family member which can be particularly difficult for international students.	No identified risk as death certificates are not currently required but will be considered if submitted. This removes uncertainty with current policy.
Reviewing the size of Board of Examiners committee to determine a maximum size against the current minimum to meet quorate standards.	There is a requirement to ensure quorate for particular committees. Across the University there is a variety of practice from reducing decision makers to the minimal possible or all academic staff in the department taking part. In the interest of minimising exposure of student data and streamlining decision making processes a maximum number will be recommended.	Minimal risk given the standard quorate requirements. This is a recommendation to avoid Board of Examiners meetings becoming too large impeding swift decision making.
The Convenor of the Special Circumstances Committee, who is delegated by the	Some cases require an expedited decision. For example, in a case involving	There is a risk the decision of the delegated staff members is not supported by the

Convenor of the Board of Examiner, and a delegated student support staff member can expedite decision making in cases related to applications for waiting late penalties, and extensions applications of more than seven days (where this would not preclude the work being marked and moderated before the relevant BoE meeting).	serious mental health concerns, swift outcomes can support a student's recovery or access to appropriate services. In addition, not all cases require the reconvening of a full committee. Our recommendation is in these cases the delegated Convenor of the Special Circumstances and a relevant student support staff member review and decide on the outcome. Access to training and advice remains essential to ensure consistency of all cases.	Convenor of the Board of Examiners. There is a risk staff may agree action outside of the system which will be undocumented and not part of the student record.

Sarah McAllister
November 2019

Further details from Special Circumstances processes map.

1i. Standard deadlines linked to BoE dates.

1ii. Students not required to consult staff before application submitted, but can choose to do so.

1iii. Students will be able to select the impacted courses/assessments.

1iv. PT/Supervisor statement not required but can be included as evidence, where appropriate. Evidence from other staff including Student Support, Programme Director or Studio Tutor, etc.

2ii. No requirement to make validity decisions by committee, but can be escalated.

2iii. BoE cannot operate as SCC.

2iv. All decisions to be made following decision framework.

3i. The Service will make decision on validity

3ii. School will make recommendation on appropriate outcomes.

3iii. School to record outcome decisions in online system which can generate BoE reports. Decisions are not binding.

3iv. The outcomes are communicated to the student.

4/5. Outcomes are recommended to BoEs.

6. The Service notify student and school on validity, and the School notifies student and PT/Supervisor on final outcome. The Service and Schools use standard communication templates.

7i. The Service record validity decisions and notes on system. The Schools record outcome recommendations and notes on system. The communication decisions to BoEs will be via the system.

7ii. System records, rather than locally created records, used to inform BoEs clearly and concisely.

Extensions and Special Circumstances Process

Access System and Information

View applications
System

Create / View application (1iii)
System

Complete Application

Select affected assessments (1iv)
System

Provide Evidence

Provide Evidence (1iv)
System

Provide evidence
System

Submit Application

Submit application (1ii)
System

Application Review & Initial Decision

Review application
System
No

Make SC decision (2i) (3i)
In Person

Outcome Recommendation & Communication

SCC make Outcome category recomendation (2ii) (3ii)
In Person

Pre Board validate Outcome category recomendation (2iii)
In Person

Recommendations Record with note (3iii) (3iv)
System

Provide evidence
Manual
Yes

Receive decision and note
System

LATE APPLICATION PROCESS (1i)
System

Release decision to student with Administrator note
System
Yes

Record decisions and add note (6) (7i)
System
No

Chase pending evidence
System

Final Outcome Decision & Communication

Release student outcome(s) and assessment decisions (6)
System

View in APT

Receive outcome(s) and assessment decision(s) (6)
System

END

Communicate validity and outcome recommendation for BoE preparation
System

Ratify outcome recommndations
System (3iii) (4) (7ii)

Swimlanes

- School
- Student
- Internal Evidence Provider
- Service Administrator
- Board of Examiners (BoE)

Senate Academic Policy and Regulations Committee

14 November 2019

Proposals for Review of the Student Appeal Regulations

Description of paper
1. This paper provides proposals for the methodology of the forthcoming review of the Student Appeal Regulations, scheduled to take place this Academic Year (2019/20)

Action requested / recommendation
2. For approval

Background and context
3. The current Student Appeal Regulations were approved by Senate Curriculum and Student Progression Committee (CSPC) in Academic Year 2014/15 and have been active since 1 August 2015. The Student Appeal Regulations are reviewed every five years in order to ensure continued effectiveness and to take into account any changes in sector-wide practices or external guidance, including the UK Quality Code.

