H/02/27/02

Meeting of the Senatus Curriculum and Student Progression Committee (CSPC) to be held from 2.00p.m. on Thursday 17 March 2016 in the Raeburn Room, Old College

A G E N D A

1.	**Minutes of Meeting of 21 January 2016**	Enclosed
2.	**Matters Arising**	
	For Discussion	
3.	**Special Circumstances Task Group Update**	CSPC 15/16 4 A
4.	**Timetabling Policy and Guidance**	CSPC 15/16 4 B
5.	**Proposals for MBChB from August 2016**	CSPC 15/16 4 C
6.	**Zhejiang Task Group Remit and Membership**	CSPC 15/16 4 D
7.	**Zhejiang University – University of Edinburgh Institute: academic management of jointly delivered dual award UG programmes**	CSPC 15/16 4 E
8.	**Assessment and Progression Tools (APT) Steering Group Recommendations**	CSPC 15/16 4 F
9.	**SMART System Contingency Plans**	CSPC 15/16 4 G
10.	**Double-Award PhDs**	CSPC 15/16 4 H
11.	**Assessment Requirements for Excellence in European Doctoral Education Project (ExEDE) Joint PhD Candidates**	CSPC 15/16 4 I
12.	**College of Science and Engineering: New Collaboration Programme and Model – 1+1+1 Collaboration between School of Biological Sciences and Ningbo University**	CSPC 15/16 4 J
13.	**Senate Committee Planning 2016/17**	CSPC 15/16 4 K
14.	**Visiting and Non-Graduating Student Policy and Procedure**	CSPC 15/16 4 L
15.	**Moderation Policy Review**	CSPC 15/16 4 M
	For Information and Formal Business	
16.	**Credit for Study Abroad Task Group Update**	CSPC 15/16 4 N
17.	**Regulations Review 2016/17**	Verbal Update
18.	**Academic Year Dates**	Verbal Update

19.	**Knowledge Strategy Committee Report**	CSPC 15/16 4 O
20.	**Final ELIR Reports**	For information
21.	**Strategic Plan Consultation**	For information
22.	**Any Other Business**	

Ailsa Taylor, Academic Policy Officer, Academic Services, 10 March 2016

H/02/27/02
CSPC: 21.01.16

Minutes of the Senatus Curriculum and Student Progression Committee (CSPC) held on Thursday 21 January 2016 at 2.00p.m. in the Cuillin Room, Charles Stewart House

Present:

Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSCE)
Dr Theresa McKinven	Head of PG Section (CHSS)
Ms Joy Candlish	Head of Academic Affairs (CSCE)
Dr Sheila Lodge	Head of Academic Administration (CMVM)
Professor Helen Cameron	Director, Centre for Medical Education (CMVM)
Mr John Lowrey	Dean of Undergraduate Studies (CHSS)
Professor Allan Cumming	Dean of Students (CMVM)
Dr Antony Maciocia	Dean of Students (CSCE)
Ms Imogen Wilson	Vice President Academic Affairs, EUSA
Dr Neil Lent	Institute for Academic Development
Dr Soledad Garcia-Ferrari	ESALA, Edinburgh College of Art
Dr Ewen Macpherson	School of Engineering
Professor John Stewart	Director, Biomedical Teaching Organisation
Professor Susan Rhind	Assistant Principal, Assessment and Feedback

In attendance:

Ms Ailsa Taylor (Secretary)	Academic Policy Officer, Academic Services
Dr Gavin McCabe	Employability Consultant
Dr Simon Riley	College of Medicine and Veterinary Medicine (CMVM)
Mr Craig Shearer	Head of Student Administration Services
Mr Tom Ward	Director, Academic Services

Apologies for absence:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Mr Alan Brown	Associate Dean (Academic Progress), (CHSS)
Dr Adam Bunni	Representation and Democracy Manager, EUSA
Professor Lesley McAra	Assistant Principal, Community Relations
Mr Barry Neilson	Director of Student Systems
Ms Anne-Marie Scott	IS Learning, Teaching and Web

The meeting was convened by Professor Graeme Reid (Vice-Convener).

It was reported that Professor Susan Rhind and Professor Lesley McAra were now "ex-officio" members of CSPC as of 20 January 2015, following e-Senate approval of the new CSPC Terms of Reference.

ACTION: Ailsa Taylor to post the revised Terms of Reference on the website at: http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/CSCP/CSPCRemit.pdf

ACTION: Ailsa Taylor to amend the CSPC membership list at: http://www.ed.ac.uk/academic-services/committees/curriculum-student-progression/members

Dr Alexis Grohmann was formally thanked for his contribution to the work of the Committee, which had been very welcome.

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 19 November 2015 were approved as an accurate record.

2. Matters Arising

a) Protection of Children and Protected Adults Policy

The Protection of Children and Protected Adults Policy had recently been submitted to various University committees for approval, the last of which was the Combined Joint Consultation and Negotiating Committee (CJCNC) on 30 November 2015. The policy was now approved, and had been published on the University website for both staff (http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Protection_of_Children_and_Protected_Adults_Policy.pdf) and students (www.ed.ac.uk/academic-services/policies-regulations/policies).

The policy set out how the University protected children and protected adults who came into contact with the University community by ensuring that there were clear guidelines and procedures for identifying risk and reporting concerns. It also set out the University's policy in relation to the Protection of Vulnerable Groups (PVG) Scheme and relevant criminal convictions.

b) Taught Assessment Regulations 2015/16 – Feedback Deadlines (PG CHSS)

Dr Theresa McKinven reported opt-outs from this regulation (exceptions to the 15 working day feedback deadline) from within the College of Humanities and Social Science. The expectation was that the opt-outs would only be required for the coming year, with Schools developing plans for compliance with the turnaround time for 2016/17. The opt-outs were granted to specific taught postgraduate courses in: Law School, Edinburgh College of Art (School of Design) and Moray House School of Education (Professional Graduate Diploma in Education). Dr McKinven provided the Committee with specific details of the rationale for these opt-outs.

3. Student-Led Individually-Created Courses (SLICCs): Phase 1 pilot evaluation and Phase 2 pilot proposal

Dr Simon Riley and Dr Gavin McCabe presented this paper, which provided a summary of the main evaluation findings to date and invited CSPC to formally approve a Phase 2 SLICCs pilot. The Committee approved the paper and agreed that an expanded SLICCs pilot would run in 2015/16, starting in semester 2 and involving up to 100 students. This would provide these students with the opportunity to gain 10 credits at Scottish Credit and Qualifications Framework (SCQF) Level 8.

The proposals regarding structure outlined in 15a) and 15b) of the paper were approved. The Committee agreed that Schools should be invited to agree to students on their programmes participating in the pilot.

For the aspect of the pilot that related to SLICCs for additional credit, a SLICC could be viewed as an elective course for additional credit that Year 1 and Year 2 undergraduate students could opt into for the summer 2016 vacation period. The last pilot involved students of good academic standing at the time of submission of their SLICC proposal (and starting their SLICC), and this approach was to continue in the expanded pilot. Permission to register for a SLICC would need to be signed off by the Personal Tutor. Final SLICC assessments would be submitted by students in early September 2016, before the start of the academic year, and would be reviewed by a Board of Examiners in the School of Education in late September 2016.

Discussion was held on the status of the credit achieved within the expanded pilot. It was noted that when running reports on EUCLID for progression purposes, SLICC courses would look like any other credit, therefore, it would not be plausible to remove them from the calculation. The Committee agreed to move now to a position in which students would be able to count these credits towards their programmes and towards progression (where the relevant Degree Programme Table allowed for it, not in place of compulsory/core credit etc.) For the expanded pilot, given that the Board of Examiners would not be meeting until late September 2016, the credits would remain un-awarded at the time of decisions made on progression, hence they would be for additional credit at the time of the progression review.

The Committee further agreed that the expanded pilot involving SLICCs for additional credit (described under 15a in the paper) would only involve Scottish Credit and Qualifications Framework (SCQF) Level 8 courses, and would not include SCQF Level 10 courses.

A small task group would oversee and manage the next pilot, with representatives from IAD and Schools, including Dr Gavin McCabe and Dr Simon Riley.

ACTION: Dr Simon Riley and Dr Gavin McCabe to circulate information on the expanded SLICCs pilot to Heads of Schools, Directors of Learning and Teaching, and Senior Tutors, and to seek agreement from Schools to participate in the pilot.

4. Timing of semester 1 examination diets: December 2016 and December 2017

Mr Craig Shearer presented this paper to the Committee. The paper was formally approved.

It was agreed to add two days to the December examination diet in 2016 and one additional day in 2017.

The December examination diet would now end on 21 December 2016 (rather than 19 December 2016) and the December examination diet would start on 8 rather than 9 December 2017.

These additional days would assist the University to provide an examination schedule that minimised the number of students taking more than one examination per day.

In line with what was previously agreed for the December 2015 revision period, it was agreed to ask Schools to make every attempt to organise their provision wherever possible in order to avoid teaching activity on Thursday and Friday of week 11 in 2016 (e.g. if possible to avoid

scheduling lectures, tutorials, laboratory sessions or other teaching activities on those days). Although this related primarily to undergraduate provision, Schools were to take it into account for any postgraduate taught (PGT) provision where there were PGT students with December exams (and disregard this for programmes in which none of the UG/PGT courses that students took involved examinations in semester 1).

ACTION: Ailsa Taylor - the amended examination diet dates to be published at http://www.ed.ac.uk/news/semester-dates

ACTION: Ailsa Taylor – a message was to be sent out from the Convener of CSPC conveying the Committee's agreement about avoidance of teaching activity on Thursday and Friday of Week 11 in 2016 wherever possible. This would be sent to Directors of Teaching, College contacts, CSPC members.

5. New Degree Programmes Edinburgh Medical School: Biomedical Sciences

Professor John Stewart presented this paper, and provided the Committee with an overview of the collaboration with Zhejiang (including showing a short video). The Committee commented on programme proposals and curriculum structures for two new planned initiatives, one of which involved collaboration with Zhejiang University in China with the establishment of a University of Edinburgh Institute (ZJU-UoE Institute). For the ZJU-UoE Institute, students would be enrolled in both Universities and awarded a degree from each University (currently referred to by the Quality Assurance Agency as a "double award").

Ms Imogen Wilson raised a concern about the compulsory formal military training that would take place within Zhejiang University at undergraduate level. It was noted that in China, the degree awarding powers rested with the Ministry of Education, and that military training was compulsory. Professor Stewart noted that he understood that this military training aspect would not be specifically recorded as University of Edinburgh credit, therefore not appearing on University of Edinburgh transcripts.

ACTION: Professor Stewart agreed to clarify the position further on the military training issue in relation to credit/transcripts, and report back to the March 2016 CSPC meeting.

Proposals regarding regulations and policies (e.g. assessment regulations including progression rules, special circumstances guidelines) were currently under development and would be presented to the March 2016 meeting of CSPC.

The Committee approved the paper as presented.

In approving the paper, the Committee agreed to an opt-out from the normal University of Edinburgh Curriculum Framework (the opt-out being that students would have the opportunity to study at least 40 credits per year from across the University in year one). It also agreed an opt-out from the normal University of Edinburgh academic year, on the understanding that the planned academic year structure would involve more teaching weeks than the University's current academic year structure. In addition, with reference to the University's Dual/Double/Multiple Awards Policy, the Committee agreed to operate a double awards model for this programme.

ACTION: Professor Stewart to report back to the March 2016 CSPC meeting with proposals for ZJE-UoE regulations and policies.

It was anticipated that Senate would be asked to approve the proposals relating to the ZJE-UoE programme in June 2016, and CSPC would be asked to deal with the detailed regulatory aspects of the proposals.

6. Special Circumstances Task Group: Interim Report

Mr Tom Ward presented this item. A paper updated the Committee on interim task group proposals for clarifying the University's practice in handling special circumstances cases, and dealing with requests for coursework extensions.

In general CSPC welcomed and endorsed the task group's initial recommendations, including strongly encouraging the group to consider how EUCLID could support business processes for handling special circumstances.

CSPC discussed some specific issues in more detail:

- It discussed the respective roles of Special Circumstances Committees (SCC) and Boards of Examiners (BoE). It agreed that SCC decisions regarding whether there were special circumstances and their impact on the assessment process should be binding. On balance, it agreed with the task group that, while SCCs could make recommendations regarding the appropriate action to take, BoEs must have the flexibility to make a final decision on this since they may have information and expertise that the SCC does not have. It did, however, emphasise that it was important for SCCs to provide very clear information regarding the impact of the special circumstances, to allow a Board of Examiners to make a final decision regarding the appropriate action to take.

- In principle, CSPC welcomed the idea of making it explicit that alternative forms of corroboration to medical documentation could be appropriate for both physical and mental health issues. The Committee did however express reservations regarding whether it would be appropriate to accept corroboration from other students, since this might put undue pressure on those other students and place students without networks of friends at a disadvantage. It also expressed some reservations regarding corroboration from family members for similar reasons. It was suggested that the task group may wish to have further discussion regarding the appropriate position on these issues.

- CSPC noted that Schools should avoid inadvertently 'double-counting' the impact of special circumstances by taking them into account both for coursework extensions and special circumstances. Holding information about special circumstances and coursework extensions on EUCLID would assist Schools to address this issue.

- The Committee confirmed that Schools should put in place SCCs for the courses / programmes for which they are the 'lead' School. The consequence of this was that students whose special circumstances impacted on different courses in different subject areas or Schools would have those special circumstances considered in multiple SCCs, meaning that there was a risk of inconsistent treatment regarding the same circumstances. While accepting that this was not ideal, the Committee felt that it was unavoidable in practice, and that the alternative (of BoEs accepting recommendations from the SCC that owns the student's programme) would lead to the equally undesirable position of students on the same course receiving differential treatment for equivalent circumstances. The Committee therefore confirmed that the SCC of the BoE owning the

course would make recommendations regarding all students on that course, and that the SCC of the BoE owning the programme would make recommendations on award / progression for all students on that programme. In this context, it emphasised that the way to ensure consistent treatment in these circumstances was to have clear and consistent policy.

A number of issues were identified which would require further discussion by the task group.

- We need to make it clear what is the difference between the "good reason" for coursework extension and that of special circumstances. In addition, when quoting "good reasons" for extension to course work, it needs to be clear whether a short term relapse or an exacerbation of a chronic condition will be deemed a "good reason".

- The Special Circumstances Policy should clarify which school is responsible for the special circumstances recommendation – owning programme, or owning course.

- The Special Circumstances Policy should specify the decisions available to the SCC, clarifying decisions that can be made by Schools, and which decisions require College approval.

- The task group will need to consider the timing of when SCCs should be scheduled, liaising closely with the Assessment and Progression Tools task group, which will be considering the key dates associated with Boards of Examiner activities.

- Should there be a case for a policy of 'notify as soon as special circumstances are known'? An online solution could enable this by allowing the form to be submitted in a 'notification' state, without substantial detail.

7. Postgraduate Degree Regulations: Leave of Absence

The Committee agreed to clarify the definition of leave of absence in the postgraduate degree regulations for 2016/17 (and to mirror this as closely as possible in the undergraduate degree regulations), with draft text proposed as follows:

'Leave of absence is required for compulsory and optional activities related to the programme of study that are not undertaken on campus in Edinburgh. Students must seek formal approval from the School for any leave of absence to study away from Edinburgh that is 60 calendar days' duration or longer. Permission may be sought at admission or during the period of study. All approved leaves of absence must be recorded in the student record. Study location changes of less than 60 days must be agreed with the Supervisor or Personal Tutor, but do not need formal approval from the School and need not be recorded in the student record. This regulation does not apply to students on a recognised distance learning programme'.

The final draft assessment and degree regulations would come to the April 2016 meeting of CSPC for approval.

8. Approval processes for action where a student has failed to complete all the assessment requirements of a degree programme

Mr Tom Ward presented this item. This paper invited the Committee to discuss proposals for changes to the levels of delegation for action under Taught Assessment Regulation 63.

The Committee agreed to amend this regulation within the Taught Assessment Regulations for 2016/17, and also ask the Special Circumstances Policy review group to take account of this.

Changes to levels of approval were approved as presented in the paper, subject to authority for 'requiring the student to be examined at a subsequent diet either after repeating some or all of the coursework or without repeating the coursework' resting at School level by Boards of Examiners, rather than at College level (if contained within the same academic session).

Colleges would be responsible for maintaining records of their decision-making under Taught Assessment Regulation 63, and reporting this data annually to CSPC as part of its annual report on concessions which would be expected at each September CSPC meeting. CSPC would then be able to monitor patterns and trends in concessions approved by Colleges.

ACTION: College representatives to ensure that concession data reported annually to CSPC each September. The 2015/16 concession data would be analysed in September 2016.

9. PCIM Post-Project Update

This paper was received for information.

Committee members were asked to encourage Schools to close redundant courses which had never had any enrolments, or had not within the last three years. Reports were being generated with Student Systems which identified gaps in course information and courses with no enrolments, and these were being distributed to Schools and Colleges. Exemplar course descriptors had also been identified and posted on the wiki.

10. Review of the Academic Year

Mr Tom Ward presented this item. The Senatus Learning and Teaching Committee (LTC) were due to consider a proposal in the following week, for the University to consider a review of the academic year. This was in response to concerns that had been raised about the asymmetry of the current academic year and the associated exam diet implications and limitations on types of assessment. If LTC agreed, there would be a review of the academic year, involving modelling and analysis of options, benchmarking and consultation. Two possible options included examining semester 1 courses in January rather than December, or trying to start semester 1 earlier in order to bring symmetry for revision/exam diets, and create more space for revision. Further options would also be explored, with the expectation that a decision would be arrived at by Senate in June 2016.

11. Dignity and Respect Policy

Mr Tom Ward presented this item. The Dignity and Respect Policy had been updated and was to be approved by Central Management Group and University Court at their meetings in January/February 2016. The main changes to the policy affected staff; it was substantively unchanged for students.

12. Any Other Business

There was no further business.

Ailsa Taylor, Academic Policy Officer, Academic Services, 10 February 2016.

CSPC: 17.03.2016 **CSPC 15/16 4 A**
H/02/27/02

The University of Edinburgh

Senate Curriculum and Student Progression Committee

17 March 2016

Special Circumstances Task Group Update (Final Report)

Executive Summary

At its 21 January 2016 meeting, the Committee discussed the Task Group's interim report and endorsed its initial recommendations.

This is the Group's final report. It outlines the Group's work and sets out the Group's final recommendations for handling special circumstances (SC) cases, and for dealing with requests for coursework extensions. It proposes:

- A revised Special Circumstances Policy
- Revisions to Taught Assessment Regulations 25, 40, 55 and 63
- An implementation and communication plan

It also highlights three specific issues on which the Task Group did not reach agreement and on which CSPC is invited to make a final decision (see Section 7).

It also contains recommendations for utilising EUCLID to support business processes for special circumstances and coursework extensions

How does this align with the University / Committee's strategic plans and priorities?

Supports excellence in education and an outstanding student experience

Action requested

The Committee is invited to:

- Approve the revised Special Circumstances Policy, and the revisions to the relevant Taught Assessment Regulations
- Discuss and agree a final position on the three issues that the Task Group did not resolve
- Approve the communication and implementation plan
- Endorse the recommendations regarding utilising EUCLID to support business processes for special circumstances and coursework extensions

If the Committee approves the revisions to the Taught Assessment Regulations, these will be incorporate into the version for 2016-17 presented to the Committee's 14 April meeting as part of the annual regulations review.

How will any action agreed be implemented and communicated?

The paper sets out an implementation and communication plan.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   The paper highlights some resource implementation of the proposals.

2. **Risk assessment**

   The TG is undertaking this work on behalf of CSPC to reduce the potential risk of treating students inconsistently due to unnecessary variety of practice. This work forms part of the University's work on standardisation, simplification and increasing consistency.

3. **Equality and Diversity**

   The Task Group has considered the implications of the proposed changes for students with disabilities and mental health issues. If the Committee approves the proposals, implementation will be subject to a formal Equality Impact Assessment not identifying any significant issues.