Discussion
4. The Student Appeal Regulations are due to be reviewed this Academic Year, in line with Academic Services cyclical review of policies and procedures, and as approved by the Curriculum and Student Progression Committee (CSPC), the precursor to this Committee, when the current Student Appeal Regulations were approved and introduced on 1 August 2015.

   Academic Services will carry out a review of the Student Appeal Regulations in Semester 2 of Academic Year 2019/20 to ensure that they remain fit for purpose, and to take into account any relevant developments within the sector, including the recent changes to the UK Quality Code.

4.1 Suggested approach

   Academic Services propose that the review process involves consultation with the University's three Colleges, members of the Appeal Committee, and the University of Edinburgh Students' Association. These groups will be provided with the following:

- Information about the appeal process, the Student Appeal Regulations themselves, guidance, statistical data and relevant reports; and

- A number of prompt questions designed to encourage feedback on aspects such as how far the process is meeting expectations, and the adequacy of support and guidance about the process;

Following provisions of these documents and prompt questions, Academic Services will then proceed to carry out the following proposed actions:

- Meetings with stakeholders from groups outlined above, providing an opportunity to discuss feedback on the appeal procedures, with particular attention given to students' experience of the process where relevant;

- Academic Services will then determine whether the feedback received suggests that there is a need to implement any changes to existing policy or to any supplementary guidance, and if so, seeking input on the drafting of any changes to provision from stakeholder groups, as appropriate; and

- Seeking approval for any changes to policy from Academic Policy and Regulations Committee (APRC).

4.2 Action Requested

4.2.1 APRC are asked to confirm that they are content with the proposed course of action for the review of the Student Appeal Regulations.

4.3 Timescales

4.3.1 Academic Services will undertake consultation beginning in January 2020, and will provide a final report on the consultation process, alongside any proposed changes (if required) to APRC at its meeting of 28 May 2020, enabling implementation of any changes for Academic Year 2020/21.

Resource implications
5   Carrying out the proposed review will form part of pre-planned departmental workload and as such there are no resource implications to consider at this stage.

Risk management
6   Failure to periodically review the University's processes could risk non-compliance with the UK Quality Code. A robust and fair appeals procedure is vital in giving students confidence in the assessment process. In relation to the appeal procedures themselves, failures in processes or procedures could lead to complaints being upheld by the office of the Scottish Public Services Ombudsman (SPSO).

Equality & diversity
7   Equality and diversity issues will be considered during the review of the Student Appeal Regulations themselves, including the conducting of a new Equality Impact Assessment, if required.

Communication, implementation and evaluation of the impact of any action agreed

8   Not applicable at this time. APRC are asked to approve the proposed approach for review of the Student Appeal Regulations. Academic Services will produce a communications plan should the review of the Student Appeal Regulations lead to any substantive changes proposed to policy.

Author
Stuart Fitzpatrick, Academic Policy Officer
9 October 2019

Presenter
Adam Bunni

Freedom of Information
Open

Senate Academic Policy and Regulations Committee (APRC)

14 November 2019

Enhancement-led Institutional Review (ELIR) 2020 – Update

Description of paper
1. An update on preparations for ELIR 2020.

Action requested / recommendation
2. For information.

Background and context
3. ELIR is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The University's next ELIR takes place in semester 1 2020/21.

Discussion
4. In preparation for ELIR 2020 we are currently drafting the reflective analysis which will cover: contextual information; enhancing the student learning experience; strategy and practice for enhancing learning and teaching; academic standards and quality processes; and collaborative provision.

5. The process of drafting the reflective analysis is being mainly being communicated through a 'Spotlight on ELIR' series of Teaching Matters blog posts: https://www.teaching-matters-blog.ed.ac.uk/tag/spotlight-on-elir/ with supporting communications from the Students' Association and Communications and Marketing.

6. A blog post introducing ELIR and outlining how students and staff can get involved was published on 1 October. A blog post accompanying a draft of Chapter 4 of the reflective analysis, covering academic standards and quality processes, was published on 16 October. Two more blog posts with accompanying draft chapters of the reflective analysis will be published in November: one on enhancing the student learning experience; and one on strategy and practice for enhancing learning and teaching. The final blog post with an accompanying draft chapter on collaborative provision will be released in December. The blog posts invite students and staff to comment on the draft reflective analysis chapters. We are also working with the Students' Association and Student Data and Surveys to engage students in the development of the reflective analysis in other ways.

7. We will use the comments received on the draft chapters to develop a draft reflective analysis by February 2020 which we will invite all students and staff to comment on. A final version of the reflective analysis will then pass through University committees for approval in June 2020.

Resource implications

8. Students and staff are asked to contribute to the development of the reflective analysis.

Risk management

9. A successful ELIR is of vital importance to the University.

Equality & diversity

10. No issues are associated with this paper.

Communication, implementation and evaluation of the impact of any action agreed

11. As outlined above.

Author

Nichola Kett, Academic Services
7 November 2019

Freedom of Information

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Senate Academic Policy and Regulations Committee

14 November 2019

Academic Year Dates 2021-22 and Provisional Academic Year Dates 2022-23 and 2023-24

Description of paper
1. This paper provides proposed academic year dates 2021-22 and provisional academic year dates 2022-23 and 2023-24 for Committee approval (see Section A). The academic year dates for 2020/21 have already been approved by the Curriculum and Student Progression Committee and are available at:
    www.ed.ac.uk/semester-dates/202021

    This paper also lists the programmes with non-standard academic year dates for Committee approval (see Section B). This information is available on the website and College Committee representatives are asked to check if this information is still correct at the time of the meeting (November 2019).
    www.ed.ac.uk/semester-dates/programmes-with-non-standard-academic-years

Action requested / recommendation
2. For approval

Background and context
3. Annual paper approving academic year dates

Discussion
4. See attached paper

Resource implications
5. No resource implications

Risk management
6. No key risks associated with this paper

Equality and diversity
7. Equality and diversity issues have been considered. No impact assessment is required

Communication, implementation and evaluation of the impact of any action agreed
8. The information will be conveyed to Communications and Marketing who will re-format and formally publish at www.ed.ac.uk/semester-dates

<u>**Authors**</u>
Ailsa Taylor and Adam Bunni,
Academic Services

November 2019

Freedom of Information
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A. Academic Year Dates 2021/22, and Provisional Academic Year Dates 2022/23 and 2023/24

Academic Year Dates 2021/22

1	13 September 2021	Induction
2	20 September 2021	T1
3	27 September 2021	T2
4	04 October 2021	T3
5	11 October 2021	T4
6	18 October 2021	T5
7	25 October 2021	T6
8	01 November 2021	T7
9	08 November 2021	T8
10	15 November 2021	T9
11	22 November 2021	T10
12	29 November 2021	T11
13	06 December 2021	Revision/Exams
14	13 December 2021	Exams
15	20 December 2021	Exams
16	27 December 2021	Winter vac 1
17	03 January 2022	Winter vac 2
18	10 January 2022	Winter vac 3
19	17 January 2022	T1
20	24 January 2022	T2
21	31 January 2022	T3
22	07 February 2022	T4
23	14 February 2022	T5
24	21 February 2022	Flexible Learning Week
25	28 February 2022	T6
26	07 March 2022	T7
27	14 March 2022	T8
28	21 March 2022	T9
29	28 March 2022	T10
30	04 April 2022	T11
31	11 April 2022	Spring vac 1
32	18 April 2022	Spring vac 2
33	25 April 2022	Revision
34	02 May 2022	Exams
35	09 May 2022	Exams
36	16 May 2022	Exams
37	23 May 2022	Exams
38	30 May 2022	Summer vac 1
39	06 June 2022	Summer vac 2
40	13 June 2022	Summer vac 3
41	20 June 2022	Summer vac 4
42	27 June 2022	Summer vac 5
43	04 July 2022	Summer vac 6
44	11 July 2022	Summer vac 7
45	18 July 2022	Summer vac 8
46	25 July 2022	Summer vac 9
47	01 August 2022	Summer vac 10
48	08 August 2022	Summer vac 11
49	15 August 2022	Summer vac 12
50	22 August 2022	Summer vac 13
51	29 August 2022	Summer vac 14
52	05 September 2022	Summer vac 15