4. **Freedom of information**

   Open

Key words

Special circumstances, mental health, coursework extensions

Originator of the paper

Tom Ward
Director of Academic Services
12 March 2016

Senate Curriculum and Student Progression Committee
Special Circumstances Task Group Update

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- A revised Special Circumstances Policy
- Revisions to Taught Assessment Regulations 25, 40, 55, and 63
- An implementation and communication plan

It also contains recommendations for utilising EUCLID to support business processes for special circumstances and coursework extensions.

1 Current arrangements

The existing SC policy and form are online and the Taught Assessment Regulations contain information about SCs (40, 55) and coursework extensions (25):

www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf
www.ed.ac.uk/files/atoms/files//specialcircumstancesform.docx
www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF

2 Task Group remit and membership

The Group's remit and membership is attached as Annex A.

3 Work of the Special Circumstances Task Group

The SCTG has held four meetings: on 16 November 2015, 11 December 2015, 26 January 2016 and 11 March 2016.

The first meeting focussed on an initial discussion of the issues in the task group's remit, and other issues raised by stakeholders, such as medical evidence and certificates. The group considered the variety of SC guidance and documentation within the University, Colleges, and EUSA. It also had an initial discussion about the data protection implications of special circumstances processes.

The mental health aspects of special circumstances formed the main discussion item of the second meeting, with very helpful input from Robby Steel, Consultant Liaison Psychiatrist, and from Martin Judd, Assistant Director of Student Disability Services. The meeting also discussed initial proposals for revising the Special Circumstances Policy and for handling coursework extensions

The third meeting focussed on how EUCLID could be used to support business processes for special circumstances. The group also discussed some specific issues related to the Special Circumstances Policy, to which CSPC had asked it to give further consideration.

The final meeting agreed the revised Special Circumstances Policy and the changes to the Taught Assessment Regulations, taking into account extensive comments from Task Group members and other stakeholders.

4 Consultation and benchmarking

This final report is informed by extensive consultation with relevant stakeholders in the University:

- A member of the task group met with the Student Experience Staff Network (consisting of teaching administrators and student support officers from across the University) to discuss their Schools' current approaches to managing special circumstances and coursework extensions, and to consider where these could be improved;
- Task group members consulted with their constituencies;
- c. 20 stakeholders (including task group members, staff in Schools and Colleges, and members of the University's Mental Health Strategy Group, staff in Records Management) submitted written comments regarding the group's proposals.

In general, stakeholders appear to welcome the revised Special Circumstances Policy (although there are conflicting views regarding some specific aspects of it). Views are a bit more mixed regarding the changes to the Taught Assessment Regulation on Coursework Extensions – perhaps not surprising given that the new version implies significant changes to local practices for some Schools.

In developing its proposals, the group took account of benchmarking information regarding current University practices (including a thorough analysis of current approaches to handling coursework extensions). The group also took account of an Academic Registrars Council publication on Extenuating Circumstances, as well as earlier benchmarking regarding institutions' approaches to self-certification of special circumstances.

5 Proposed changes to Special Circumstances Policy and relevant Taught Assessment Regulations

The Task Group **recommends** that the Committee replace the current Special Circumstances Policy with the revised version (attached as Annex B) with effect from 2016-17. It also **recommends** that the Committee revise Taught Assessment Regulations 25, 40, 55, and 63 (see Annex C) with effect from 2016-17.

6 Key changes to Special Circumstances Policy and relevant Taught Assessment Regulations

The revised Policy and Taught Assessment Regulations will lead to more consistent treatment of students' applications for Special Circumstances and coursework extensions. The key changes are as follows:

6.1 Special circumstances

- In order to simplify and ensure consistency of documentation, Taught Assessment Regulation 40 (Special Circumstances) and Taught Assessment Regulation 63 have been stripped back to high-level statements with the majority of content incorporated into the revised Special Circumstances Policy.

- The Special Circumstances Policy has been reorganised to make it easier to read.

- The revised Policy has additional guidance on mental health issues.

- The list of examples of circumstances that might and might not be accepted under the Special Circumstance Policy have been expanded. The categories of circumstances that might be accepted will determine the list of categories to be used in the University's standard Special Circumstance Form. If the University does develop EUCLID functionality to support the SC process, these categories would structure the online SC application form and therefore would structure any subsequent management information.

- The Policy clarifies the process and timescales for submitting a case for special circumstances, and indicates that late applications will only be considered in exceptional circumstances.

- The revised Policy clarifies the relationship between the SC process and learning profiles for students with ongoing medical conditions, taking account of the group's discussions regarding mental health.

- The revised Policy introduces guidance regarding sufficiency of evidence to support SC cases - identifying categories of evidence likely to be given greater and lesser weight by SCCs, and highlighting principles to take account of when considering evidence.

- The revised Policy reorganises information on membership and operation of the SCCs, consolidating material previously distributed across the Policy and Regulations, and clarifies some specific issues.

- The revised Policy clarifies the respective roles of SCCs and BoEs, including emphasising that SCCs make binding decisions regarding whether a student has had special circumstances and what impact they have had on the student's studies, whereas BoEs are responsible for deciding what action to take in relation to a student's SCs.

- The sections of the Policy setting out the options available for addressing special circumstances at course and at progression / award level have been substantially revised, incorporating (in revised form) information previously set out in Taught Assessment Regulation 55 and 63 and taking account of CSPC's recent decision to change levels of responsibility for deciding on action in relation to "Failure to complete assessment of a degree programme adequately".

- The revised Policy includes new sections clarifying responsibilities for notifying students of the outcome, confidentiality, and maintaining records.

- Taught Assessment Regulation 55 (covering resubmission of postgraduate masters dissertations) has been aligned with the revised Special Circumstances Policy.

6.2 Coursework Extensions

- Taught Assessment Regulation 25 has been substantially expanded to include a clear policy on handling requests for coursework extensions, with a view to ensuring greater consistency across the University.

- The Regulation establishes the principle that a maximum period for coursework extensions will apply across the University, replacing the locally-defined maximum periods that operate at present;

- The Regulation also clarifies which office-holders in Schools are responsible for making decisions on requests for coursework extensions;

- The Regulation sets out good reasons for coursework extensions, and reasons which are unlikely to be accepted (these categories are aligned to those for Special Circumstances applications).

7 Issues requiring discussion and agreement by CSPC

The Task Group was unable to reach a consensus on three issues relation to special circumstances and coursework extensions:

- In relation to both the Special Circumstances Policy (2.3) and Regulation 25.8 (regarding coursework extensions), whether “Failure, loss or theft of data, a computer or other equipment” should be a circumstance likely to be accepted or not;

- In the Special Circumstances Policy (Section 8), whether the Policy should state that a Special Circumstances Committee ‘should’, ‘may’, or ‘may not’ take account of assessment information regarding the students (for example final or provisional grades, information regarding coursework extensions, information regarding performance in previous sessions) when determining the impact that the special circumstances have had on the student’s assessment.

- In Regulation 25 (Late Submission of Coursework), whether 7 calendar days is the appropriate maximum period for coursework extensions. (The Task Group agreed that, once this maximum period for extensions is determined, Regulation 25.1 should be amended so that the same number of days applies for the School to impose a late penalty before reducing the mark to zero, in the absence of an accepted case for an extension);

<u>The Group asks CSPC to make a final decision on these three matters.</u>

8 Developing EUCLID to support business processes regarding special circumstances and coursework extensions

The task group supported the idea of developing EUCLID to support business processes regarding special circumstances. In particular, it welcomed the idea of EUCLID supporting the full 'lifecycle', from the application of a special circumstances case, through to notifying a student of the outcome. See Annex D for initial ideas for the business processes and issues to resolve.

The group emphasised the importance of engaging with the University's Records Management office at an early stage of developing the business processes and systems, in order to ensure that the University meets its Data Protection requirements. Central to this would be determining appropriate permissions structures for accessing SC information on EUCLID, given that SC applications can contain extremely sensitive personal information. The Group noted that an appropriately designed EUCLID functionality for supporting Special Circumstances would reduce or remove the need for Schools to retain local records regarding SC applications.

The Group **recommends** that the Committee endorse the proposal to develop EUCLID to support the Special Circumstances lifecycle. Student Systems would then take forward further business analysis and seek to secure appropriate resources to undertake the development work.

The Group also **recommends** that Student Systems consider developing EUCLID to support the Coursework Extensions process, although it did not discuss this in any detail.

9 Resource implications

The University's processes for handling Special Circumstances applications involve significant amounts of administrative and academic time in Schools. While the University does not have comprehensive management information regarding the volume of SC applications, anecdotal evidence suggests that the volume is increasing, with a particular increase in the number of cases relating to mental health.

This increase is not only placing increased demands on staff in Schools, but is also leading to an increase in requests for documentation to support SC cases from the University Health Service, the Student Counselling Service (SCS) and the Student Disability Service. In many cases, students are asking services to provide documentation in circumstances in which the practitioners in the services have not diagnosed a student's condition and are not in a position to make a professional judgement. The revised Policy, by clarifying the types of medical documentation that are appropriate and by highlighting the potential for self-certification and corroboration by third parties, may reduce the demand on these services.

Some stakeholders have raised concerns that some aspects of the new Special Circumstances Policy may have increased resource implications for Schools. In particular, some Schools have suggested that the Task Group's recommendation

that Boards of Examiners, rather than Special Circumstances Committees, are responsible for determining the action to take in relation to each student's Special Circumstances, may lead to significantly lengthened Board of Examiner meetings. The Task Group took these concerns into account when making its recommendations.

The proposed work on developing EUCLID to support business processes for special circumstances would involve significant business analysis and system development time. The system, when developed, has the potential to deliver efficiencies in the administration of Special Circumstances. Student Systems has included this development in its list of potential priorities for 2016-17. The Student Students Board will make a decision regarding priorities for 2016-17 at its meeting in June 2016.

10 Implementation and communication plan

The Group **recommends** that the Committee endorse the following plan:

10.1 Communication Plan

Action	**Timescale**	**Area responsible**
Highlight revised Policy and Regulations in Senate Committees' Newsletter	Before end of 2015-16	Academic Services
Highlight revised Policy and Regulations in 'New for 2016-17' communications about changes to academic policies and regulations	Summer 2016	Academic Services
Highlight revised Policy and Regulations in briefings to Conveners of Boards of Examiners	December 2016 (dates of briefing sessions to be determined by Colleges)	Colleges and Academic Services
Highlight revised Policy and Regulations to College Learning and Teaching Committees (or equivalent)	Before end of 2015-16	Colleges
Email Senior Tutors / Directors of Teaching / Student Support Officers / Teaching Administrators to highlight the revised Policy and Regulations	Before end of 2015-16	Academic Services

10.2 Implementation Plan

Action	**Timescale**	**Area responsible**
Complete Equality Impact Assessment	Prior to implementation	Academic Services
Develop new webpage	End of July 2016	Academic Services

with guidance for students on the special circumstances process and on how to apply		
Update EUSA webpage on Special Circumstances to reflect new arrangements	Before start of 2016-17	EUSA
Ask Schools / Colleges to remove any supplementary guidance / policy statements regarding Special Circumstances	Before start of 2016-17	Schools / Colleges (following communication from Academic Services)
Revised standard Special Circumstances Form to reflect new Policy (eg to reflect new categories of circumstances that are likely to be accepted and admissible types of evidence)	Before start of 2016-17	Academic Services
Develop new standard form for applying for Coursework Extensions	Before start of 2016-17	Academic Services
Develop more detailed proposals regarding business processes for using EUCLID to support SC process and discuss them with groups of relevant staff, including Student Support Officers.	To be confirmed, dependent on the Student Systems Board agreeing at its June 2016 meeting to include it in the programme for 2016-17	Student Systems

Tom Ward
12 March 2016

Annex A

Special Circumstances Task Group

Remit

To review the University's Special Circumstances Policy and associated guidance and form, with a view to where possible delivering a consistent approach to handling students' cases across the University, giving particular attention to the following issues:

- The requirement for students to provide documentary evidence to support their cases, including:
    - The eligibility of particular types of medical / professional documentation;
    - The potential for students to self-certify in limited circumstances.

- Appropriate business processes for managing the Special Circumstances Policy and for recording special circumstances applications and / or Special Circumstances decisions in EUCLID.

- The University's policy on extensions to coursework deadlines, in the context of special circumstances.

If the University decides to pursue the introduction of GPA, the task group will also advise regarding any implications this would have for the University's Special Circumstances Policy.

Membership

- Convener: Prof Fanney Kristmundsdottir, MVM
- One Dean / Associate Dean from each College
    - CHSS – Dr Gale Macleod, Dean of PG Studies (Taught)
    - CMVM – Prof Allan Cumming, Dean of Students
    - CSE – Prof Graeme Reid, Dean of Learning and Teaching (where Graeme is unable to attend it will be Gordon McDougall, Dean QA)
- Two other representatives from each College (ensuring a mixture of academic and administrative staff with experience of handling special circumstances cases at School level, including staff with experience at both undergraduate and postgraduate level)
    - CHSS - Alan Brown (Business School)
    - CHSS - Alex Laidlaw (CHSS Head of Academic Administration)
    - MVM – Dr Anna Meredith (Royal Dick Veterinary School)
    - MVM - Nicola Crowley (MVM UG Manager)
    - CSE – Dr Julian Bradfield (Senior Tutor, School of Informatics)
    - Rosie Edwards (Academic Administrator, School of Physics and Astronomy)
- Two EUSA representatives:
    - Imogen Wilson (VP Academic Affairs)
    - Ed Auckland (Academic Advisor, Advice Place)

- One representative of the Student Counselling Service – Jenny Leeder (Deputy Director of the Student Counselling Service)
- SA representative with clinical expertise on mental health issues - Robby Steel, Consultant Liaison Psychiatrist, and Martin Judd, Assistant Director of Student Disability Services
- One representative of Student Systems – Chris Giles (Senior Business Analyst)
- One representative of Academic Services – Sara Welham (Academic Policy Manager) / Tom Ward (Director of Academic Services)
- Task Group administrator from Academic Services – Claire Edminson

Annex B

Revised Special Circumstances Policy

1 Introduction

1.1 The University is committed to supporting its students, and Special Circumstances Committees (SCCs) will seek to take account of illness, accident or other circumstances beyond students' control that have adversely affected their performance in assessment.

2 Definitions of special circumstances

2.1 Special circumstances are circumstances which are exceptional for the individual student, are beyond that student's control and for which there is sufficient evidence to show that they had a significant adverse impact on the student's performance in an assessment or resulted in non-attendance or a non-submission for a scheduled assessment.

2.2 Examples of circumstances that a SCC is likely to accept include:

- Significant short-term physical illness or injury;
- Significant short-term mental ill-health;
- A long-term or chronic physical health condition, which has recently worsened temporarily or permanently;
- A long-term or chronic mental health condition, which has recently worsened temporarily or permanently;
- Bereavement or serious illness of a person with whom the student has a close relationship;
- A long-term relationship breakdown, such as a marriage;
- Victim of a crime which is likely to have significant emotional impact;
- Military conflict, natural disaster, or extreme weather conditions

2.3 Examples of circumstances that a SCC is unlikely to accept include:

- A long-term or chronic health condition (including mental ill-health) which has not worsened recently or for which the University has already made a reasonable adjustment;
- A minor short-term illness or injury (eg a common cold), which would not reasonably have had a significant adverse impact on assessment;
- Occasional low mood, stress or anxiety;
- Circumstances which were foreseeable or preventable;
- Holidays;
- Financial issues;
- Pressure of academic work (unless this contributes to ill-health);
- Poor time-management;
- Lack of awareness of dates or times of assessment submission or examination;

- Failure, loss or theft of data, a computer or other equipment;
- Commitments to paid or voluntary employment
- Death of a pet.

3 Requesting consideration of special circumstances

3.1 It is the responsibility of students to submit their request for consideration of special circumstances to the Convener of the relevant Special Circumstances Committee as soon as possible and not more a week after the student's final assessment for the semester. SCCs will only consider accepting submissions after this deadline where students provide evidence of exceptional reasons for having been unable to submit on time.

3.2 Students should submit the Special Circumstances form in consultation with their Personal Tutor, Programme Director, or Student Support Team. In the form they should describe the circumstances, state when the circumstances affected them, and all assessments and courses affected. Students should ensure that they provide sufficient documentary evidence (see Section 6 below). The form is available at:

[xyz]

4 Confidentiality

4.1 Schools will treat the information provided by students as confidential in line with the University's Data Protection Policy, and will only share it with staff and External Examiners who have a legitimate need to access the information in order to consider the student's case or to provide students with support.

5 Long-term or chronic physical or mental health conditions

5.1 The University supports students with long-term or chronic health conditions, including mental ill-health, if a student is deemed to be disabled as defined by the Equality Act 2010, by putting in place a 'Learning Profile' to provide reasonable adjustments to study and assessment support arrangements. Students are responsible for contacting the Student Disability Service to discuss the adjustments and support that they need.

5.2 Where a student has received reasonable adjustments in recognition of a long-term or chronic health condition, a SCC would not support a case for special circumstances in relation to the condition, unless the condition has worsened significantly (whether temporarily or permanently) during the period relating to the special circumstances case. Where a student submits a special circumstances case on the basis that there has been a significant change in their circumstances, they must provide evidence regarding this change in their condition. Where a student has had reasonable opportunity to contact the Student Disability Service (SDS) to discuss the adjustments they need for a long-term or chronic health condition, but has not done so, a SCC would not support a case for special circumstances in relation to the condition.

5.3 Where students submit repeated requests for special circumstances relating to the same health condition, the School should advise them to discuss the adjustments and support that they need with the Student Disability Service.

6 Evidence to support special circumstances cases

6.1 In order for a SCC to support a student's special circumstances case, the SCC must be satisfied that the student has provided sufficient evidence regarding the circumstances and the impact they had on the student's performance in an assessment.

6.2 The following can be acceptable forms of evidence, although some will carry greater weight than others:

Greater weight:

- An independent assessment of the student's illness by a medical practitioner, obtained at or immediately after the time of the circumstances;
- Evidence from another professional service, e.g. Student Counselling, obtained at or immediately after the time of the circumstances;
- Death certificate, order of service, or newspaper death announcement;
- Written accounts from University staff who have directly witnessed the circumstances, eg Personal Tutors, Student Support Officers, Residence Life Wardens;
- Written account from independent third party from outside the University who directly witnessed the circumstances, e.g. notary;
- Documentary evidence from other sources, e.g. police report, legal documents.

Less weight:

- Written account from University staff in whom the student has confided but who have not directly witnessed the circumstances;
- Medical certification, or evidence from other professional services, which merely restates the student's own account rather than providing an independent assessment of the student's illness;
- Written account from the student's family or friends who have directly witnessed the circumstances;
- Student's own word, where the student provides good reason for not providing corroborating evidence from a third party (only admissible for circumstances lasting up to seven days).

6.3 The following are unlikely to be acceptable forms of evidence:

- Medical certification, or evidence form other professional services, obtained a significant period of time after the circumstances;
- Written accounts from the student's family or friends, if they have not directly witnessed the submitted circumstances.

6.4 Where possible, students should provide corroborating evidence from a third party. In some circumstances, where the student has demonstrated good reason for not providing corroborating evidence from a third party, the student's own account can be sufficient evidence. However, for circumstances lasting more than seven days, students should always provide corroborating evidence.

6.5 In weighing the evidence, the SCC should consider what evidence it was reasonable for the student to have obtained.

6.6 The strength of evidence required to support a student's special circumstances case is proportionate to the volume of assessment affected. So, if the submitted circumstances affected a single component of assessment with a relatively low weighting for a 20 credit course, the SCC may be satisfied with relatively modest evidence, whereas if the submitted circumstances affected all components of assessment for a 40 credit course, the SCC would require stronger evidence.

6.7 In some cases, General Practitioner practices may ask students to obtain written confirmation from the University that it requires medical documentation to support requests for consideration of special circumstances. A model letter that Schools may give to students whose GP practices need this is available at [xyz] [Add this to website]. Any fee charged by a GP practice for the provision of medical documentation needs to be paid by the student. If students are in financial hardship and are not able to pay any fees for these GP letters, they should be encouraged to contact Scholarships and Student Funding Services. www.ed.ac.uk/student-funding/financial-assistance

6.8 All written documentation must be submitted in English.

7 Membership and Operation of the Special Circumstances Committee

7.1 Each School is responsible for having Special Circumstances Committees (SCCs) to consider requests for consideration of special circumstances and report to its Boards of Examiners in relation to students on its courses and taught programmes. Schools may set up one SCC per Board of Examiners or SCCs which cover a number of Boards of Examiners.

7.2 To be quorate, a SCC will consist of an academic Convener along with at least two other academic members of staff. Schools can include additional members, including professional support staff.

7.3 If a Board is very small and wishes to operate as its own SCC then this needs College approval. The Board sets up a SCC as a sub-committee of the Board. The Convener of the Board of Examiners may also convene the SCC but this is not a requirement.

7.4 SCCs will meet before the relevant Board of Examiners meetings take place. SCCs can also conduct business by correspondence where it is necessary to

consider cases submitted after the scheduled SCC meeting, as long as all decisions are confirmed by a quorate membership (see 7.2).

8 Roles of Special Circumstances Committees and Boards of Examiners

8.1 In relation to each request for consideration of special circumstances, taking into account all information available to it, the Special Circumstances Committee determines:

- Whether there is sufficient evidence regarding the submitted circumstances and their impact on the student's performance in an assessment;

- Whether the submitted special circumstances were exceptional for the individual student, whether they were beyond the student's control, and whether it is reasonable to conclude that they would have adversely affected the student's performance in an assessment (with reference to Section 2);

- When the submitted special circumstances happened;

- Exactly what impact the submitted special circumstances had on the student's performance in an assessment, for example, whether they had an adverse impact on assessment(s) or resulted in non-attendance or a non-submission for relevant scheduled assessment(s).

8.2 Having considered these specific issues, the SCC will make a summary decision regarding whether the relevant Board of Examiner should consider taking action regarding the student's course outcome or progression / award decision in the light of the student's special circumstances.

8.3 The Special Circumstances Committee will provide a written report of its decisions on these matters to the relevant Board of Examiners. The decisions made by a Special Circumstances Committee on these matters are **binding** on a Board of Examiners, and on other bodies (for example, College) that may have to decide on appropriate action in relation to the student's course outcome or progression / award decision.

8.4 The Special Circumstances Committee can also make recommendations to the Board of Examiners regarding the appropriate course outcome or progression / award decision to take, in the light of the reported special circumstances. The SCC could either make a specific recommendation or recommend a range of options to the Board of Examiners. These recommendations would however not be binding on the Board of Examiners.

8.5 When considering special circumstances cases, SCCs should take into account whether students were granted permission for a coursework extension as a result of the same special circumstances (see Taught Assessment Regulation x).

9 Special circumstances: general points about Board of Examiner decisions

9.1 In coming to a decision where special circumstances are considered, Boards of Examiners should act in the best academic interest of the student without disadvantage or advantage in relation to their peers.

10 Special circumstances: decisions regarding course outcomes

10.1 Where the SCC has concluded that the Board of Examiners should consider taking action in the light of the student's special circumstances, the relevant Board of Examiners decides on one of the options set out in the table below, taking account the specific determinations of the SCC regarding the case and any recommendations for action that the SCC may have made.

10.2 For certain categories of decision, the Board will need to seek approval for the action from the relevant College committee. Where this is necessary, this is indicated below.

Action	**College approval required in addition to Board of Examiner approval?**
a) No action – for example, circumstances already addressed through actions already taken	No
b) Disregard penalties for late submission of coursework	No
c) Disregard missing component(s) and derive overall mark/grade from completed work (see 10.3)	No
d) Disregard unreliable component(s) and derive overall mark from completed work if to the student's benefit (see 10.3)	No
e) For pre-Honours courses, if the student has failed the course, allow further re-assessment attempts in line with Taught Assessment Regulation 24	No
f) For pre-Honours courses, record the course as a 'null sit', with the option of allowing the student to be examined at a subsequent diet, and / or to submit missing assessment and /or repeat some or all assessments, on a first sit basis	No
g) For Honours and postgraduate taught level courses, record the course as a 'null sit', with the option of requiring the student to be examined at a subsequent diet, and / or to submit missing assessment and /or repeat some or all assessments, on a first sit basis	No - If in current session (August resits count as the current session) Yes – College approval required if in next session
h) In exceptional cases, permit the student to	Yes – College approval

resubmit a revised dissertation for a postgraduate Masters programme	required
i) In exceptional cases, permit the student to take specially prepared alternative assessments, including oral assessment	Yes – College approval required
j) If course result is borderline (within 2 percentage points of the pass mark), award pass	No

10.3 Where marks/grades for specific components of assessment are missing or deemed unreliable, a Board of Examiners can only derive an overall mark/grade for the course from the existing assessed work if it is satisfied that there is sufficient evidence of attainment of the Learning Outcomes in other components of the course.

10.4 Boards of Examiners cannot adjust marks / grades as a consequence of special circumstances.

11 Special circumstances: decisions regarding progression and award

11.1 Where the SCC has concluded that the Board of Examiners should consider taking action in the light of the student's special circumstances, the relevant Board of Examiners (including Progression Board) decides on one of the options set out in the table below, taking account the specific determinations of the SCC regarding the case, and any recommendations for action that the SCC may have made.

11.2 For certain categories of decision, the Board will need to seek approval for the action from the relevant College committee. For very exceptional actions, the relevant College committee would need to seek approval for the action from the Senate Curriculum and Student Progression Committee (CSPC).

Action	**College or CSPC approval required?**
a) No further action – for example, adequate action already taken in relation to the outcome of individual course(s);	No
b) For Honours level year of programme, if the student has satisfied requirements in line with Taught Assessment Regulation 49, award credit on aggregate for relevant courses of that year of the degree programme	No
c) For postgraduate taught programmes, if the student has satisfied requirements in line with Taught Assessment Regulation 53, award credit on aggregate for relevant courses	No
d) Where a mark for a course is missing or deemed unreliable, exclude the affected course(s) from the classification calculation	No
e) Take account of special circumstances for progression,	No

degree classification, award of merit/distinction, and/or award	
f) Exceptionally, to allow a student to graduate without the required number and / or level of credits for the degree	Yes – College and CSPC approval required

11.3 For decisions regarding aegrotat degrees and posthumous degrees, see the relevant Undergraduate and Postgraduate Degree Regulations.

12 Notifying students of the outcomes of requests for consideration of special circumstances

12.1 Within one week of the meeting of the relevant Board of Examiners decision, the School will notify students of the decision regarding their special circumstances request. The School will also inform the student's Personal Tutor of the decision.

13 Reporting and maintaining records on requests for consideration of Special Circumstances

13.1 The School will minute SCC meetings (including meetings conducted by correspondence), recording all decisions in the minutes. Where the SCC decides not to support the request for consideration of special circumstances, the School will minute the reason for this decision.

13.2 The SCC will report its decisions and recommendations to the Board of Examiners in as concise a form as is consistent with clarity and the student's interest, where possible maintaining the anonymity of the student.

13.3 The School will maintain records in line with Data Protection guidelines.

14 Sources of further guidance

14.1 The Special Circumstances application form, along with further guidance for students regarding the special circumstances process, and how to submit a request for consideration of special circumstances, is available at xyz.

14.2 EUSA provides further guidance to students regarding special circumstances, and the EUSA Advice Place can provide independent advice to students regarding the preparation of their requests for consideration of special circumstances. See xyz

14.3 In order to support consistency of handling of student requests for consideration of special circumstances, Colleges and Schools must not produce their own supplementary guidance.

Annex C - Revised Taught Assessment Regulations

Regulation 25 Late submission of coursework

Students need to submit assessed coursework by the published deadline. Where the student provides a good reason for late submission, Schools will consider accepting late submission of up to seven calendar days without exacting a penalty.

Application of the regulation

25.1 If assessed coursework is submitted late without an agreed extension to the deadline for an accepted good reason, it will be recorded as late and a penalty will be exacted. For coursework that is a substantial component of the course and where the submission deadline is more than two weeks after the issue of the work to be assessed, that penalty is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to five calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it.

25.2 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.

25.3 Where Schools accept late submissions of coursework, they will consider cases for accepting late submissions up to a maximum of seven 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). The form is available at: xyz

25.4 The Course Organiser, Programme Director, or equivalent, 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 seven calendar days.

25.5 The requirement for evidence should be proportionate to the weighting of the component of assessment and the length of extension sought, and should also take into account the student's ability to obtain documentary evidence. Self-certification will provide sufficient evidence in some circumstances. The School is responsible for ensuring a record is kept of the decision and the information which substantiates the reason for late acceptance.

25.6 Good reasons for coursework extensions are unexpected short-term circumstances which are exceptional for the individual student, beyond that student's control, and which could reasonably be expected to have had an

adverse impact on the student's ability to complete the assessment on time. Good reasons may include:

- Recent short-term physical illness or injury;
- Recent short-term mental ill-health;
- A long-term or chronic physical health condition, which has recently worsened temporarily or permanently;
- A long-term or chronic mental health condition, which has recently worsened temporarily or permanently;
- The recent bereavement or serious illness of a person with whom the student has a close relationship;
- The recent breakdown in a long-term relationship, such as a marriage;
- Emergencies involving dependents;
- Job or internship interview at short notice that requires significant time, e.g. due to travel;
- Victim of a crime which is likely to have significant emotional impact;
- Military conflict, natural disaster, or extreme weather conditions.

25.7 In addition to these unexpected circumstances, Schools will also consider requests for coursework extensions in relation to:

- A student's disability where the student's Learning Profile includes relevant provisions;
- Representation in performance sport at an international or national championship level, in line with the University's Performance Sport Policy:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Performance_Sport_Policy.pdf

25.8 The following are examples of circumstances which would not be considered good reasons for coursework extensions:

- A long-term or chronic health condition (including mental ill-health or similar ill-health) which has not worsened recently or for which the University has already made a reasonable adjustment;
- A minor short-term illness or injury (eg a common cold), which would not reasonably have had a significant adverse impact on the student's ability to complete the assessment on time;
- Occasional low mood, stress or anxiety;
- Circumstances which were foreseeable or preventable;
- Holidays;
- Financial issues;
- Pressure of academic work (unless this contributes to ill-health);
- Poor time-management;
- Proximity to other assessments;
- Lack of awareness of dates or times of assessment submission;
- Failure, loss or theft of data, a computer or other equipment;
- Commitments to paid or voluntary employment.

25.9 Where a student has good reason for requiring a coursework extension of more than seven 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.

Regulation 40 Special circumstances

Where a student's performance in assessment has been affected by illness, accident or circumstances beyond their control, it is the student's responsibility to submit an account of these special circumstances, along with supporting evidence, to the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards). The relevant Board of Examiners decides what action to take in the light of a SCC's decision on a student's submitted special circumstances.

Application of the regulations

40.1 The Special Circumstances Policy sets out the arrangements for students to request consideration of special circumstances, types of circumstances which are and are not likely to be accepted by SCCs, requirements for evidence to support special circumstances, the composition and operation of SCCs, and the actions available to Boards of Examiners (including Progression Boards) in the light of a SCC's decision on a student's submitted special circumstances. The Policy is available at: xyz

Regulation 55 Postgraduate dissertations

Resubmissions of revised dissertations are not permitted for postgraduate masters programmes unless a student's performance in assessment has been affected by illness, accident or circumstances beyond their control.

Application of the regulation 55.1

In exceptional circumstances, the University's Special Circumstance Policy allows the Board of Examiners to apply to the College for permission to allow a student to resubmit a revised dissertation.

Regulation 63 Failure to complete all the assessment requirements of a degree programme

When a student fails to complete all the assessment requirements of a degree programme the Board of Examiners or Undergraduate Progression Board will investigate the case. If there is no satisfactory reason then Taught Assessment Regulation 64 on unsatisfactory progress applies. If the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards) is given sufficient evidence that the performance of a student has been affected for reasons of illness, accident or other circumstances beyond that student's control, the University's Special Circumstances Policy applies.

Application of the regulations

The University's Special Circumstances Policy is available at: xyz

Annex D

Initial thoughts for processing Special Circumstances in EUCLID

Process	Benefits	Implications / Issues
Online application process *Student applies for SC via EUCLID student portal* Potential features: - Student can notify university of SC in timely manner without fully completing form - Select from approved list of reasons for SC (including an 'Other reason' option) - Select affected assessments from list of assessments held in EUCLID - Upload of supporting documents - University guidance embedded in the process - Supporting evidence can be added at a later date - Student 'signs off' an application when complete - PTs/Supervisors/Support teams given access to submit an application on student's behalf	- Enables student to easily notify University of SC in a timely manner - PT/Supervisor and support team gets early notification of potential issues - Embedded guidance/links to guidance making process less daunting for students and may reduce unjustified applications - Higher quality of information captured (dropdown lists, mandatory fields etc) to aid decision making - Reduces risk of applications getting lost - Supporting evidence can be stored securely online (rather than being held in a range of local systems as at present) - Provides better management information	- Data Protection - who should have access to information on the application? - Online approach must not replace the personal element of support available for vulnerable students
Processing SC application within EUCLID *Staff have appropriate access to the applications to prepare for the SCC.*	- Information (e.g. medical evidence) added to SC application as available - Status of applications can be tracked - Status of application visible in EUCLID student view	- Data protection - who has access to what information and where should it be available? -

Process	Benefits	Implications / Issues
Potential features: - Staff update status of application (e.g. Awaiting evidence, Ready for SCC) to aid management of SC ahead of SCC) - Staff request further information through EUCLID: notification sent to student - Student and relevant members of staff upload further information/evidence - Summary of case & evidence completed by SCC representative/student support officer ahead of SCC meeting	- Shared information for SCs for courses in different schools	
Recording decisions and tracking outcomes *SCC records decision in EUCLID against the application* Potential features: - SCC recommendations are recorded for individual items of assessment or at course level as appropriate - Staff update status of application after SCC and exam boards - SC flag shown on relevant course and programme report - Exam board decisions recorded at appropriate level - Outcomes available to student through EUCLID alongside assessment and course results - Functionality for Schools to customize messages for individual students	- Relevant information available to appropriate staff in schools with affected assessments - Consistent communication of SC status and outcomes to student regardless of school - Flags for 'open' SCs appear automatically on board reports, minimizing risk of cases being overlooked - 'Open' SCs passed automatically to following year's programme board when appropriate - Management information available for course, programme, school, college and institution - Relevant information available in one place to aid with appeals	- Data protection - who has access to what information and where should it be available? - Outcomes and statuses to be defined

CSPC: 17.03.2016 **CSPC 15/16 4 B**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Timetabling Policy & Guidance – Weds PM analysis

Executive Summary

This paper summarises the extent to which the current policy regarding Weds pm teaching is not universally adhered to

How does this align with the University / Committee's strategic plans and priorities?

Outstanding Student Experience.

Action requested

To discuss, note formally and consider recommendations

How will any action agreed be implemented and communicated?

Policy will be re-drafted in the event that recommendations are approved

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   Additional timetable modelling may be required to ensure the current/revised policy is upheld, although no additional costs or funding is envisaged

2. **Risk assessment**

   The key risk is pressure on the existing teaching estate by moving more classes out of the Weds pm period

3. **Equality and Diversity**

   Upholding the current policy will strengthen the commitment to Equality and Diversity implied by the "ring-fenced" Weds pm period

4. **Freedom of information**

   Paper is open

Key words

Originator of the paper

Scott Rosie – Head of Timetabling Services

Amy Partridge-Hicks – Timetable Data Modelling Manager

9 March 2016

Timetabling Policy & Guidance - Weds pm analysis

1. Introduction

The Shared Academic Timetabling Policy & Guidance was approved and introduced by C&SPC in 2011, with the most revision approved in April 2013. The existing policy makes clear reference to Wednesday pm teaching:

"*Only in exceptional circumstances will core lecture or class slots be scheduled on Wednesday afternoon when no alternative can be found. Scheduling such a class at this time must be approved by the relevant College Learning and Teaching Committee. This does not preclude schools from offering classes (e.g. laboratories) on a Wednesday afternoon, provided that alternative times are offered at other points in the week.*"

While this policy is largely respected, with only 2.5% of core teaching scheduled during the Weds pm period (13.00-18.00) concerns have been raised by EUSA and EUSU representatives that the current level of scheduled core teaching serves to erode the sense of a "ring-fenced" afternoon to enable students to pursue sporting, and other, endeavours. This paper attempts to: summarises the current position; highlights the potential impact of change; and makes recommendations aimed at introducing increased clarity and flexibility to the policy.

Glossary of terms:

- **"whole class"** – teaching activities in which all students enrolled on the course are expected to attend as a single group
- **"sub-group"** – teaching activities where students enrolled on courses split up into smaller groups to engage in tutorial or workshop activities
- **"core teaching"** – Teaching delivered under the umbrella of approved EUCLID course codes. Only activities in this category have been analysed in respect to the existing policy

2. Recommendations

This paper recommends that:

1) CSPC considers a revision to the existing Weds pm policy that makes it applicable to UG teaching only

2) CSPC notes that existing curriculum constraints prevents the University from strictly upholding the current policy

3) CSPC supports the reiteration that core "whole class" teaching should be rescheduled to other slots in the teaching week, where constraints permit this

4) CSPC notes EUSA/EUSU preferences for wider change, but defers any decision in lieu of evidence produced by the forthcoming global timetable modelling project

3. Wednesday pm – 15/16 summary

Table 1 confirms the number of core teaching activities (at time of analysis in Nov 15) in contravention of the current policy during 15/16. This figure represents **2.5%** of all core teaching.

	Number of activities
Undergraduate	87
Postgraduate	116
UG/PG Joint	5
Overall	**208**

Table 1: Weds PM core teaching

The figures include all "whole class" teaching and "sub-group" teaching that does not offer alternatives elsewhere in the teaching week.

It should be noted the significantly higher level of PGT teaching is inversely proportionate to the significantly lower level of FTE, in comparison with UG.

4. Impact of change

Table 2 confirms the modelled impact of attempting to relocate all Table 1 activities to slots elsewhere in the teaching week

	Scheduled activities	Unscheduled activities	Scheduling Success (%)
Undergraduate	54	33	62%
Postgraduate	102	14	88%
UG/PG Joint	3	2	60%
Overall	**159**	**49**	**76%**

Table 2: Weds pm rescheduling

Table 2 represents a model that confirms a "best case scenario" outcome, with key points to note:

1) This is on the basis of incomplete student allocation data (i.e. centrally-held details of all student allocations to teaching activities) meaning some successful rescheduling will not have been successful if this additional constraining data was included

2) Staff constraints were not included in the exercise

3) The incomplete success rate is also indicative of the constraint on teaching space availability at particular times

4) In summary, Table 2 confirms that a strict observance of the current policy could only be delivered through a wider re-shaping if the teaching timetable

If sub-group and PGT activity are temporarily removed from the equation, the biggest area for concern is whole-class UG teaching scheduled (across Sem 1 & Sem 2) in the 13.00-14.00 slot. Table 3 analyses attempts to reschedule this category separately

	Scheduled activities	Unscheduled activities	Scheduling Success (%)
Undergraduate	29	17	63%

Table 3: Weds 13.00-14.00

Key issues and outcomes to note from Table 3:

1) Schools do not yet use Timetabling to accurately record their staff teaching commitments. As such, the successful scheduled outcome does not include any staff constraints

2) Including student and room constraints: 29 of 46 whole-class activities were successfully scheduled, "clash free" across other slots in the teaching week

3) Of the 17 that could not be re-scheduled:
   - 15 were constrained through existing programme rules
   - 2 were constrained through lack of suitable space

4) In summary, Table 3 confirms that a strict observance of the current policy could only be delivered through a wider re-shaping if the teaching timetable

5. Distinction between UG and PGT

Section 3 confirms a significant current weighting towards PGT teaching in terms of Weds pm scheduling, with the vast majority of these activities falling within the core "whole class" category. This weighting might suggest a difference in outlook and priority for PGT students and the way in which the "Student Experience" is interpreted by this student demographic.