Provisional Academic Year Dates 2022/23

1	12 September 2022	Induction
2	19 September 2022	T1
3	26 September 2022	T2
4	03 October 2022	T3
5	10 October 2022	T4
6	17 October 2022	T5
7	24 October 2022	T6
8	31 October 2022	T7
9	07 November 2022	T8
10	14 November 2022	T9
11	21 November 2022	T10
12	28 November 2022	T11
13	05 December 2022	Revision
14	12 December 2022	Exams
15	19 December 2022	Exams
16	26 December 2022	Winter vac 1
17	02 January 2023	Winter vac 2
18	09 January 2023	Winter vac 3
19	16 January 2023	T1
20	23 January 2023	T2
21	30 January 2023	T3
22	06 February 2023	T4
23	13 February 2023	T5
24	20 February 2023	Flexible Learning Week
25	27 February 2023	T6
26	06 March 2023	T7
27	13 March 2023	T8
28	20 March 2023	T9
29	27 March 2023	T10
30	03 April 2023	T11
31	10 April 2023	Spring vac 1
32	17 April 2023	Spring vac 2
33	24 April 2023	Revision
34	01 May 2023	Exams
35	08 May 2023	Exams
36	15 May 2023	Exams
37	22 May 2023	Exams
38	29 May 2023	Summer vac 1
39	05 June 2023	Summer vac 2
40	12 June 2023	Summer vac 3
41	19 June 2023	Summer vac 4
42	26 June 2023	Summer vac 5
43	03 July 2023	Summer vac 6
44	10 July 2023	Summer vac 7
45	17 July 2023	Summer vac 8
46	24 July 2023	Summer vac 9
47	31 July 2023	Summer vac 10
48	07 August 2023	Summer vac 11
49	14 August 2023	Summer vac 12
50	21 August 2023	Summer vac 13
51	28 August 2023	Summer vac 14
52	04 September 2023	Summer vac 15

Provisional Academic Year Dates 2023/24

1	11 September 2023	Induction
2	18 September 2023	T1
3	25 September 2023	T2
4	02 October 2023	T3
5	09 October 2023	T4
6	16 October 2023	T5
7	23 October 2023	T6
8	30 October 2023	T7
9	06 November 2023	T8
10	13 November 2023	T9
11	20 November 2023	T10
12	27 November 2023	T11
13	04 December 2023	Revision
14	11 December 2023	Exams
15	18 December 2023	Exams
16	25 December 2023	Winter vac 1
17	01 January 2024	Winter vac 2
18	08 January 2024	Winter vac 3
19	15 January 2024	T1
20	22 January 2024	T2
21	29 January 2024	T3
22	05 February 2024	T4
23	12 February 2024	T5
24	19 February 2024	Flexible Learning Week
25	26 February 2024	T6
26	04 March 2024	T7
27	11 March 2024	T8
28	18 March 2024	T9
29	25 March 2024	T10
30	01 April 2024	T11
31	08 April 2024	Spring vac 1
32	15 April 2024	Spring vac 2
33	22 April 2024	Revision
34	29 April 2024	Exams
35	06 May 2024	Exams
36	13 May 2024	Exams
37	20 May 2024	Exams
38	27 May 2024	Summer vac 1
39	03 June 2024	Summer vac 2
40	10 June 2024	Summer vac 3
41	17 June 2024	Summer vac 4
42	24 June 2024	Summer vac 5
43	01 July 2024	Summer vac 6
44	08 July 2024	Summer vac 7
45	15 July 2024	Summer vac 8
46	22 July 2024	Summer vac 9
47	29 July 2024	Summer vac 10
48	05 August 2024	Summer vac 11
49	12 August 2024	Summer vac 12
50	19 August 2024	Summer vac 13
51	26 August 2024	Summer vac 14
52	02 September 2024	Summer vac 15

B. Programmes with Non-Standard Academic Years

Committee members are asked to check that the following list of programmes with non-standard academic years is still correct at the time of the meeting (November 2019). This information is available on the University's website at:

www.ed.ac.uk/semester-dates/programmes-with-non-standard-academic-years

College of Arts, Humanities and Social Sciences

Edinburgh College of Art

Postgraduate

- European Master's in Landscape Architecture (European Masters)
- Urban Strategies and Design (MSc)

The Moray House School of Education

Undergraduate

- Community Education (BA Hons) (Full-time)
- Primary Education with Gaelic (Fluent) MA (Hons)
- Primary Education with Gaelic (Learners) MA (Hons)
- Primary Education with Earth Sciences MA (Hons)
- Primary Education with History MA (Hons)
- Primary Education with Mathematics MA (Hons)
- Primary Education with Modern Languages (German) MA (Hons)
- Primary Education with Religious Studies MA (Hons)
- Primary Education with Scottish Studies MA (Hons)
- Physical Education MA (Hons)

Postgraduate

- Dance Science and Education (MSc)
- Professional Graduate Diploma in Education (Primary) (PGDE)
- Professional Graduate Diploma in Education (Secondary) (PGDE)
- Outdoor Education (MSc)
- Outdoor Environmental Education (MSc)
- Transformative Learning and Teaching (MSc)