The current policy makes no Weds pm distinction between UG and PGT teaching, so it may be that the current policy would benefit from an appropriate revision in a way that recognises distinct student priorities, whilst also increasing the likelihood of the policy being more rigorously upheld.

6. Future direction

Both EUSA and EUSU have expressed a strong preference that Weds pm becomes completely free of all core teaching, encompassing both "whole-class" and "sub-group" activity, with a stated preference that the University:

1) At least extends the current 13.00 cut-off to encompass all core teaching activity

2) Considers extending the duration of the Weds pm ring-fenced period to begin at 12.00

Evidence from modelling the existing timetabling provision (some of which is represented in sections 2 & 3) confirms significant challenges in meeting either of these stated preferences without embarking on a whole-scale timetabling revision project. The Timetabling Unit has recently secured additional modelling resource and is due to launch a major curriculum modelling project in the second-half of 2016. The preferential scenarios listed here will be included as part of the iterative modelling process. Early estimate is for the project to last 1 year in duration.

Scott Rosie
Head of Timetabling Services

Timetabling Policy & Guidance - Weds pm analysis

Amy Partridge-Hicks
Timetable Data Modelling Manager
March 2016

Appendix I: Shared Academic Timetabling Policy and Guidance

http://www.ed.ac.uk/polopoly_fs/1.112961!/fileManager/STU192%20Policy%20Document-v3%206_approved.pdf

The University of Edinburgh

Curriculum and Student Progression Committee

17th March 2016

Proposals for MBChB from Aug 2016

Executive Summary

From August 2016 the Edinburgh Medical School proposes two changes to the MBChB.

1. 6 year programme

The current 5 year programme, offering an optional intercalated BMedSci (Hons) year between years 2 and 3, will become a 6 year programme in which all students will undertake the Honours year, unless they already hold a relevant BSc. Some content changes are proposed to Y1 and Y2.

It is proposed that the award of the Hons degree should continue to be at the end of the third year of study.

2. Restructure of Y4-6

Revisions to the structure of the clinical years to better prepare for practice. These changes necessitate some movements of content only.

How does this align with the University / Committee's strategic plans and priorities?

These changes will help us to deliver excellence in education and an outstanding student experience.

Action requested

CSPC is asked to approve these proposals.

How will any action agreed be implemented and communicated?

We are preparing to run the new programme from September 2016 and the MTO (Medical teaching Organisation) continue to communicate with all stakeholders.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   In 2016-17 and 2017-18, it will be necessary to run some modules twice as content moves from one year to another. The College has made provision for these additional costs of transition to the new programme.

2. Risk assessment

There is a risk that the longer programme will be unattractive to students from disadvantaged backgrounds. This is addressed in the Equality Impact Assessment.

The proposed structure departs from the University's standard programme architecture in some respects: the mitigation of the risks this poses is addressed in the papers attached.

3. Equality and Diversity

The Equality Impact Assessment is included in the papers provided. The College proposes to mitigate any off-putting effects of the longer programme for disadvantaged students by offering bursaries for all WP entrants.

4. Freedom of information

This paper is open.

Key words

MBChB; medical education; intercalated degree

Originator of the paper

Dr Sheila Lodge

Head of Academic Administration, CMVM

7 March 2016

Edinburgh Medical School

Proposals for MBChB from Aug 2016

From August 2016 Edinburgh Medical School would like to implement two significant changes to the MBChB programme in Clinical Medicine. After approval at the Medical School Undergraduate Board of Studies we are now seeking consideration from the appropriate College and University committees.

There are two key elements; issues for discussion highlighted for each.

1. 6 year programme

The current 5 year programme, with the option of an intercalated BMedSci (Hons) year between years 2 and 3, will become a 6 year programme in which all entrants will undertake the Honours year, unless they arrive already holding a relevant BSc.

This change is logistically quite straightforward as 70% of students already undertake the additional year, demand for places still exceeds places available, and no substantial changes to the programme structure or delivery in the Honours year are proposed. Some changes are being made to to existing content in Y1 and Y2 to better prepare all students for Year 3.

We seek formal approval for this revised programme.

Issue: In the process of developing this proposal, the credits currently attributed have been subject to scrutiny. This might influence the timing of award of the Hons degree, which has for some decades been awarded at the end of the third year of study. We address this on *page 4*.

2. Restructure of Y4-6

Revisions to the structure of the full-time clinical years aim to better prepare graduates for clinical practice; they include equalising the lengths of each year, moving 'Finals' back to permit a resit loop and create a longer apprenticeship before graduation, rationalise and reduce the number of assessment hurdles, and make other changes in response to changing practice and student experience. These changes necessitate some movements of content but do not substantially affect learning outcomes, teaching or assessment.

Issues: Taking this opportunity to clarify course and content organisation, we request formal approval for two variations from standard University of Edinburgh practice.

- We are seeking a 'one course per year' structure for Y4-6. This is discouraged in the 2008 UoE programme template. We have consulted widely and carefully considered the reasons for this, and address the issues that have been raised below. We have stepped back from an earlier proposal to extend this change to Years 1-3, but we have ascertained that a one-course-per-year structure is common in medical schools, including Glasgow and Dundee, with all-or-no credit outcomes at the end of each year the norm. We address the reasons for this on *page 2*.
- We would like to present 12 learning outcomes for each course, whereas the limit currently imposed in PCIM is 5. We address this on *page 3*.

Moira Whyte (Dean of Medicine; Head of School)
Neil Turner (Head of Undergraduate Medical Education)
Nicola Crowley (Undergraduate Manager, CMVM)
Helen Cameron (Director of the Centre for Medical Education)

Proposal for one course per year for Y4-6

Since 1998 the MBChB has had a strong Programme and Year structure, in which progression from one year to the next is clearly marked, and learning from one year is built on the following year. Each year has a Year teaching committee, Year exam board, and progression decisions have been made at the end of each year by Year exam boards based on performance in all elements of assessment, recently including assessments of professionalism.

Modular and rotational nature of experience

In Y4-6 students rotate through a series of compulsory attachments (modules) each year. These vary from 1 to 8 weeks duration, and each module runs continuously, so 5 to 40 times per year with different groups of students. There are 11 modules in Y4, 16 in Y5, 10 in Y6. As students rotate through them in groups, an individual module may be encountered at different times, so that 4 weeks of Cardiology may be week 1-4 of Y4, or weeks 36-40. Their locations are all over South East Scotland, some more widely.

Theme teaching runs throughout the year, students experience teaching and assessment on some topics during different modules.

There are clear outcomes for student learning by year; plus specific knowledge content and practical experience within each module. However progression against key learning outcomes is across the year (Appendix 1). Different levels of performance against core learning outcomes are expected at different stages. This makes it difficult to generate meaningful learning outcomes by module, or even by semester, as the experience of all students is only the same at the completion of each year.

To reduce assessment hurdles and emphasise the generics of clinical competences, progression decisions will be based on students' performance in portfolio (in course assessment), exams, and professionalism assessed across the year.

Developing and assessing professionalism is a key component of medical programmes that is rigorously reviewed by the GMC. With each year as a course, professionalism will be developed and assessed longitudinally. Should an issue arise, this will give time for remediation and support as necessary to be sure that students obtain a Pass by the end of the year. This model also allows a collection of minor issues to be evaluated in the round.

Clarity failure with current course structure

In our current structure, large modules may be freestanding courses, but smaller ones are opportunistically clustered into a group of (often disparate) modules to make an appropriate number of credits. Students and staff have found this confusing, and it complicates presentation of message and learning in our VLE.

One course per year

We now propose to have one course per year, in which there will be no need to cluster modules of different durations. Each module will have clear core content, but major learning outcomes will be assigned to the year. In the new proposal we have also aggregated assessments into two blocks in Y4 and Y5, with significant compensation between subjects which does not need to be dictated by which course they sit in.

While running a single course in each year seems the best fit for the special circumstances of this degree, some key questions have been raised:

Implications for failing students in Y1-3

Students who complete Y3 may graduate with an ordinary BMedSci on aggregate if they achieve two thirds of the credits in that year, which will continue to have multiple courses, as will Y1-2. These arrangements are unchanged. They will accrue credits exactly as now.

Implications for failing students in Y4-6

Students who fail a year will receive no credits. However they will already have a degree, and in practice no UK medical school accepts transfer of students at this stage. This appears to be common practice in UK medical schools.

Transitional issues

Students who joined the programme at Y1 in 2014 or 2015 and then have not undertaken an intercalated year, will enter new Y4 directly from Y2 with 240 credits. If they subsequently failed Y4 they would be unable to receive a degree of any kind. This is likely to be very rare, as the numbers not intercalating are now small, and the number of fails in Y4 is also small.
Two alternative ways to deal with this rare circumstance have been proposed:

1. For the transitional runs of Y4 (2016/17 and 2017/18), for students who entered prior to 2016, it would be possible to be separate credits for Y4 from progression. This would arise if a had passed two out of three of the major assessments (Semester 1 exam, Semester 2 exam, OSCE practical exam), but they had failed to meet all the criteria for progression. They would be awarded full credits for the year, but not be granted permission to progress. Or:
2. For the transitional runs of Y4, for students who entered prior to 2016, virtual credits could be calculated as in the current programme, i.e. allocated to individual modules as if they were still courses, if needed for a student to be able to exit the programme with a degree.

Proposal for 12 learning outcomes per course

In order to describe the courses accurately, PCIM seeks a maximum of 5 outcomes, but it could be configured to accept more. Discussions around this overlapped discussions around course structure, including testing whether we could run several year-long courses each corresponding to a subset of the 12 major outcomes – but we could not find a way to usefully separate assessments on this basis.

The GMC (and we) have three 'Level 2' outcomes:

- The doctor as a scholar and scientist
- The doctor as a practitioner
- The doctor as a professional

Beneath these sit 12 (Edinburgh) or 16 (GMC) Level 3 outcomes. We considered whether it would be possible to make a statement about each of these three Level 2 outcomes for each course, but found that it would be so high-level as to provide no useful guidance to students and staff.

The best way to describe the learning outcomes meaningfully was to use our 12 Level 3 outcomes, which are closely mapped to the General Medical Council's 16 outcomes (which we are obliged to follow). We have used this structure of 12 learning outcomes for over 10 years, influenced by the GMC's regulatory document Tomorrow's Doctors. Examinations and teaching are blueprinted with these outcomes.

Appendix 1 gives two examples from our 12 of how these outcomes progress with years of study. The course proposals for Years 4-6 list the proposed outcomes for each.

Award of BMedSci Hons at the end of Year 3

Historical

Historically the MBChB was 6 year programme. Scottish students entered Year 1 having sat Highers (e.g. Higher Science), and studied Physics, Chemistry & Biology (mainly in Faculty of Science). English A level sciences were rated more highly and all entered Year 2 'directly with advanced standing'. In this programme, the intercalated year was Year 4 of what then became a 7 year programme.

With the advent of CSYS and Advanced Highers, from 1975 all Scottish students (with correct quality and quantity of study) were also allowed direct Year 2 study. The years were renumbered 1 to 5 and the original Year 1 was relabelled the Premedical Year and the course described as 5 years. The intercalated year thus became Year 3 of a 6 year programme.

The Premedical Year was retained for some years for a very small number of applicants with the 'right standard but the wrong subjects'. The numbers coming through the premedical year fell to tiny numbers, so it was dropped some years ago.

Other schools with 6 year programmes

Seven UK medical schools award an equivalent Honours-for-all: UCL, Imperial, Oxford, Cambridge, Nottingham, Southampton and St Andrews. All award an Hons degree after 3 years, including St Andrews.

We have established admission routes from three: St Andrews, Oxford and Cambridge, to our current Y3 (new Y4). St Andrews send about 25 students to join our nY4 annually.

Level and award

MBChB students who take Honours courses share these with students in the 4th year of other UoE programmes including those in CSE and CHSS. They sit the same assessments, achieve the same learning outcomes, and receive the same Honours degree.

Students from the Vet School join the Medicine Intercalated Honours programme and are awarded an Honours degree at the end of their Y3.

Students from a number other UK medical schools join our Honours programme for one year and return to their schools to be awarded Hons. (equally, some of our students join the Honours programmes of other UK medical schools).

A number of UoE programmes, including Biomedical Sciences in the Medical School, allow applicants with qualifications at or below those for entry for Medicine to gain direct 2nd year entry and therefore achieve an Honours degree in 3 years.

Proposal

In the programme proposal we have put forward that an Hons degree will be awarded at the end of Y3 *if enough credits have been accrued*. Current opinions are that with appropriate recognition of prior qualifications, students may be up to 30 Level 7 credits short. We are examining that further, but in addition will bring forward proposals through which students might optionally supplement credits. These might include:

- A proposed course in Humanities and Personal and Professional Development (10 level 7 credits per year, Y1-3). This would be the default, and would recognise and extend some currently un-credited PPD activity. Proposal pending.
- 'Big data' online course, which is in development for Y3; 10 or 20 (Level 10) credits.
- SLICCs

Appendix 1: Development of MBChB outcomes from Y1-Y6

MBChB has 12 programme outcomes, which are closely mapped to the General Medical Council (GMC) outcomes that we must show that we address. Our final year outcomes are identical to our Programme Outcomes, and under the same heading each year builds on the one before. Two examples are illustrated below.

OUTCOME 4: Evidence based medicine and research

Y1 Select the best available medical evidence through appropriate database searching and appraisal of the relevant information, and develop basic research methods and skills.

Y2 Select the best available evidence through appropriate database searching and appraisal of the relevant information, and develop new knowledge or personal understanding through the application of basic research methods and skills.

Y3 [Hons year]

nY4 Use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking, in a defined list of specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills.

nY5 Use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking for a broad range of defined specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills.

nY6 Use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform clinical decisions; and develop new knowledge or personal understanding through the application of basic research methods and skills.

OUTCOME 6: Presentation, diagnosis and management

Y1 Describe the modes of presentation and natural history of selected exemplar cardiovascular, respiratory and locomotor diseases, interpret the signs, symptoms and methods to investigate, treat and care for patients.

Y2 Describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors for a list of exemplar conditions.

Y3 [Hons year]

nY4 Describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and suggest appropriate methods to investigate, treat and care for patients in a multi-professional setting for a defined list of specialties and contexts.

nY5 Describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and suggest appropriate methods to investigate, treat and care for patients in a multi-professional setting for a defined list of specialties and contexts.

nY6 Describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and choose appropriate methods to investigate, treat and care for patients in a multi-professional setting.

THE UNIVERSITY OF EDINBURGH

PROGRAMME SPECIFICATION FOR BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB)

1) **Awarding Institution:** University of Edinburgh

2) **Teaching Institution:** University of Edinburgh

3) **Programme accredited by:** The General Medical Council UK (GMC)

4) **Final Award:** Bachelor of Medicine and Bachelor of Surgery
Undergraduate entrants also take an integrated Bachelor of Medical Sciences Honours in Year 3

5) Programme Title: Medicine

6) UCAS Code: **A100**
A101 for students entering at Y4 from other Medical programmes.

7) **Relevant QAA Subject Benchmarking Group(s):** Medicine

8) Postholder with overall responsibility for QA: Professor Moira Whyte

9) **Date of production/revision:** March 2015 for cohorts entering in academic year 2016-17

10) External Summary (200-250 words)

The Edinburgh Medical School has a long and prestigious tradition dating back to 1726. Our alumni continue to be acknowledged as world-class researchers, clinical innovators and authors of textbooks. Although proud of its history, the School looks to the future.

Medicine at Edinburgh is based on excellent teaching in a modern, innovative curriculum designed to prepare Edinburgh graduates for the contemporary challenges of medical practice. Our graduates are not only caring, competent doctors, aware of their social responsibilities, but they also have enquiring minds and the skills to prepare them for increasingly complex and uncertain situations and for high professional achievement and leadership.

Distinctive features of the educational experience include an emphasis on the sciences and humanities underpinning clinical practice; research skills and enquiry-led learning; a blend of traditional and innovative teaching and learning methods including lectures, problem-based learning, e-learning, clinical simulation and clinical attachments; and clear guidance on life long professional development and career planning,

Edinburgh students engage in clinical learning from year 1 through scenario-based discussions, clinical projects, community-based interviews with patients, and clinical skills workshops. Through year 3, the integrated BMedSci, students will develop a deep understanding of medically related research and the evidence-base for practice. They will be well equipped to pursue an academic career in medicine, where on-going involvement in research, as a physician-scientist, is a feature. In years 4 and 5 students build on these foundations in their rotations through the clinical specialties in hospital and community-based attachments. The sixth and final year of the programme emphasises apprenticeship in a multi-professional team to prepare students for clinical practice.

11) Educational aims of programme

The overarching educational aim of the Edinburgh MBChB programme is to create graduates who

- are ready for medical practice as a Foundation Year 1 doctor
- make the care of patients their first concern
- are caring, competent**,** ethical and reflective doctors
- are excellent communicators, able to work well alone and with others
- are prepared for increasingly complex and uncertain situations
- are equipped for ongoing personal development in pursuit of high professional achievement, leadership and a fulfilling career

To achieve this, the MBChB courses are designed to develop the knowledge and understanding, the skills and competences, and the attitudes and attributes required by the profession.

The more detailed educational aims of the MBChB are to:

1. Encourage curiosity, enthusiasm for new understanding and skills for enquiry, research and life-long learning
2. Develop students' safe clinical practice in a variety of settings underpinned by a large body of understanding
3. Develop a sense of social responsibility with an ethical and professional approach to practice, and the skills for agency
4. Effectively signpost, guide and support students' required learning while fostering self-efficacy and well-being
5. Use evidence-based pedagogical methods to maximise students' learning
6. Conform to the principles and outcomes in Tomorrow's Doctors (General Medical Council 2009), the QAA Benchmark statement for Medicine and the standards for medical education and training as described in Promoting Excellence (General Medical Council 2015).

12) Programme learning outcomes

The MBChB has 12 Programme Outcomes that accrue throughout all the Courses. Details of each of the 12 Outcomes is given below. On the following page we map the MBChB Programme Learning Outcomes to the University Graduate Attributes, Knowledge and Understanding, and Technical/Practical Skills.

ALL the MBChB programme outcomes are listed by the GMC as essential learning outcomes that the Medical School must map to its learning and assessment and demonstrate that students have achieved by graduation. (Tomorrow's Doctors GMC. 2009, p75)

The QAA Benchmark Statements for Medicine (2002) describe 25 learning outcomes under 6 domains using a very different framework from both the GMC's and the Edinburgh MBChB but the latter can map to the Statements.

1. **Biomedical Sciences:** The Edinburgh medical graduate will apply to medical practice the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology.
2. **Psychological Aspects of Medicine:** The Edinburgh medical graduate will recognise and assess important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation, advice and reassurance to address them.

3. **Social Sciences and Public Health:** The Edinburgh medical graduate will implement, at a clinical level, knowledge of how to prevent disease, prolong life and promote health through the organised efforts of society; and demonstrate understanding of how to analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions.
4. **Evidence-Based Medicine & Research:** The Edinburgh medical graduate will use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform clinical decisions; and develop new knowledge or personal understanding through the application of basic research methods and skills.
5. **The Consultation:** The Edinburgh medical graduate will be able to undertake an effective and efficient consultation that is sensitive to the needs of the patient.
6. **Presentation, Diagnosis and Management:** The Edinburgh medical graduate will be able to describe the modes of presentation and natural history of diseases; recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and choose appropriate methods to investigate, treat and care for patients in a multi-professional setting.
7. **Clinical Communication:** The Edinburgh medical graduate will communicate clearly, sensitively and effectively with patients and their relatives, and with colleagues from the medical and other professions.
8. **Emergency Care, Clinical and Resuscitation Skills:** The Edinburgh medical graduate will be able to recognise and systematically assess acutely unwell patients and institute immediate management, including first aid and resuscitation; and perform a range of clinical skills and procedures safely and effectively.
9. **Clinical Pharmacology and Therapeutics:** The Edinburgh medical graduate will be able to describe how drugs act and apply this knowledge to clinical practice to prescribe clearly and accurately, to match appropriate drugs to the clinical context, to review the appropriateness of medication and to evaluate the potential benefits and risks
10. **Medical Informatics:** The Edinburgh medical graduate will use computers, computing, information and information technology effectively in a medical context
11. **Medical Ethics, Legal And Professional Responsibilities:** The Edinburgh medical graduate will practise medicine safely, within an ethical framework, with insight and compassion, according to the legal requirements and professional expectations of medical practice in the UK.
12. **Personal Professional Development:** The Edinburgh medical graduate will take a reflective and self-directed approach to the ongoing study and practice of medicine, promote teamworking and develop others' learning in order to enhance patient care, maximise effectiveness and enjoy career satisfaction.

M**apping of MBChB programme outcomes** to UoE Graduate Attributes; Knowledge and Understanding; and Technical/Practical Skills:

12a) Knowledge and understanding

MBChB graduates will apply to clinical practice, research and teaching their extensive knowledge and understanding in the following areas:

- Biomedical Sciences
- Psychological Aspects of Medicine
- Social Sciences and Public Health
- Presentation, Diagnosis and Management
- Clinical Pharmacology and Therapeutics
- Medical Ethics, Legal And Professional Responsibilities

12b) Graduate attributes: Skills and abilities in Research and Enquiry

MBChB graduates will apply to clinical practice, research and teaching, the skills and attributes achieved in the following domains:

- Evidence-Based Medicine & Research
- Medical Informatics
- Personal Professional Development

12c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy

MBChB graduates will demonstrate socially-responsible independent thinking and take responsibility for their own actions through achievements in the following domains:

- Medical Ethics, Legal And Professional Responsibilities
- Personal Professional Development

12d) Graduate Attributes: Skills and abilities in Communication

MBChB graduates will use a wide range of communication skills in a variety of clinical, research and professional settings included in:

- The Consultation
- Clinical Communication
- Medical Informatics

12e) Graduate Attributes: Skills and abilities in Personal Effectiveness

MBChB graduates will be reflective and self-regulating, equipped for high levels of professional achievement and able to work well with others as described in:

- Personal Professional Development

12f) Technical/practical skills

MBChB graduates will have the skills and technical abilities to permit them to function as a Foundation Doctor and postgraduate learner within the following domains:

- The Consultation
- Emergency Care, Clinical and Resuscitation Skills
- Clinical Pharmacology and Therapeutics
- Medical Informatics

13) Programme structure and features

Entry Requirements

The MBChB is a full-time programme. There are no options to undertake it on a part-time basis or completely through distance learning strategies, though online resources and guidance are increasingly used to complement the learning of both campus students and those on distant attachments.

Full details of entry requirements are shown at:
http://www.ed.ac.uk/medicine-vet-medicine/undergraduate/medicine/applying/how-to-apply/requirements

The information at the link above covers:

- Academic requirements (including for international applicants)
- Non-academic requirements
- The UK Clinical Aptitude Test (UKCAT)
- Graduate and mature student information
- Access courses
- Transfers

Degree Programme Table

Modes of study list the main types of learning students will encounter in each Course. For further description see below under Teaching and Learning Methods and Strategies but some explanation of terms is given here:

PBL – Problem Based Learning supports students' learning by providing a scenario to discuss and thereby strengthening understanding and retention of knowledge. The scenario requires students to link their theoretical knowledge to practical and often clinical applications. The groups are student-led with academic staff facilitators and there is usually an opportunity to research the topic between sessions.

Online learning includes a range of materials and activities: reading recommended texts and computer based learning packages, taking quizzes and searching for relevant literature.

Simulated clinical practice refers to learning with artificial mannequins, or simulated patients. The latter are volunteer members of the public or patients who adopt roles for students to practise.

Clinical skills workshops includes First Aid and Resuscitation, Immediate Life Support and related sessions, Clinical Communication, and practical clinical skills. Some will use simulation.

Clinical practice in rehearsal refers to experiential learning when students practise/demonstrate their clinical skills in a real clinical setting but are not making a direct contribution to patient care.

Clinical practice in performance refers to experiential learning under close supervision when students practise / demonstrate their clinical skills in a real clinical setting and are marking a contribution patient care.

Normal year taken	Course	Level	Credits	Modes of Study
1	Molecules to Society 1a – MBCH08011	8	50	Theoretical – lectures, tutorials, PBL, online learning. Anatomy lab practicals. Community interview practicals. Observing clinical practice. Clinical skills workshops.
	Molecules to Society 1b – MBCH08010	8	50	
	Student Selected Component 1 - MBCH08006	8	20	Practical group project creating a poster. Theoretical – tutorials, online learning. Observing clinical practice.
	Total credits for year		**120**	
	Accrued credits for programme		**120**	
	EXIT qualification on completion of year		**Certificate in Higher Education**	
2	Molecules to Society 2a – MBCH09019	9	40	Theoretical – lectures, tutorials, PBL, online learning. Anatomy lab practicals, Observing clinical practice.
	Molecules to Society 2b – MBCH09018	9	40	
	Student Selected Components 2a and 2b – MBCH09006	9	20	Theoretical – tutorials, online learning. Group project creating a scholarly website.
	Introduction to Clinical Practice - MBCH09016	9	20	Theoretical - lectures, tutorials, PBL, online learning. Observing clinical practice. Simulated clinical practice. Clinical practice in rehearsal. Clinical skills workshops
	Total credits for year		**120**	
	Accrued credits for programme		**240**	
	EXIT qualification on completion of year		**Diploma in Higher Education**	

Degree Programme Table contd.

Normal year taken	Course	Level	Credits	Modes of Study
3	Intercalated Honours BMedSci Offered in the following programmes: *Anaesthesia, Critical Care and Pain* *Biochemistry* *Cell Biology* *Development, Regeneration and Stem Cells* *Epidemiology* *Evolutionary Biology* *Experimental Medicine* *Genetics* *Global Health Policy* *Immunology* *Infectious Diseases* *Literature and Medicine* *Medical Biology* *Molecular Biology* *Molecular Genetics* *Neuroscience* *Pharmacology* *Physiology* *Psychology* *Reproductive Biology* *Sports Science Medicine* *Zoology*	10	120	Theoretical - lectures, tutorials, online learning. Practicals – lab, clinical, data analysis – depending on field of study.
	Total credits for year		**120**	
	Credits for prior / additional learning		**120**	
	Accrued credits for programme		**480**	
	EXIT qualification on completion of year		**BMedSci (Hons)** OR	
			BMedSci (on aggregate**)**	

Degree Programme Table contd.

Normal year taken	Course	Level	Credits	Modes of Study
4	Process of Care 1 NEW COURSE	10	180	Theoretical - lectures, tutorials, online learning. Observing clinical practice. Simulated clinical practice. Clinical skills workshops. Clinical practice in rehearsal.
	Total credits for year		**180**	
	Accrued credits for programme		**660**	
	EXIT qualification on completion of year		**BMedSci** if not previously awarded	
5	Process of Care 2 NEW COURSE	10	180	Theoretical - lectures, tutorials, online learning. Observing clinical practice. Simulated clinical practice. Clinical skills workshops. Clinical practice in rehearsal. Teaching / Peer assisted learning practice.
	Total credits for year		**180**	
	Accrued credits for programme		**840**	
	EXIT qualification on completion of year		**BMedSci** if not previously awarded	
6	Preparation for Practice NEW COURSE	11	180	Theoretical - lectures, tutorials, online learning. Observing clinical practice. Simulated clinical practice. Clinical skills workshops. Clinical practice in rehearsal. Clinical practice in performance Teaching / Peer assisted learning practice.
	Total credits for year		**180**	
	Accrued credits for programme		**1020**	
	EXIT qualification on completion of year		**MBChB or MBChB (Hons)**	

14) Teaching and Learning Methods and Strategies

The key modes of learning are listed against each Course in the Degree Programme Table.

All courses in Y1-2 and Y4-6 are compulsory.

In Years 1-3 students progress through the courses in a year with the whole cohort. In Years 4-6 however students are divided into small groups and rotate around a series of attachments. Throughout the year a small number drawn from the whole class will also attend skills, clinical communication and some ethics sessions in a rotational basis so that it is only by the end of the year that all will have had equivalent experiences.

The programme draws on a range of approaches in teaching, learning and assessment. However throughout, there is an emphasis on students' active engagement, often working collaboratively with peers, to consolidate their learning through discussion, project work and practical classes.

Edinburgh has retained and continues to see the value of the lecture as a means of signposting priorities and summarising learning in a vast field; to explain difficult concepts and cutting edge research; and to inspire students. Increasingly these lectures are accessed online permitting sessions with the experts to be more interactive, based on problem solving and the creation of new personal understanding rather than transfer of information.

The Edinburgh Electronic Medical Curriculum (www.eemec.med.ed.ac.uk) is the virtual learning environment that is the hub for the programme, providing all curriculum information, computer aided learning (CAL) packages, videos and academic discussion boards, and is increasingly important as we move more learning materials online.

Since 1998 we have had a strong thread of problem-based learning (PBL) throughout Years 1 and 2 to encourage students to place their theoretical knowledge in the context of clinical practice, to have conversations in learning with peers, and to develop professional attributes such as self-regulated learning, communication and group-working skills.

In Year 3 (honours year) students study a specific academic subject in depth. It provides insight into research and an opportunity to create new knowledge, particularly through the student project, and is the starting point of a career in medical research. Students learn how to read in depth, think critically about scientific problems and review a wide range of evidence from the literature accessed through the libraries or using information technology. Students have opportunities to work independently and in small groups, often with students from other Colleges and are encouraged to use of a range of communication strategies and skills to share their own ideas and personal understanding. The honours year complements the rest of the MBChB curriculum by developing attributes for lifelong learning including intrinsic motivation, self-regulation and critical curiosity as well as the necessary skills in scholarship and research.

Throughout the programme there are workshops in clinical skills and clinical communication, and opportunities to practise increasingly complex clinical tasks, often starting in simulated situations with mannequins. But the majority of the learning takes place with real patients across a range of everyday clinical settings such as hospitals, General Practice, and community care.

Students start by observing practice, but move on to 'practice in rehearsal' where their experiential learning will take place in the real-world setting with real patients, but without contributing directly to patient care. However by the final year of the MBChB students will make contributions to patient care while under close supervision, particularly in the student assistantship after the Final exams. This opportunity for 'practice in performance' during the last weeks of the programme prepares students for their first post as a Foundation doctor.

15) Assessment Methods and Strategies

Note that some of the detail such as precise weighting of components in Y4, 5 and 6 is still to be confirmed by Year Committees

Yr	Assessment Formats	Weighting %	Doctor as a Scientist and Scholar Learning Outcomes				Doctor as a Practitioner Learning Outcomes						Doctor as a Professional Learning Outcomes	
			1	2	3	4	5	6	7	8	9	10	11	12
Y1 *	**Portfolio:** SSC Poster + Oral Presentation	10	Variable – depends on student selected area under study but includes the following:											
						✓						✓	✓	✓
	In-course Reports	30	✓		✓	✓	✓		✓			✓	✓	✓
	Exams: Written / MCQ / Practical Anatomy	60	✓	✓	✓	✓		✓			✓	✓	✓	
	Professionalism (includes attendance): In SSC, Interactive teaching, PBL, Skills, GP. Includes completion PPD Portfolio & Required Tasks	Small % to reports and poster. And P/F							✓	✓			✓	✓
Y2 *	**Portfolio:** SSC Websites	14	Variable – depends on student selected area under study but includes the following:											
						✓						✓	✓	✓
	In-course Reports	8	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Exams: Written / MCQ / Practical Anatomy	60	✓	✓	✓	✓		✓		✓	✓	✓	✓	
	OSCE (with Presentations) + Skills MCQ + ICA First Aid Skills	18		✓			✓	✓	✓	✓	✓		✓	✓
Y2 *	**Professionalism (includes attendance):** In SSCs, Interactive teaching, PBL, Skills, GP. Includes completion PPD Portfolio & Required Tasks	P/F							✓	✓			✓	✓
Y3 **	**ICA Reports**													
	Exams: Written / MCQ													
	Dissertation													

* not changed from previous programme
** not changed from current intercalated year. Assessment varies by programme of study.

Yr	Assessment Formats	Weight %	Doctor as a Scientist and Scholar Learning Outcomes				Doctor as a Practitioner Learning Outcomes						Doctor as a Professional Learning Outcomes	
			1	2	3	4	5	6	7	8	9	10	11	12
Y4 NEW	**Portfolio**: Reports	P/F	May include any of the 12 LOs – depends on patient presentations											
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Oral Presentation	2												
	Exams: Written / MCQ / Anatomy Practical	68	✓	✓	✓	✓	✓	✓			✓		✓	
	OSCE (with Presentations)	30		✓			✓	✓	✓	✓	✓		✓	✓
	Professionalism (includes attendance): In relevant attachments, Interactive teaching, Skills. Includes completion PPD Portfolio & Requ'd Tasks	P/F							✓	✓			✓	✓
Y5 NEW	**Portfolio:** SSC5a Dissertation + Performance	15	Variable – depends on student selected area under study but includes the following:											
						✓						✓	✓	✓
	SSC5b Report	P/F	May include any of the 12 LOs – depends on patient presentations											
	Reports	10												
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Exams: Written / MCQ	60	✓	✓	✓	✓	✓	✓			✓		✓	
	OSCE (with Presentations)	15		✓			✓	✓	✓	✓	✓		✓	✓
	Professionalism (includes attendance): In relevant attachments, Interactive teaching, Skills. Includes completion PPD Portfolio & Requ'd Tasks	P/F							✓	✓			✓	✓
Y6 NEW	**Portfolio:** SSC Report (Elective)	P/F	Variable – depends on student selected area under study but includes the following:											
					✓	✓						✓	✓	✓
	Reports	10	May include any of the 12 LOs – depends on patient presentations											
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Finals Exams: Safety in Practice MCQ	30	✓		✓	✓	✓	✓			✓		✓	
	Clinical Practice Exam	30		✓			✓	✓	✓	✓	✓		✓	✓
	Portfolio Viva Exam	30		✓	✓	✓		✓	✓		✓		✓	✓
	Professionalism (includes attendance): In all attachments including student assistantship, Interactive teaching, Skills. Includes completion PPD Portfolio & Requ'd Tasks	P/F							✓	✓	✓	✓	✓	✓

ASSESSMENT INFORMATION

The assessment strategy is designed to ensure that students have achieved the stated learning outcomes, to encourage students to undertake appropriate learning activities and to help students build on their current performance towards expertise. There is therefore a mix of both summative and formative assessments; some assignments and exams are used primarily to award degree marks and decide if students should progress (summative); while others are designed mainly to provide detailed feedback to students (formative) with little or no contribution to degree marks or decisions about progression. A range of formats is used including discursive essays, case reports, website reports on projects, oral presentations, peer assessment of team-working, practical clinical examinations, and online examinations comprising short answer and multiple choice questions.

Progression Requirements

A summary of the assessment framework is given in the table above. Full details are given on the Edinburgh Electronic Medical Curriculum (EEMeC) and students must consult these to ensure they fully understand what is required of them to progress or graduate.

A student must pass all components of the previous year of the MBChB programme to progress to the next year of study or graduate including:

- in-course assignments, most of which contribute to the MBChB Portfolio.
- written, practical, oral and clinical examinations
- professionalism, which includes specified attendance requirements, professional conduct and communication, completion of required learning tasks such as supervision learning events, specified formative exams, submission of PPD portfolio components such as the CV and Record of Generic Professional Skills,

Students may omit Year 3 if they enter with an approved BSc degree. In this situation students proceed directly from Year 2 to Year 4.

Students entering Year 3 must achieve at least a BMedSci (Ordinary) to progress to Year 4. Students who have successfully achieved 240 credits from the First and Second Professional Examinations and 80 of the available 120 credits from the Third Professional Examination are eligible to be considered for an ordinary Bachelor Degree in Medical Sciences, BMedSci (Ordinary) without further assessment.

The BMedSci Honours degree will be awarded after Year 3 of the MBChB when students have accumulated the appropriate levels of credit, however the classification of the honours degree will be based on Year 3 work only. If credits are not adequate at this stage, the degree will be awarded after Year 4.

The Fitness to Practise Committee may also prevent a student's progression at any stage where there are concerns about a student's professional behaviour, as required by the General Medical Council. For details on Fitness to Practise procedures see https://www.eemec.med.ed.ac.uk/pages/fitness-for-practise-and-the-fitness-to-practise-committee

Students failing a resit, or unable to complete a year because of mitigating circumstances, may appeal to College for permission to repeat the year. Only in exceptional circumstances will students be permitted more than two years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure.

Merits, Distinctions, Honours and Prizes:

A number of awards are made to recognise excellence during the programme. In general terms, MBChB Merits are awarded in individual subjects and disciplines. MBChB Distinctions are awarded for outstanding performance over a whole year of the programme. The degree of MBChB

with Honours may be awarded to students who have shown a consistently high level of performance during the whole programme.

Ranking

Edinburgh Medical School participates in the UK Foundation Programme allocation system that places graduates in Foundation Doctor posts for two years throughout the UK. Satisfactory performance in the first year is required for a full licence to practise. As part of that allocation scheme the School is required to rank all its final year students based on assessment data, up to end of the penultimate year. The process of calculating this has been determined with the Medical Students Council, and is kept under review by the Medical School. The allocation process may however be changed by the UK Foundation Programme Office in the future.

Feedback

Feedback on Formative Tasks.

First Patient Study / Case Report (Year 2) **–** Narrative commentary and indicative marks (for information).

MCQs (All years) **-** There are formative online MCQ exams before each diet of summative exams. In feedback mode students can revisit every question, see their own answers, the correct answer and explanations. There are two required exams in Year 6, whose results are used formatively only. They take place around weeks 12 and 22 and are held in the examination computer lab to help students monitor their own preparation for Finals (in Feb).

OSCE (Year 2, 3) **-** There are peer-led and staff assisted formative Year 2 and Year 3 OSCEs in Spring before the summative examinations. Verbal feedback is given at each station.

Supervised Learning Events (Years 4-6) **-** Students are required to undertake some (listed) clinical tasks such as clerking patients, and supervised learning events such as taking a patient's history, in front of the tutor, and receive verbal or written feedback which may be noted on a Feedback Postcard.

Mock Viva and Clinical Practice Exam (Year 6) **–** The Mock Viva is staff-led with peer observation and verbal feedback from peers and staff. The Mock Clinical Practice Station gives students an opportunity in groups to experience the acute care station, a new context for assessment in Year 6.

CTAs (Years 4-6) **–** All students have a Clinical Tutor Associate who offers a range of clinically orientated teaching and observation with individual feedback to each student.

Feedback on Summative Assessment

For all years except where indicated this will be provided when in-course work is returned or, in the case of exams, after the Board of Examiners ratifies marks, and includes:

In-course / Portfolio - Written narrative feedback on portfolio reports and an opportunity to discuss them with the student's Clinical Tutor Associate, or, if necessary, with module tutors.

Professionalism - Written narrative feedback and an opportunity to discuss this with tutors in Problem Based Learning, Student Selected Components, GP or with clinical module tutors at the end of each attachment.

MCQ Exams (All except Year 3) **-** Breakdown of scores into Themes and Domains with a comparison against the class scores to demonstrate a student's relative strengths and weaknesses.

OSCE (Years 2,3,4,5,6) **-** Return of a summary of performance in each station with short narrative plus in Year 4, all item scores for each station.

Personal Tutors - Provide feedback on CVs and Record of Generic Professional Skills and are happy to discuss any other feedback further and help students use it to build on current performance.

16) Career Opportunities

Graduates from the MBChB undertake Foundation Posts and approximately 10 years of clinical work alongside postgraduate training to become GP Principals, Consultants, and Clinical Senior Lecturers or equivalent. Some of our graduates return to their countries of origin or choose to work abroad but internationally there is a similar approach to medical careers. Career paths in medicine are many and varied so students are provided with career information gradually and systematically throughout the programme with a Careers Fair organised in the later years.