Online learning

- Digital Education (Online Learning) (MSc/PgDip/PgCert)
- Social Justice and Community Action (Online Learning) (MSc/PgDip/PgCert)

School of Law

Professional development

- Diploma in Professional Legal Practice

School of Health in Social Science

Undergraduate

- Nursing Studies BN (Hons)

Postgraduate

- Applied Psychology for Children and Young People (MSc)
- Clinical Psychology (DClinPsychol)
- Counselling Studies (PgCert)
- Counselling (PgDip)
- Interpersonal Dialogue (MCouns)
- Psychological Therapies (MSc)
- Psychotherapy and Counselling (DPsychotherapy)

School of Social and Political Science

Undergraduate

- Social Work (BSc Hons)

College of Medicine and Veterinary Medicine

Edinburgh Medical School

Undergraduate

- Oral Health Sciences (BSc)
- MBChB Medicine (6-year programme)

Postgraduate

- Oral Surgery (MClinDent & DClinDent)
- Orthodontics Dentistry (MClinDent & DClinDent)
- Paediatric Dentistry (MClinDent & DClinDent)
- Prosthodontics Dentistry (MClinDent & DClinDent)

Academic Services
November 2019

Senate Academic Policy and Regulations Committee

14 November 2019

Industrial action: concessions to regulations and policies

Description of paper

1. The Committee is asked to approve temporary concessions to regulations and policies in response to planned industrial action. The aim of this is to mitigate the academic impact on students of the industrial action which has been announced by The University & College Union (UCU) while maintaining academic standards and the value of the University's awards.

Action requested / recommendation

2. For approval

Background and context

3. UCU has announced eight consecutive days of strike action, running from Monday, 25 November, until Wednesday 4 December (inclusive). The action also consists of action short of a strike, which at present includes an instruction to members to work strictly to contract, e.g. not covering for absent colleagues, and refusing to reschedule lectures lost to strike action.

4. As a University we have a moral obligation to seek to minimise the disruption to our students' studies while maintaining academic standards. To this end, guidance must be issued to Schools and Colleges who should take all reasonable steps available to them to ensure that their students' ability to learn, progress and graduate has not been compromised by the industrial action.

5. APRC is asked to agree a small number of temporary concessions to the Assessment and Degree Regulations to provide a greater degree of flexibility for Schools to manage teaching, learning and assessment while the impact of the industrial action on students is addressed. These temporary concessions take account of the particular ways that the industrial action will affect learning, teaching and assessment at the University of Edinburgh. They are accompanied by a range of mechanisms to ensure that academic standards are not compromised, taking account of Quality Assurance Agency guidelines.

6. The University's Assessment and Degree Regulations for Taught and Research programmes, and all other University academic policies, regulations and guidelines, continue to apply.

7. FAQs for students regarding the industrial action and its implications for their studies are being published at:
https://www.ed.ac.uk/student-administration/heaction

Resource implications

8. Time in Academic Services, Communications, Colleges and Schools to prepare, communicate and implement the concessions as agreed. These activities would be temporary and this paper does not attempt to quantify them given the uncertainty regarding the extent to which it would be necessary for Schools to operate them.

Risk management

9. The proposed guidelines aim to assist the University to manage the risks associated with maintaining academic standard while minimising the academic impact of the industrial action on students.

Equality & diversity

10. The purpose of the proposed guidance is to mitigate any adverse academic impact of the industrial action on students. Since the various options set out in the proposed guidance would only be used by Boards when in a student's interests, it is very unlikely that the operation of the guidelines will actively disadvantage students from any particular groups or backgrounds. In developing the guidelines, the industrial action academic subgroup has had input from the Students' Association, which has not highlighted any risk that the guidelines could disadvantage particular groups.

Communication, implementation and evaluation of the impact of any action agreed

11. The Deputy Secretary (Student Experience) convenes an academic contingency planning group which will run throughout the period of industrial action. This group will evaluate the impact of the agreed action and can report to APRC as required.

Author
Name Sue MacGregor
Date 8 November 2019

Presenter
Name Adam Bunni

Freedom of Information

12. Open

Concessions to regulations and policies in response to industrial action

Revised November 2019

<mark>**Text to be waived is highlighted and underlined.**</mark>

Any additional text is marked in red and underlined.

A. General Undergraduate Degree Programme Regulations 2019/20

There are no concessions required at present from these regulations.

B. General Postgraduate Degree Programme Regulations 2019/20

There are no concessions required at present from these regulations.