At the University of Edinburgh students have the opportunity to work with some of the most influential academics and clinicians who will develop students' skills, deepen their understanding and help them gain new insights and perspectives to equip them for their future career. The curriculum including the student selected components and the research year along with the system of clinical attachments offer valuable insights into the potential careers for the clinician and clinician scientist. There are also many extra-curricular opporutinities for career exploration including vacation projects, students' medical interest groups and student branches of academic and clinical societies, often at a national level.

Most Edinburgh students enter the allocation system organised by the UK Foundation Programme Office for their first clinical posts which might be anywhere across the UK. Students may also seek academic foundation posts throughout the UK and many graduates from the University go on to work with distinguished national and international research groups. Those pursuing an academic career are likely to weave their academic and clinical training together across the years, often taking 3 or 4 years out of clinical training to pursue a postgraduate research degree. Edinburgh Clinical Academic Training (ECAT) offers support, information, clinical lecturerships and PhD fellowships. See http://www.ecat.ed.ac.uk/clinical-academic-careers/uk-training-structures/

Data from the GMC demonstrates that Edinburgh medical graduates are very successful in their post graduate careers, being amongst the top schools in post graduate exam performance.

17) The MBChB and the University Strategic Plan

The University of Edinburgh's Strategic Vision for 2025 lists a number of goals (below) which are relevant to the MBChB:

- All of our undergraduates developed as student/researchers
- All our students offered the opportunity to draw from deep expertise outside their core discipline
- A highly satisfied student body with a strong sense of community
- Strong and vibrant communities within and beyond the University – making the most of our unique offer of world-leading thinking and learning within one of the world's most attractive cities
- A more international student body – offering all our students an international learning experience; enabling us to make a truly global impact through educating the brightest and best from and across the world
- A strong culture of philanthropic support focussed especially on our students and on outstanding research capabilities
- Sustained world leading reputation for the breadth, depth and interdisciplinarity of our research supported by strong growth in research funding and strong international partnerships – drawing from well-established and less well developed sources
- A deeper and earlier collaboration with industry, the public sector and the third sector – in terms of research; knowledge exchange; and in giving our students the best possible set of skills for their future

Evidence of the medical school's attention to these themes can be seen in its selection processes, curriculum design, approaches to teaching, learning and assessment and its academic procedures. The MBChB programme includes teaching on a range of topics that promote social responsibility, sustainability, equality and diversity including medical ethics, sociology, disability, public and international health, and pharmaco-economics.

Equality and widening participation: Information throughout the Programme Specification is relevant but particularly that under Entrance Requirements (above) and Student Support (below).

All faculty engaged in teaching endeavours are encouraged to undertake training in equality and diversity, with a new requirement for lead tutors to undertake training in equality, diversity and other key educational matters in order to be recognised by the Medical School and approved by the GMC.

All applicants and students declaring a disability are treated on an individual basis, in accordance with GMC guidance and once admitted, are advised by the University Disability Service on required aids and reasonable adjustments to teaching, learning and assessment methods.

Student Support: The Dean of Students has responsibility for the system within the undergraduate MBChB programme designed to provide support for every student through a named Personal Tutor who acts as the student's advocate. Students are required to meet with their Personal Tutor regularly, and may discuss academic, professional and pastoral matters in confidence.

During the final three years of the programme, students are assigned a Clinical Teaching Associate to help with a range of clinical skills and learning. The Medical School and the University offers a comprehensive range of support services including Counselling, Careers, Disabilty and EUSA Advice Place as well as access to hardship funds.

Throughout the programme there is easy access to suport for effective learning skills, with an emphasis on this in the early years. There are peer assisted learning initiatives to make study skills more relevant and appealing and in recent years a Transition project identifies and supports students at risk of academic difficulties within the first semester.

Year 4 MBChB - Process of Care 1 (Proposal)

Undergraduate **Placement**

This is a **preview** of the course descriptor for a proposed course.

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Summary

The emphasis throughout Process of Care 1 is on achieving a solid foundation in the generalities of medical practice,

The year is organised into two semesters with holidays at the end and in the middle of each.

Students rotate through large mainly systems-based specialties but the emphasis throughout is on learning the fundamentals of how patients present, how the clinical team works and how clinical management is determined and implemented by teams in partnership with the patient and carers.

In a wide range of hospital and General Practice settings students will put into practice the foundational knowledge and skills developed in Principles for Practice 1 and 2. They will assess patients in the specialties of the Course, through history-taking and clinical examination, will propose and interpret investigations and learn to create clinical management plans. Throughout, there will be an emphasis on communication and consultation skills within a holistic and patient-centred approach that recognises and addresses the physical, social and psychological perspectives of wellbeing and ill health.

Hospital and systems-based attachments will be complemented by an attachment in primary care and by another focusing on inter-professional teamwork, the life of a ward and patient safety.

Assessments will occur at the end of each semester in the form of MCQ exams with an Objective Structured Clinical Examination at the end of the year. Students write portfolio case reports on the patients they meet in the modules and are expected to demonstrate a professional attitude towards their studies and conduct in the clinical setting.

Course Description

Modules include Cardiology, Respiratory, GP/Psychiatry, Neurology, Endocrinology, Rheumatology, Principles of Surgery/ Orthopaedics, Gastrointestinal and Liver, Infection, Team.

The teaching and learning experiences are varied and include: lectures, large group interactive plenaries, small group tutorials, directed reading using a range of materials including online lectures and computer based learning packages, anatomy practicals, first aid, clinical skills and communication workshops, clinical teaching in GP surgeries, clinics, wards, operating theatres, imaging and investigative labs.

There is a 2-week attachment when students become embedded in the ward team to learn more about the life of a ward, patient safety and working in a multi-professional team.

The curriculum and its teaching and learning methods continue to encourage the development of self-directed learning. This requires both challenge and support. Less of the required knowledge is provided in face to face or online lectures but there will be clear guidance to prioritise students' reading and these methods are complemented by interactive tutorials, often in the clinical setting. The portfolio case reports encourage students to explore in depth the needs of individual patients, and to reflect on and critique current approaches to management. The Feedback Postcards offers students another opportunity to take responsibility for their own learning and emulates the requirements of postgraduate medical training for new doctors. Students can challenge themselves to be observed in new tasks, capture the feedback and store it in their portfolio to help them remember it and use it to improve their performance. At the end of modules tutors review the postcards with students and provide additional written and verbal narrative comments on general progress with suggestions for developments.

There are many other opportunities for feedback, described below. Students are expected to reflect on this feedback, discuss it with their Personal Tutors and use it to further direct and regulate their own learning.

Course Outline

College & School	College of Medicine and Veterinary Medicine › Edinburgh Medical School	**Course Availability**	Not available to visiting students
SCQF Credit Level	SCQF Level 10 (Year 4 Undergraduate)	**Subject Area(s)**	MBChB
SCQF Credit Volume	180	**ECTS Credit Volume**	90

Enrolment Requirements

Pre-Requisites	Students must have gained a pass in Principles for Practice 1 and 2, and a pass in MBChB Year 3 or equivalent to progress to Process of Care 1.
Co-Requisites	*None*
Prohibited Combinations	*None*

Visiting Student Information

Pre-Requisites	*None*

As this is just a proposal, there is no delivery information yet. Instead, here are the proposed details related to delivery.

Total contact hours	940 hours (dire
Default delivery period	Full Year

Components of Assessment

IN-COURSE ASSESSMENT
Portfolio: Students are required to submit clinical portfolio reports as they rotate through modules.

Professionalism: Students are required to achieve specified attendance requirements, demonstrate professional conduct and communication, demonstrate engagement through completing required learning activities and tasks such as supervised learning events, and submit the specified PPD portfolio components such as the CV and Record of Generic Professional Skills.

PROGRESSION CRITERIA for IN-COURSE ASSESSMENT
Portfolio: By the end of the Course students must achieve at least a Pass for the year portfolio on aggregate.

Professionalism: Students must complete all attachments and modules without Professionalism Issues being raised. This requires students to:
- attend all teaching in the clinical setting, all small-group sessions and all interactive sessions
- complete and submit evidence of undertaking required learning activities and tasks on attachment
- demonstrate professional conduct on attachments and the SSCs, as defined in the Course information
- submit specified PPD portfolio components

RESUBMISSION /RESIT LOOP for IN-COURSE ASSESSMENTS
Portfolio: Students are required to resubmit all the reports that have failed but can progress if they achieve a pass on aggregate.

Professionalism: If a module raises an Issue about a student's professionalism (including attendance), the Board of Examiners will decide appropriate remedial learning and another opportunity to demonstrate professional conduct. All Issues must have been satisfactorily addressed to progress to Process of Care 2.

EXAMS at the end of each semester after 19 weeks of learning
Students experience the Course in a carousel so half the class takes each block.
Block A exams: 2 x 120min MCQs
Block B exams: 2 x 120min MCQs

EXAM at the end of the year
120 min OSCE

PROGRESSION CRITERIA for EXAMS
Students must achieve at least a Pass for each of the four module MCQ exam papers
The Board of Examiners has discretion to permit a student who has no papers less than Borderline Fail and no more than 1 paper at Borderline Fail, to progress.
Students must achieve at least a Pass for the OSCE.

RESIT LOOP for EXAMS
Students will have one opportunity to resit the MCQ Exams and the OSCE.

Exam information

Not entered

Learning Outcomes

On completion of this course, the student will be able to:

1. Biomedical Sciences (BMS): apply to a defined list of specialties, the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology.
2. Psychological Aspects of Medicine (PAM): recognise and ask patients about important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation and advice to address them.

3. Social Sciences and Public Health (SSPH): implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour for a defined list of specialties and describe how to prevent disease, prolong life and promote health through the organised efforts of society, analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions.
4. Evidence-Based Medicine and Research (EBM&R): use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking, in a defined list of specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills.
5. The Consultation (TC): undertake an effective and efficient consultation that is sensitive to the needs of the patient in defined list of specialties and contexts.

Learning Resources

Information on the virtual learning environment, EEMeC , will advise students on a range of recommended resources including online lectures, computer-based learning packages, quizzes, reading and videos of clinical skills and practical procedures. Increasingly tutors are using the University Resource Lists to keep all recommended reading in one location.

Additional Information

Graduate Attributes, Personal and Professional Skills	THE LEARNING OUTCOMES FIELD WILL NOT ACCOMMODATE THE 12 COURSE LOs SO ARE LISTED HERE. LEARNING OUTCOMES for PROCESS of CARE 1 At the end of this Course the successful student will be able to: 1. Biomedical Sciences (BMS) apply to a defined list of specialties, the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology. 2. Psychological Aspects of Medicine (PAM) recognise and ask patients about important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation and advice to address them. 3. Social Sciences and Public Health (SSPH) implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour for a defined list of specialties and describe how to prevent disease, prolong life and promote health through the organised efforts of society, analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions. 4. Evidence-Based Medicine and Research (EBM&R) use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking, in a defined list of specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills. 5. The Consultation (TC) undertake an effective and efficient consultation that is sensitive to the needs of the patient in defined list of specialties and contexts. 6. Presentation, Diagnosis and Management (PDM) describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and suggest appropriate methods to investigate, treat and care for patients in a multi-professional setting for a defined list of specialties and contexts. 7. Clinical Communication (CC)

communicate clearly, sensitively and effectively with patients and their relatives, and with colleagues from the medical and other professions in a defined list of specialties and contexts.

8. Emergency Care, Clinical And Resuscitation Skills (ECCARS)
recognise and systematically assess acutely unwell patients, and institute immediate management, including first aid and resuscitation in a simulated setting, and perform a defined range of clinical skills and procedures safely and effectively in defined contexts.

9. Clinical Pharmacology And Therapeutics (CPT)
describe how drugs act and apply this knowledge to clinical practice to match appropriate drugs to the clinical context, to review the appropriateness of medication and to evaluate the potential benefits and risks in a defined list of specialties and contexts; and to prescribe clearly and accurately in simulated situations.

10. Medical Informatics (MI)
use computers, computing, information and information technology effectively in a medical context, for a defined list of specialties and contexts, within the legal and professional constraints that relate to person-identifiable information.

11. Medical Ethics, Legal And Professional Responsibilities (MELPR)
demonstrate understanding of how to practise medicine, in a defined list of specialties and contexts, within an ethical framework, with insight and compassion, according to the legal requirements and professional expectations of medical practice in the UK.

12. Personal Professional Development (PPD)
take a reflective and self-directed approach to the ongoing study of medicine in a defined list of specialties and contexts, work effectively in a team, and develop others' learning in order to enhance safe patient care, maximise effectiveness and enjoyment.

GRADUATE ATTRIBUTES, PERSONAL AND PROFESSIONAL SKILLS
Throughout the MBChB programme, the curriculum offers challenging opportunities and support to ensure all successful students develop the University graduate attributes of Enquiry and Lifelong Learning, Aspiration and Personal Development, and Outlook and Engagement.

More specifically the list below describes how the Process of Care 1 Course Learning Outcomes map to the 4 sets of Graduate Attributes and Skills, Knowledge and Understanding and Technical/Practical Skills.

Knowledge and Understanding

The successful student completing this Course will be able to apply to professional practice their developing knowledge and understanding in the following areas:
Biomedical Sciences
Psychological Aspects of Medicine
Social Sciences and Public Health
Presentation, Diagnosis and Management
Clinical Pharmacology and Therapeutics
Medical Ethics, Legal and Professional Responsibilities

Graduate attributes: Skills and abilities in Research and Enquiry
The successful student completing this Course will be able to demonstrate the skills and attributes achieved in the following domains:

Evidence-Based Medicine and Research
Medical Informatics
Personal Professional Development

	Graduate attributes: Skills and abilities in Personal and Intellectual Autonomy The successful student completing this Course will demonstrate socially responsible independent thinking and take responsibility for their own actions through achievements in the following domains: Medical Ethics, Legal And Professional Responsibilities Personal Professional Development Graduate attributes: Skills and abilities in Communication The successful student completing this Course will use a range of communication skills in common clinical settings included in: The Consultation Clinical Communication Medical Informatics Graduate attributes: Skills and abilities in Personal Effectiveness The successful student completing this Course will take a self-directed and reflective approach to study and clinical practice as described in: Personal Professional Development (PPD) Technical / practical skills The successful student completing this Course will have the skills and technical abilities within the following domains: The consultation Emergency Care, Clinical and Resuscitation Skills Clinical Pharmacology and Therapeutics Medical Informatics
Feedback	FEEDBACK ON FORMATIVE TASKS. There are formative online MCQ exams before each diet of summative exams. In feedback mode students can revisit every question, see their own answers, the correct answer and explanations. There is a peer-led and staff assisted formative OSCE in Spring before the summative OSCE. Verbal feedback is given at each station. Students are required to undertake some (listed) clinical tasks such as clerking patients, and supervised learning events such as take a patient's history, in front of the tutor, and receive verbal or written feedback which may be noted on a Feedback Postcard. FEEDBACK ON SUMMATIVE ASSESSMENT This will be provided when in-course work is returned or, in the case of exams, after the Board of Examiners ratifies marks, and includes: Portfolio: Written narrative feedback on portfolio case reports and an opportunity to discuss them with the student's Clinical Tutor Associate. Professionalism: Written narrative feedback and an opportunity to discuss this from the module tutors at the end of each attachment. MCQ Exams: Breakdown of scores into Themes and Domains with a comparison against the class scores to demonstrate a student's relative strengths and weaknesses. OSCE: Return of all item scores for each station along with a brief written narrative. Personal Tutors: Provide feedback on CVs and Record of Generic Professional Skills and are happy to discuss other feedback further and help students use it to build on current performance.
Keywords	Cardio,Resp,GP,Psychiatry,Neuro,Othopaedics,Surgery,Rheumatology,Endocrine,GI&Liver,Team,Infection

The information below is **not displayed** on DRPS.

Organisation and Teaching Load

Contact Hours	940 hours (dire
Marking Scheme	MBChB
Default Course Mode of Study	Classes & Assessment incl. centrally arranged exam
Fee Code	*Not applicable*
% not taught by this institution	0%
Collaboration Information (School/Institution)	This Course is owned by The Medical School but the experiential learning occurs within NHS and GP establishments and most of the teaching is delivered by NHS clinical practitioners and GPs. The funding for contributions from the NHS and GPs is provided t

Course Proposal

Course Proposer	Helen Cameron
Proposal Code (internal)	CC1_00000000452034652239

Latest Approval Status

Submitted for Level 1 Approval?	No
Level 1 Approval Status	-
Level 2 Approval required?	-
Submitted for Level 2 Approval?	-
Level 2 Approval status	-
Senatus Approval required?	-
Submitted for Senatus Approval?	-
Approved by Senatus?	-
Full Approval Status	-
Submitted for input of further task details?	-
Further Course Details task completed?	-
Has Proposer cancelled proposal?	No

Reasons for rejection

Level 1 rejection reason	-

Level 2 rejection reason	-
Senatus rejection reason	-

Uploaded Supporting Documents

Document File Name - click on name to view document
No supporting documentation has been uploaded

Year 5 MBChB - Process of Care 2 (Proposal)

Undergraduate **Placement**

This is a **preview** of the course descriptor for a proposed course.

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Summary

In the Process of Care 2 students move on from the generalities of clinical practice to encounter a wide variety of key medical specialties. By the end of the Course you should be able to assist a doctor in providing clinical care.

The year is organised into two semesters with each divided into three 6-week blocks with vacations within and between the semesters.

Students build on the knowledge and skills of earlier Courses and increasingly engage in everyday clinical practice within the limits of their competence and under careful supervision. Teaching and learning methods remain as varied as in nY4 plus two additional modes.

Student Selected Component 5 is an opportunity for students to initiate, plan and carry out an individual research project in a chosen area of medicine, working with a supervisor.

In SSC5b students work mainly in small groups to contribute to peer assisted learning. This might be teaching on an established project such as the practice OSCE for students in earlier years, or developing something new.

Assessments take place at the end of each semester. Methods vary to reflect the nature of the subjects

taught and include MCQ and short answer exams, SSC reports, and an Objective Structured Clinical Examination. There are also portfolio case reports to be completed during the clinical nY5 modules, an overview essay. Students are expected to demonstrate a professional attitude to their studies and conduct.

Course Description

The modules include Psychiatry, Obstetrics and Gynaecology, General Practice, Neurology, Haematology, Oncology, Palliative Care, Breast Diseases, Renal, Urology, Dermatology, Ophthalmology, ENT, and Student Selected Component 5.

The teaching and learning experiences are varied and include: lectures, large group interactive plenaries, small group tutorials, directed reading using a range of materials including online lectures and computer based learning packages, anatomy practicals, first aid, clinical skills and communication workshops, clinical teaching in GP surgeries, clinics, wards, operating theatres, imaging and investigative labs. The individual SSC 5a project is commonly an audit project with a clinical supervisor and the SSC 5b is a group project aimed at developing the learning of others.

The curriculum and its teaching and learning methods continue to encourage the development of self-directed learning. This requires both challenge and support. Less of the required knowledge is provided in face to face or online lectures but there will be clear guidance to prioritise students' reading and these methods are complemented by interactive tutorials, often in the clinical setting. The portfolio case reports encourage students to explore in depth the needs of individual patients, and to reflect on and critique current approaches to management. The Feedback Postcards offers students another opportunity to take responsibility for their own learning and emulates the requirements of postgraduate medical training for new doctors. Students can challenge themselves to be observed in new tasks, capture the feedback and store it in their portfolio to help them remember it and use it to improve their performance. At the end of modules tutors review the postcards with students and provide additional written and verbal narrative comments on general progress with suggestions for developments.

There are many other opportunities for feedback, described below. Students are expected to reflect on this feedback, discuss it with their Personal Tutors and use it to further direct and regulate their own learning.