C. Taught Assessment Regulations 2019/20

1. Coursework extensions- length of permitted extension

Regulation 28 Late submission of coursework
Students need to submit assessed coursework (including research projects and dissertations) by the published deadline. Where the student provides a good reason for late submission, Schools will consider accepting late submission of up to <mark>seven</mark> calendar days without exacting a penalty.

Application of the regulation
28.3 Where Schools accept late submissions of coursework, they will consider cases for accepting late submissions up to a maximum of <mark>seven</mark> calendar days without exacting a penalty. Students are responsible for submitting their cases and supporting evidence in advance of the published deadline for the coursework, using the standard Coursework Extensions Request form (or a local School online form, where available).

28.4 The Course Organiser, Programme Director, or equivalent member of academic or professional services staff assigned this responsibility by the School, decides whether the student has provided good reason and sufficient supporting evidence to justify an extension, and, if so, determines the length of extension to grant up to a maximum of <mark>seven</mark> calendar days.

…

28.9 Where a student has good reason for requiring a coursework extension of more than <mark>seven</mark> calendar days, the student should submit the coursework when able to do so and apply via the Special Circumstances process for the Board of Examiners to disregard the penalty for late submission.

2. External Examiners- approval of content of examination papers

"Regulation 8 Convener of the Board of Examiners: responsibilities

The Convener of the Board of Examiners has responsibility for the assessment process for courses and programmes covered by the Board and for ensuring that the Board operates within university regulations.

8.1 The responsibilities of the Convener of the Board of Examiners are outlined in the Handbook for Boards of Examiners for Taught Courses and Programmes: www.ed.ac.uk/files/atoms/files/boe_handbook.pdf

These include:
(a) approving the content of examination papers, ==taking account of the comments of External Examiners;==

(f) ==participation of the External Examiners=="

3. Changes to assessment of courses

"Regulation 13 Passing assessment

Passing a course or degree programme requires attainment of the learning outcomes and may require a specified level of performance or attendance in some or all components.

13.3 Boards of Studies and the relevant College Committee approve the assessment and satisfactory performance requirements for courses and degree programmes before their delivery. Individual course elements and options available to students can change and there are annual changes to degree programme tables and course availability. ==However, the approval of the relevant College Committee must be obtained if it is exceptionally necessary to change the weighting of assessment of a course after students have entered it; or to change progression, classification or award requirements for a programme after students have entered their honours years or a postgraduate programme.==

==(a) Before approval can be given, written evidence of the results of consultation with the students must be submitted. Every student affected needs to be informed of the changes and given the opportunity to comment. The expectation is that the College will not approve changes in the face of significant student objections, unless changes are compelled by external factors.==

==(b) The relevant external examiners must also be informed and consulted.==

(c) Students may be given alternative course options, where this is possible. The expectation is that course assessment requirements will not change after students are registered on it."

D. Postgraduate Research Assessment Regulations 2019/20

"Regulation 13 Progression review

The first progression review will take place for all students ==within nine to 12 months of their enrolment==. The student must participate in a meeting and may be required to make a written submission and/or prepare an oral presentation. Progress in the subsequent years (==at 9 to 12 months==) is assessed until the thesis is submitted. The online progression report form must be completed."

E. Handbook for Boards of Examiners for Taught Courses and Programmes

There are no concessions required at present from this policy.

F. External Examiners for Taught Programmes Policy

 "10. The College appoints a Course External Examiner to each course. The Course External Examiner is expected to:

a) assess and comment on whether the course enables students to achieve the defined learning outcomes and whether the assessment is appropriate in this regard;

b) consider the level of achievement of students on the course, in relation to standards elsewhere in the sector for the same kind of course within similar degree programmes;

c) review and approve, if appropriate, all examination papers and assessment criteria for the courses examined;

d) scrutinise a representative sample of all assessed work across each of the courses examined in order to judge whether marks are fairly and consistently applied to students across the courses, and whether markers are applying the marking scheme consistently and using the full range of marks where justified;

e) participate as a member of the relevant Board of Examiner meetings and to agree jointly the decisions of the Board of Examiners; and

f) be satisfied that the business of the Board of Examiners is correctly and robustly carried out, in line with the University's policies and regulations."

"11. The College appoints at least one Programme External Examiner to each programme that leads to a higher education award.

12. For combined degree programmes, the "owning" School is responsible for recommending Programme External Examiners for appointment by the College."

F. Undergraduate Progression Boards Policy

There are no concessions required at present from this policy.