Course Outline

College & School	College of Medicine and Veterinary Medicine › Edinburgh Medical School	**Course Availability**	Not available to visiting students
SCQF Credit Level	SCQF Level 10 (Year 5 Undergraduate)	**Subject Area(s)**	MBChB
SCQF Credit Volume	180	**ECTS Credit Volume**	90

Enrolment Requirements

Pre-Requisites	Students must have achieved a Pass in Process of Care 1 to progress to the Process of Care 2 Course.
Co-Requisites	*None*
Prohibited	*None*

Combinations	

Visiting Student Information

Pre-Requisites	*None*

As this is just a proposal, there is no delivery information yet. Instead, here are the proposed details related to delivery.

Total contact hours	850 hours (dire
Default delivery period	Full Year

Components of Assessment

IN-COURSE ASSESSMENT
Portfolio: Students are required to submit clinical portfolio reports as they rotate through modules, a dissertation for the individual project in Student Selected Component (SSC) 5a and a short reflective report for SSC5b, the Peer Assisted Learning project.

Professionalism: In all attachments including the SSCs, students are required to achieve specified attendance requirements, demonstrate professional conduct and communication, demonstrate engagement through completing required learning activities and tasks such as supervised learning events, and submit the specified PPD portfolio components such as the CV and Record of Generic Professional Skills.

PROGRESSION CRITERIA for IN-COURSE ASSESSMENT
Portfolio: By the end of the Course students must achieve at least a Pass for the year portfolio on aggregate.

Professionalism: Students must complete all attachments and modules without Professionalism Issues being raised. This requires students to:
- attend all teaching in the clinical setting, all small-group sessions and all interactive sessions.
- complete and submit evidence of undertaking required learning activities and tasks on attachment.
- demonstrate professional conduct on attachments and the SSCs, as defined in the Course information

RESUBMISSION /RESIT LOOP for IN-COURSE ASSESSMENTS
Portfolio: Students are required to resubmit all the reports that have failed but can progress if they achieve a Pass on aggregate.

Professionalism: If a module raises an Issue about a student's professionalism (including attendance), the Board of Examiners will decide appropriate remedial learning and another opportunity to demonstrate professional conduct. All Issues must have been satisfactorily addressed to progress to Preparation for Professional Practice.

EXAMS at the end of each semester after 19 weeks of learning
Students experience the Course in a carousel so half the class take each block.
Block A exams: 3 x 90min MCQs + 1 x 60min OSCE

Block B exams: 3 x 90min MCQs

PROGRESSION CRITERIA for EXAMS
Students must achieve at least a Pass for each of the six module MCQ exam papers
The Board of Examiners has discretion to permit a student who has no papers less than Borderline Fail and no more than 1 paper at Borderline Fail, to progress.
Students must achieve at least a Pass for the OSCE.

RESIT LOOP for EXAMS
Students will have one opportunity to resit the MCQ Exams and the OSCE.

Exam information

Not entered

Learning Outcomes

On completion of this course, the student will be able to:

1. Biomedical Sciences (BMS): apply to a broad range of defined specialties, the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology.
2. Psychological Aspects of Medicine (PAM): recognise and assess important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation and advice to address them.
3. Social Sciences and Public Health (SSPH): implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour for a broad range of defined specialties; and describe how to prevent disease, prolong life and promote health through the organised efforts of society, analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions.
4. Evidence-Based Medicine and Research (EBM&R): use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking for a broad range of defined specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills.
5. The Consultation (TC): undertake an effective and efficient consultation that is sensitive to the needs of the patient in a broad range of defined specialties and contexts.

Learning Resources

Further information is given on the virtual learning environment, EEMeC to guide students to a range of learning resources that include online lectures, computer based learning packages, quizzes, reading, videos of clinical skills and practical procedures.

Additional Information

Graduate Attributes, Personal and Professional Skills	THE LEARNING OUTCOMES FIELD WILL NOT ACCOMMODATE THE 12 COURSE LOs SO ARE LISTED HERE. LEARNING OUTCOMES for PROCESS of CARE 2 1. Biomedical Sciences (BMS) apply to a broad range of defined specialties, the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology.

2. Psychological Aspects of Medicine (PAM)
recognise and assess important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation and advice to address them.

3. Social Sciences and Public Health (SSPH)
implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour for a broad range of defined specialties; and describe how to prevent disease, prolong life and promote health through the organised efforts of society, analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions.

4. Evidence-Based Medicine and Research (EBM&R)
use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking for a broad range of defined specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills.

5. The Consultation (TC)
undertake an effective and efficient consultation that is sensitive to the needs of the patient in a broad range of defined specialties and contexts.

6. Presentation, Diagnosis and Management (PDM)
describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and suggest appropriate methods to investigate, treat and care for patients in a multi-professional setting for a broad range of defined specialties and contexts.

7. Clinical Communication (CC)
communicate clearly, sensitively and effectively with patients and their relatives, and with colleagues from the medical and other professions in a broad range of defined specialties and contexts.

8. Emergency Care, Clinical And Resuscitation Skills (ECCARS)
recognise and systematically assess acutely unwell patients, and institute immediate management, including first aid and resuscitation in a simulated setting, and perform a broad range of clinical skills and procedures safely and effectively in defined contexts.

9. Clinical Pharmacology And Therapeutics (CPT)
describe how drugs act and apply this knowledge to clinical practice to match appropriate drugs to the clinical context, to review the appropriateness of medication and to evaluate the potential benefits and risks for a broad range of defined specialities and contexts; and to prescribe clearly and accurately in simulated situations.

10. Medical Informatics (MI)
use computers, computing, information and information technology effectively in a medical context, for a broad range of defined specialties and contexts, within the legal and professional constraints that relate to person-identifiable information.

11. Medical Ethics, Legal And Professional Responsibilities (MELPR)

demonstrate understanding of how to practise medicine, in a broad range of defined specialties and contexts, within an ethical framework, with insight and compassion, according to the legal requirements and professional expectations of medical practice in the UK.

12. Personal Professional Development (PPD)
take a reflective and self-directed approach to the ongoing study of medicine in a broad range of defined specialties and contexts, work effectively in a team, and develop others' learning in order to enhance safe patient care, maximise effectiveness and enjoyment.

GRADUATE ATTRIBUTES, PERSONAL AND PROFESSIONAL SKILLS
Throughout the MBChB programme, the curriculum offers challenging opportunities and support to ensure all successful students develop the University graduate attributes of Enquiry and Lifelong Learning, Aspiration and Personal Development, and Outlook and Engagement.

More specifically the list below describes how the Course Learning Outcomes address, with some overlap, the 4 sets of skills and abilities that underpin the graduate attributes. The Course study guides provide further information in the detailed learning outcomes for each module.

The successful student completing this Course will be able to demonstrate the following skills and abilities in RESEARCH and ENQUIRY, contributing to the University Graduate Attributes:

Biomedical Sciences (BMS)
apply to a broad range of defined specialties, the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology.

Psychological Aspects of Medicine (PAM)
recognise and assess important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation and advice to address them.

Social Sciences and Public Health (SSPH)
implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour for a broad range of defined specialties; and describe how to prevent disease, prolong life and promote health through the organised efforts of society, analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions.

Evidence-Based Medicine and Research (EBM&R)
use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform their clinical thinking for a broad range of defined specialties; and develop new knowledge or personal understanding through the application of basic research methods and skills.

Presentation, Diagnosis and Management (PDM)

describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and suggest appropriate methods to investigate, treat and care for patients in a multi-professional setting for a broad range of defined specialties and contexts.

Emergency Care, Clinical And Resuscitation Skills (ECCARS)
recognise and systematically assess acutely unwell patients, and institute immediate management, including first aid and resuscitation in a simulated setting, and perform a broad range of clinical skills and procedures safely and effectively in defined contexts.

Clinical Pharmacology And Therapeutics (CPT)
describe how drugs act and apply this knowledge to clinical practice to match appropriate drugs to the clinical context, to review the appropriateness of medication and to evaluate the potential benefits and risks for a broad range of defined specialities and contexts; and to prescribe clearly and accurately in simulated situations.

Personal Professional Development (PPD)
take a reflective and self-directed approach to the ongoing study of medicine in a broad range of defined specialties and contexts, work effectively in a team, and develop others' learning in order to enhance safe patient care, maximise effectiveness and enjoyment.

GRADUATE ATTRIBUTES, PERSONAL AND PROFESSIONAL SKILLS
Throughout the MBChB programme, the curriculum offers challenging opportunities and support to ensure all successful students develop the University graduate attributes of Enquiry and Lifelong Learning, Aspiration and Personal Development, and Outlook and Engagement.

More specifically the list below describes how the Process of Care 1 Course Learning Outcomes map to the 4 sets of Graduate Attributes and Skills, Knowledge and Understanding and Technical/Practical Skills.

Knowledge and Understanding
The successful student completing this Course will be able to apply to professional practice their developing knowledge and understanding in the following areas:
Biomedical Sciences
Psychological Aspects of Medicine
Social Sciences and Public Health
Presentation, Diagnosis and Management
Clinical Pharmacology and Therapeutics
Medical Ethics, Legal and Professional Responsibilities

Graduate attributes: Skills and abilities in Research and Enquiry
The successful student completing this Course will be able to demonstrate the skills and attributes achieved in the following domains:

Evidence-Based Medicine and Research
Medical Informatics
Personal Professional Development

	Graduate attributes: Skills and abilities in Personal and Intellectual Autonomy The successful student completing this Course will demonstrate socially-responsible independent thinking and take responsibility for their own actions through achievements in the following domains: Medical Ethics, Legal And Professional Responsibilities Personal Professional Development Graduate attributes: Skills and abilities in Communication The successful student completing this Course will use a range of communication skills in common clinical settings included in: The Consultation Clinical Communication Medical Informatics Graduate attributes: Skills and abilities in Personal Effectiveness The successful student completing this Course will take a self-regulated and reflective approach to study and clinical practice as described in: Personal Professional Development (PPD) Technical / practical skills The successful student completing this Course will have the skills and technical abilities to permit them to function as a Foundation Doctor and postgraduate learner within the following domains: The Consultation Emergency Care, Clinical and Resuscitation Skills Clinical Pharmacology Therapeutics Medical Informatics
Feedback	FEEDBACK ON FORMATIVE TASKS. There are formative online MCQ exams before each diet of summative exams. In feedback mode students can revisit every question, see their own answers, the correct answer and explanations. There is a peer-led and staff assisted formative OSCE before the summative OSCE. Verbal feedback is given at each station. Students are required to undertake some (listed) clinical tasks such as clerking patients, and supervised learning events such as take a patient's history, in front of the tutor, and receive verbal or written feedback which may be noted on a Feedback Postcard. FEEDBACK ON SUMMATIVE ASSESSMENT This will be provided when in-course work is returned or, in the case of exams, after the Board of Examiners ratifies marks, and includes:

	Portfolio: Written narrative feedback on portfolio case reports and an opportunity to discuss them with the student's Clinical Tutor Associate. Professionalism: Written narrative feedback and an opportunity to discuss this from the module tutors at the end of each attachment. MCQ Exams: Breakdown of scores into Themes and Domains with a comparison against the class scores to demonstrate a student's relative strengths and weaknesses. OSCE: Written narrative feedback on each station. Personal Tutors: Provide feedback on CVs and Record of Generic Professional Skills and are happy to discuss other feedback further and help students use it to build on current performance.
Keywords	Psychiatry,O&G,GP,Neuro,Haem,Oncology,Breast,Pall Care,Renal,Uro,ENT,Ophthalmology,Dermatology,SSC

The information below is **not displayed** on DRPS.

Organisation and Teaching Load

Contact Hours	850 hours (dire
Marking Scheme	MBChB
Default Course Mode of Study	Classes & Assessment incl. centrally arranged exam
Fee Code	*Not applicable*
% not taught by this institution	0%
Collaboration Information (School/Institution)	This Course is owned by The Medical School but the experiential learning occurs within NHS and GP establishments and most of the teaching is delivered by NHS clinical practitioners and GPs. The funding for contributions from the NHS and GPs is provided t

Course Proposal

Course Proposer	Helen Cameron
Proposal Code (internal)	CC1_00000000452034661331

Latest Approval Status

Submitted for Level 1 Approval?	No
Level 1 Approval Status	-
Level 2 Approval required?	-

Submitted for Level 2 Approval?	-
Level 2 Approval status	-
Senatus Approval required?	-
Submitted for Senatus Approval?	-
Approved by Senatus?	-
Full Approval Status	-
Submitted for input of further task details?	-
Further Course Details task completed?	-
Has Proposer cancelled proposal?	No

Reasons for rejection

Level 1 rejection reason	-
Level 2 rejection reason	-
Senatus rejection reason	-

Uploaded Supporting Documents

Document File Name - click on name to view document
No supporting documentation has been uploaded

Year 6 MBChB - Preparation for Practice (Proposal)

Undergraduate **Placement**

This is a **preview** of the course descriptor for a proposed course.

Proposer

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Proposed secretary

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Summary

During Preparation for Professional Practice students will become accustomed to assisting a doctor in a clinic or surgery, a ward, or operating theatre, and will become a valued member of the health-care team. By the end of the year students will be ready to be a Foundation Doctor.
The attachments during Preparation for Professional Practice are broadly based in medicine, surgery and primary care, and students will encounter management of patients with diseases of any system, including unsorted emergencies.

The elective period forming Student Selected Component 6 offers an opportunity for special study elsewhere in the United Kingdom or abroad.

During the student assistantship students will gain direct experience of working as a doctor by undertaking an apprenticeship alongside a Foundation doctor.

The Final Exams comprise written, practical and oral assessments during February/March; students are required to pass each of these and in addition demonstrate competence during the student assistantship and submit satisfactory elective and other portfolio reports.

Course Description

The Modules include Medicine, General Practice, Medicine of the Elderly, Surgery, Emergency Medicine, Anaesthetics, Critical Care, Child Life and Care, Student Assistantship, and Student Selected Component 6.

The teaching and learning experiences are varied and include: lectures, large group interactive plenaries, small

group tutorials, directed reading using a range of materials including online lectures and computer based learning packages, first aid, clinical skills and communication workshops, clinical teaching in GP surgeries, clinics, wards, operating theatres, imaging and investigative labs. During the Student Assistantship students are expected to prioritise, manage and undertake the tasks of the FY1 doctor under very close supervision to help them transfer their learning to everyday clinical practice and to gain confidence before starting work as FY1 doctors. The SSC 6 (Elective) gives students an opportunity to travel and explore clinical practice in another part of the country or the world. Students are reminded not to take on tasks beyond their competence, but the exact experiences and practical work will vary depending where they choose to go.

In Year 6 students are expected to adopt an apprenticeship role, under supervision, as much as possible. There are many opportunities to get involved in the care of patients though students must be proactive to seek them out and make the most of them. There is support and guidance in the form of learning outcomes and core content as usual, and minimum requirements for activities such as clerking patients and completing Feedback Postcards to indicate what is required to ensure students are competent at FY1 level by the time of graduation. There are few lectures and tutorials in Year 6, other than 'bedside' teaching, but there will be guided reading and many online resources. The portfolio reports will be used to develop specific skills to synthesise and summarise a patient's management and needs, and communicate this succinctly to a colleague. At the end of modules tutors review feedback postcards and other completed tasks with students and provide additional written and verbal narrative comments on general progress with suggestions for developments.

There are many other opportunities for feedback, described below. Students are expected to reflect on this feedback, discuss it with their Personal Tutors and use it to further direct and regulate their own learning.

Course Outline

College & School	College of Medicine and Veterinary Medicine › Edinburgh Medical School	**Course Availability**	Not available to visiting students
SCQF Credit Level	SCQF Level 11 (Year 6 Undergraduate)	**Subject Area(s)**	MBChB
SCQF Credit Volume	180	**ECTS Credit Volume**	90

Enrolment Requirements

Pre-Requisites	Students must achieve a Pass in Process of Care 2 to progress to the Preparation for Professional Practice Course.
Co-Requisites	*None*
Prohibited Combinations	*None*

Visiting Student Information

Pre-Requisites	*None*

As this is just a proposal, there is no delivery information yet. Instead, here are the proposed details related to delivery.

Total contact hours	876 hours (dire

Default delivery period	Full Year

Components of Assessment

IN-COURSE ASSESSMENT
Portfolio: Students are required to submit clinical portfolio reports, and an SSC6 (Elective) report.

Professionalism: In all attachments including the Student Assistantship students are required to achieve specified attendance requirements, demonstrate professional conduct and communication and demonstrate engagement through completing required learning activities and tasks such as supervised learning events.

PROGRESSION CRITERIA for IN-COURSE ASSESSMENT
Portfolio: By the end of the Course students must achieve at least a Pass for the year portfolio on aggregate.

Professionalism: Students must complete all attachments and modules without Professionalism Issues being raised. This requires students to:
- attend all teaching in the clinical setting, all small-group sessions and all interactive sessions.
- complete and submit evidence of undertaking required learning activities and tasks on attachment.
- demonstrate professional conduct on attachments and the Student Assistantship, as defined in the Course information

RESUBMISSION /RESIT LOOP for IN-COURSE ASSESSMENTS
Portfolio: Students are required to resubmit all the reports that have failed but can progress if they achieve a Pass on aggregate.

Professionalism: If a module raises an Issue about a student's professionalism (including attendance), the Board of Examiners will decide appropriate remedial learning and another opportunity to demonstrate professional conduct. All Issues must have been satisfactorily addressed to progress to graduation.

FINAL EXAMS after 24 Weeks
Safety in Practice Exam (SiP)- 2 x 2.5hr MCQ
Clinical Practice Exam (CPE) - 80min interactive clinical exam
Portfolio Viva (PV) - 2 x 15min viva

PROGRESSION CRITERIA for FINAL EXAMS
Students must achieve at a Pass for each of the SiP, the CPE, and the PV, according to the following rules:
The SiP mark will be calculated by averaging the two papers.
The CPE and PV take a sequential exam approach due to their relatively short length. Students who achieve 60 + 2SEEst are exempt from the full assessment. Those who do not achieve this level, are invited to take a further exam of at least the same length approximately 1 week later. Results of both exams are added.
Students must achieve at least 60 for each of the CPE and the PV after the full assessment.

RESIT LOOP for FINAL EXAMS
Students will have one opportunity to resit the Final Exams.

Exam information

Not entered

Learning Outcomes

On completion of this course, the student will be able to:

1. Biomedical Sciences (BMS): apply to medical practice the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology.

2. Psychological Aspects of Medicine (PAM): recognise and assess important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation, advice and reassurance to address them.
3. Social Sciences and Public Health (SSPH): implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour; to prevent disease, prolong life and promote health through the organised efforts of society; and demonstrate understanding of how to analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions.
4. Evidence-Based Medicine and Research (EBM&R): use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform clinical decisions; and develop new knowledge or personal understanding through the application of basic research methods and skills.
5. The Consultation (TC): undertake an effective and efficient consultation that is sensitive to the needs of the patient.

Learning Resources

Further information is given on the virtual learning environment, EEMeC to guide students to a range of learning resources that include online lectures, computer based learning packages, quizzes, reading, videos of clinical skills and practical procedures.

Additional Information

Graduate Attributes, Personal and Professional Skills	THE LEARNING OUTCOMES FIELD WILL NOT ACCOMMODATE THE 12 COURSE LOs SO ARE LISTED HERE. LEARNING OUTCOMES for PREPARATION for PROFESSIONAL PRACTICE 1. Biomedical Sciences (BMS) apply to medical practice the biomedical scientific principles, method and knowledge relating to relevant sciences including anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology and physiology. 2. Psychological Aspects of Medicine (PAM) recognise and assess important psychological and behavioural aspects of health, illness and disease; and respond appropriately to these aspects, using strategies such as explanation, advice and reassurance to address them. 3. Social Sciences and Public Health (SSPH) implement, at a clinical level, knowledge of how to understand the experience of illness and illness behaviour; to prevent disease, prolong life and promote health through the organised efforts of society; and demonstrate understanding of how to analyse a population's health problems, establish the causes and effects of these problems and assist appropriately in implementing effective solutions. 4. Evidence-Based Medicine and Research (EBM&R) use the best available medical evidence, found through a systematic search and appraisal of the relevant information sources, to inform clinical decisions; and develop new knowledge or personal understanding through the application of basic research methods and skills. 5. The Consultation (TC) undertake an effective and efficient consultation that is sensitive to the needs of the patient. 6. Presentation, Diagnosis and Management (PDM) describe the modes of presentation and natural history of diseases, recognise and interpret the signs and symptoms with which people present to doctors, construct a differential diagnosis, and choose appropriate methods to investigate, treat and care for patients in a multi-professional setting.

7. Clinical Communication (CC)
communicate clearly, sensitively and effectively with patients and their relatives, and with colleagues from the medical and other professions.

8. Emergency Care, Clinical and Resuscitation Skills (ECCARS)
recognise and systematically assess acutely unwell patients and institute immediate management, including first aid and resuscitation, and perform a range of clinical skills and procedures safely and effectively.

9. Clinical Pharmacology and Therapeutics (CPT)
describe how drugs act and apply this knowledge to clinical practice to prescribe clearly and accurately, to match appropriate drugs to the clinical context, to review the appropriateness of medication and to evaluate the potential benefits and risks.

10. Medical Informatics (MI)
use computers, computing, information and information technology effectively in a medical context; and work effectively within the legal and professional constraints that relate to person-identifiable information.

11. Medical Ethics, Legal And Professional Responsibilities (MELPR)
practise medicine within an ethical framework, with insight and compassion, according to the legal requirements and professional expectations of medical practice in the UK.

12. Personal Professional Development (PPD)
take a reflective and self-directed approach to the ongoing study and practice of medicine, work effectively in a team, and develop others' learning in order to enhance safe patient care, maximise effectiveness and enjoy career satisfaction.

GRADUATE ATTRIBUTES, PERSONAL AND PROFESSIONAL SKILLS
Throughout the MBChB programme, the curriculum offers challenging opportunities and support to ensure all successful students develop the University graduate attributes of Enquiry and Lifelong Learning, Aspiration and Personal Development, and Outlook and Engagement.

More specifically the list below describes how the Preparation for Practice Course Learning Outcomes map to the 4 sets of Graduate Attributes and Skills, Knowledge and Understanding and Technical/Practical Skills.

Knowledge and Understanding

The successful student completing this Course will apply to clinical practice, research and teaching their extensive knowledge and understanding in the following areas:
Biomedical Sciences
Psychological Aspects of Medicine
Social Sciences and Public Health
Presentation, Diagnosis and Management
Clinical Pharmacology and Therapeutics
Medical Ethics, Legal and Professional Responsibilities

Graduate attributes: Skills and abilities in Research and Enquiry
The successful student completing this Course will apply to clinical practice, research and teaching, the skills and attributes achieved in the following domains:

Evidence-Based Medicine and Research
Medical Informatics
Personal Professional Development

Graduate attributes: Skills and abilities in Personal and Intellectual Autonomy
The successful student completing this Course will demonstrate socially-responsible independent thinking and take responsibility for their own actions through achievements in the following domains:

Medical Ethics, Legal And Professional Responsibilities
Personal Professional Development

Graduate attributes: Skills and abilities in Communication
The successful student completing this Course will use a range of communication skills in common clinical settings included in:

The Consultation
Clinical Communication
Medical Informatics

Graduate attributes: Skills and abilities in Personal Effectiveness
The successful student completing this Course will be reflective and self-regulating, equipped for high levels of professional achievement and able to work well with others as described in:

Personal Professional Development (PPD)

Technical / practical skills
The successful student completing this Course will have the skills and technical abilities to permit them to function as a Foundation Doctor and postgraduate learner within the following domains:

The Consultation
Emergency Care, Clinical and Resuscitation Skills
Clinical Pharmacology
Therapeutics
Medical Informatics

Feedback

FEEDBACK ON FORMATIVE TASKS.
There are formative online MCQ exams before each diet of summative exams. In feedback mode students can revisit every question, see their own answers, the correct answer and explanations.

There are informal exemplar practice clinical stations and viva exams before the Final Exams when students get verbal feedback from tutors and peers on their performance.

Students are required to undertake some (listed) clinical tasks such as clerking patients, and supervised learning events such as take a patient's history, in front of the tutor, and receive verbal or written feedback which may be noted on a Feedback Postcard.

FEEDBACK ON SUMMATIVE ASSESSMENT
This will be provided when in-course work is returned or, in the case of exams, after the Board of Examiners ratifies marks, and includes:
Portfolio: Written narrative feedback on portfolio case reports and an opportunity to discuss them with the student's Clinical Tutor Associate.
Professionalism: Written narrative feedback and an opportunity to discuss this from the module tutors at the end of each attachment.
MCQ SiP Exams: Breakdown of scores into Themes and Domains with a comparison against the class scores to demonstrate a student's relative strengths and weaknesses.
Clinical Practice Exam: Breakdown of own station scores into Themes and Domains along with brief written narrative.

	Portfolio Viva: Breakdown of strengths and weaknesses according to the themes of the viva and written narrative feedback. Personal Tutors: Provide feedback on CVs and are happy to discuss other feedback further and help students use it to build on current performance.
Keywords	Medicine,Elderly,Geriatric,Emergency,GP,Surgery,Anaes,Critical,Child,Paed,StudenAssist,Elective,SSC

The information below is **not displayed** on DRPS.

Organisation and Teaching Load

Contact Hours	876 hours (dire
Marking Scheme	MBChB
Default Course Mode of Study	Classes & Assessment incl. centrally arranged exam
Fee Code	*Not applicable*
% not taught by this institution	0%
Collaboration Information (School/Institution)	This Course is owned by The Medical School but the experiential learning occurs within NHS and GP establishments and most of the teaching is delivered by NHS clinical practitioners and GPs. The funding for contributions from the NHS and GPs is provided t

Course Proposal

Course Proposer	Helen Cameron
Proposal Code (internal)	CC1_00000000452034669671

Latest Approval Status

Submitted for Level 1 Approval?	No
Level 1 Approval Status	-
Level 2 Approval required?	-
Submitted for Level 2 Approval?	-
Level 2 Approval status	-
Senatus Approval required?	-
Submitted for Senatus Approval?	-
Approved by Senatus?	-
Full Approval Status	-

Submitted for input of further task details?	-
Further Course Details task completed?	-
Has Proposer cancelled proposal?	No

Reasons for rejection

Level 1 rejection reason	-
Level 2 rejection reason	-
Senatus rejection reason	-

Uploaded Supporting Documents

Document File Name - click on name to view document
No supporting documentation has been uploaded

THE UNIVERSITY of EDINBURGH

Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description): **Extension of existing 5 year medical programme plus optional intercalated year to almost all students with an integrated 6 year medical programme becoming the 'standard' offering (with a few exceptions)**

B. Reason for Equality Impact Asessment (delete as applicable):

- ~~Proposed new policy/practice~~
- Proposed change to an existing policy/practice
- ~~Undertaking a review of an existing policy/practice~~
- ~~Other (please state):~~

C. Person responsible for the policy area or practice:

Name: **Professor Neil Turner**

Job title: **Director of Undergraduate Learning and Teaching**

School/service/unit: **Edinburgh Medical School**

D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:

- ~~affects primary or high level functions of the University~~
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? **This assessment is being carried out to ensure that the proposed programme changes do not result in any decrease in equality of opportunity**
- ~~It is one which interested parties could reasonably expect the University to have carried out an EqIA?~~

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):

- Age **The additional programme year may have an impact on Graduate entrants, however there will be an option for this group to progress directly into the fourth year of the programme without studying for the intercalated degree – it is anticipated that the longer programme will be less attractive as an option given**

that graduate entrants already join the MBChB programme with a first degree in a science subject

- Disability **The extent to which disabled students may be less able to accept an offer on the 6 year programme compared with the 5 year programme is examined**
- ~~race (including ethnicity and nationality)~~
- ~~religion or belief~~
- ~~sex~~
- ~~sexual orientation~~
- ~~gender reassignment~~
- ~~pregnancy and maternity~~
- ~~marriage or civil partnership~~[1]

Add notes against the following statements where applicable/relevant:

- On any available information about the needs of relevant equality groups: **In the 'Age' category this group is unlikely to need the additional first degree qualification afforded by the intercalated year; for the 'Disability' category it is not anticipated that any declared disabilities for MBChB students would prevent them also from studying for an intercalated degree via the new programme.**

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **Previous surveys provide some evidence about the attractiveness of a 6 year programme (versus the 5 year option), although more detailed ongoing annual monitoring will seek to ensure no student is disadvantaged through the introduction of the new programme.**

  A basic survey of 100 first year entrants in 2013 indicated very broad support for the new programme (88% of respondents saying they would have accepted an offer from Edinburgh for a six year programme); there is limited information about the type of respondent to the survey, although the free text responses do highlight potential financial concerns.

  Whilst there has been no reduction in Scottish-domiciled application numbers with contextual flags for the 2016 admissions cycle (explicitly to the six year programme) compared with last year, there has been a reduction in overall RUK applications by almost 20%. This latter result is not unexpected as it was anticipated that this group would be more affected by the change; however, there are sufficient well-qualified applicants for the number of available places who are committed to the six year programme. It is believed that application numbers will rise following increased promotion of the new programme in the coming year.

  Establishing robust benchmarks across the sector is not straightforward, as no other Scottish institution has a comparable programme and there are relatively few six year programmes in England where the funding regime makes comparisons difficult. Nonetheless, in a personal communication, the Head of Imperial College School of Medicine has stated that they have found a six-year programme does not deter WP applicants.

  Overall, in 2015-16, approximately 65% of students intercalated between years 2 and 3 (~60% for SEU, ~70% for RUK). In terms of students with WP flags the proportions intercalating varied between 30% and 55%; details are provided in the Appendix. Given the very small numbers involved it would not be

[1] Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

reasonable to attempt to draw definitive conclusions about the variations in proportions intercalating when compared with the overall student cohort, particularly given the fact that a range of personal reasons may be behind the decision. In addition care would need to be taken in attempting to extrapolate from the current position which is voluntary.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **It is not believed that this new programme would lead to any of the above consequences.**
- If the policy/practice contributes to advancing equality of opportunity[2] **Not applicable.**
- If there is an opportunity in applying this policy/practice to foster good relations: **Not applicable.**
- If the policy/practice create any barriers for any other groups? **There is a concern that financial considerations may create barriers for students from under-represented groups with the addition of another year of the programme; the College aims to mitigate this potential risk through the establishment of a bursary scheme.**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **Information about the 6 year programme will include details of the bursaries available to affected students.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **Not applicable.**
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations: **Not applicable.**

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

~~**Option 1:** No change required – the assessment is that the policy/practice is/will be robust.~~

Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. **When this change was discussed, the possible implications for Widening Participation were recognised from the outset, and have been a subject to be addressed. At the College Strategy Group (CSG) and in subsequent discussions, the strategic use of bursaries was agreed as the main way of ensuring that students from under-represented groups could still be encouraged to come to Edinburgh, on the basis that the six-year programme represents a superior educational offering for future doctors.**
At present 5-8 WP students enter the MBChB programme per year. These students would be awarded a bursary prior to entry, and would elect when to access the funds, at any time after matriculation to Year 1. Non-WP students would also be eligible to apply on a needs basis. Almost all WP students coming to Edinburgh are Scottish-

[2] This question does not apply to the protected characteristic of marriage or civil partnership

domiciled, but it is proposed that these bursaries would also be offered to any RUK/EU students who have been supported by a local WP programme, and that it would be open to non-WP RUK/EU students to apply for them on the basis of need.
The bursaries will be established now and their availability advertised to potential WP applicants in the prospectus and in schools outreach activities, through the Admissions Office and the Recruitment and Liaison Service of the University. We will liaise with University Scholarships Office in allocating the bursaries.

~~**Option 3:** Continue the policy or practice despite the potential for adverse impact, and which can be mitigated~~

~~**Option 4:** Stop the policy or practice as there are adverse effects cannot be prevented/mitigated.~~

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **As part of the ongoing process to monitor applications, offers which have been declined by applicants from under-represented groups can be followed up to determine whether this has been the result of the lengthening of the programme via the University's Decliners' Survey, should the applicant respond.**

2. When will the policy/practice next be reviewed? **Reviews will take place regularly, although it is not anticipated that the length of the programme will be changed, rather to determine whether any additional support for applications from under-represented groups were needed.**

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

EqIA undertaken by (name(s) and job title(s)):

Accepted by (name):
[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date:

Retain a copy of this form for your own records and send a copy to
equalitydiversity@ed.ac.uk

Appendix: Summary of Intercalating Students 2015-16

Sources: GaSP Diagonal Tables; Admissions statistics and student record information

Category	Number Intercalating	Total in Category	% Intercalating	Notes
All Students	135	203	66%	
SEU	67	108	62%	
RUK	68	95	72%	
Protected Characteristics/WP Flags:				
Age	0	5	0%	
Disability	3	7	43%	(1)
Postcode (WP flag)	3	9	33%	
LEAPS flag	7	13	54%	
RUK with WP flag	0	6	0%	
Overseas (for information only – not included above)				
All Overseas	7	19	37%	

Notes: (1) 1 non-intercalating student was a graduate entrant (who would not be expected to intercalate)

CSPC: 17.03.2016 **CSPC 15/16 4 D**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Joint Curriculum and Student Progression Committee (CSPC)/Quality Assurance Committee (QAC) Task Group on the planned University of Edinburgh / Zhejiang University undergraduate degree programme Integrative Biomedical Sciences – Remit and Membership

Executive Summary

The University is in the process of establishing a jointly delivered (dual award) undergraduate degree programme in Integrative Biomedical Sciences with Zhejiang University.

The School of Biomedical Sciences (the lead School for the initiative) presented a paper on curriculum structures for the new programme to CSPC's 21 January 2016 meeting. It is planning to present a further paper to CSPC's 17 March 2016 meeting regarding the regulatory arrangements for the programme. There are also discussions underway between Student Systems and the School regarding student system issues which relate to academic arrangements. In due course, it would be appropriate to confirm with QAC the detailed quality assurance arrangements for the programme.

Given that this is a significant development, the Conveners of CSPC and QAC have agreed to establish a short-life task group to advise CSPC and QAC regarding proposals for the academic aspects of this new programme.

How does this align with the University / Committee's strategic plans and priorities?

Aligns with the strategic goal of excellence in education.

Action requested

To approve the remit and membership of the task group

How will any action agreed be implemented and communicated?

Via the Senate Committees' Newsletter

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

While the development of the programme will have significant resource implications, the establishment of the task group does not have any significant resource implications.

2. **Risk assessment**

No key risks associated with the paper. The task group will assist the University to assess and manage any risks associated with the academic arrangements for the collaboration.

3. Equality and Diversity

No change of practice or process so no impact assessment is required.

4. Freedom of information

The paper is open

Key words

Originator of the paper

Tom Ward
Director of Academic Services
March 2016

Joint Senate Curriculum and Student Progression (CSPC) / Senate Quality Assurance Committee (QAC) task group on the planned University of Edinburgh / Zhejiang University undergraduate degree programme in Integrative Biomedical Sciences – Remit and Membership

Membership

Tom Ward, Director of Academic Services (Convener)
Prof Tina Harrison, Assistant Principal Academic Standards and Quality Assurance (Convener of QAC)
Prof Alan Murray, Assistant Principal Academic Support (Convener of CSPC)
Barry Neilson, Director of Student Systems
Prof Graeme Reid, CSE Dean of Teaching and CSPC Deputy Convener
Imogen Wilson, EUSA Vice-President Academic Affairs

Remit

To advise CSPC on and QAC on proposals regarding the academic arrangements (including academic regulations, policies, curriculum structures and quality assurance) and associated student system and other relevant student arrangements for the planned University of Edinburgh / Zhejiang University BSc (Hons) Integrative Biomedical Sciences undergraduate degree programme.

Tom Ward
Director of Academic Services
March 2016

CSPC: 17.03.2016 **CSPC 15/16 4 E**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Zhejiang University – University of Edinburgh Institute: academic management of jointly delivered dual award UG programmes.

Executive Summary

Proposals for the academic management of jointly delivered dual award UG programmes delivered by the Zhejiang University – University of Edinburgh Institute (ZJU-UoE Institute).

How does this align with the University / Committee's strategic plans and priorities?

The ZJU-UoE Institute project aligns with the strategic goals of excellence in education and innovation, and strategic themes of global impact, partnerships, and widening participation.

Action requested

CSPC is asked to discuss and comment on the proposals for academic management of jointly delivered UG programmes at the ZJU-UoE Institute. If no substantive issues are identified, CSPC is asked to approve the proposed approach to academic management.

Please note, the track changes show the variation from a version previously circulated to CSPC members.

How will any action agreed be implemented and communicated?

The outcome will be reported to the ZJU-UoE Institute Joint Management Committee for implementation.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Resources for the Zhejiang collaboration are managed through an agreed financial business plan.
2. **Risk assessment**
   The paper does not include a risk analysis but a risk register is managed by Edinburgh Zhejiang project steering group.
3. **Equality and Diversity**
   No equality and diversity implications.
4. **Freedom of information**
   This paper can be included in open business.

Key words

Biomedical Sciences, collaboration, dual award

Originator of the paper

Professor John Stewart, Director of Teaching, EMS: Biomedical Sciences

Zhejiang University – University of Edinburgh Institute: academic management of jointly delivered dual award UG programmes.

Key background information:

- The Zhejiang University – University of Edinburgh Institute (ZJU-UoE Institute) will deliver a four year BSc Honours degree in integrative Biomedical Sciences. There are plans to develop additional UG and PG programmes in future.
- Students on the programme will be fully matriculated students of both UoE and ZJU.
- The programme will recruit students from China (home students) and international students.
- Successful students will be awarded a degree by both universities, with separate degree certificates and transcripts that indicate that this is a dual / double award.
- Programmes will be delivered in English.
- Programmes will be taught by staff from Edinburgh Medical School: Biomedical Sciences, ZJU School of Basic Medical Sciences, and the ZJU-UoE Institute.
- Programmes will be delivered wholly at the new International Campus of Zhejiang University in Haining, China.
- The International Campus will host six Joint Institutes in different disciplines. The ZJU-UoE Institute is one of the first two to be established. A management structure is being developed at the International Campus to enable the Joint Institutes to function in the most effective and efficient way. This structure will coordinate all campus based activities including infrastructure and student/staff affairs. On campus student support and services will be provided in English.
- The planned programme start date is September 2016.
- Programme and year one course proposals have been approved by the Biomedical Sciences Board of Studies, College of Medicine and Veterinary Medicine Undergraduate Studies Committee, and approved by CSPC pending confirmation of arrangements for compulsory general courses: please see paragraph 3 and appendix 1 below.
- Further information can be found in papers previously submitted to CSPC (21/1/16).

Overview of approach to academic management

Academic regulations, policies and guidance are set out in the International Campus General and ZJU-UoE Institute Supplementary Regulations and Institute Taught Assessment Regulations. The International Campus General Regulations state the Chinese Ministry of Education and ZJU requirements. These regulations cover enrolment, study period, attendance, curriculum, course assessment and record, transferring degree programmes, interruptions of study, exclusion and withdrawal, and degree regulations. The ZJU-UoE Institute Supplementary Regulations state the requirements for assessment, progression and

award for the UoE and ZJU degrees delivered by the ZJU-UoE Institute. The Institute Taught Assessment Regulations ~~for the programme~~ are based on current University of Edinburgh regulations and will apply to both degrees.

The UoE General Undergraduate Degree Programme Regulations do not apply to students in the ZJU-UoE Institute as their degrees are covered by an approved Memorandum of Agreement. However, the International Campus General Regulations have been mapped against the UoE Degree Programme Regulations and the ZJU-UoE Institute Supplementary Regulations state the UoE requirements that are distinct from the General Regulations. A copy of the Draft International Campus General Regulations and ZJU-UoE Institute Supplementary Regulations for home students is given in appendix II.
~~In some instances these have been amended to take into account legislative requirements of the Chinese Ministry of Education that apply to home students. They have also been amended to reflect management and governance structures in the ZJU-UoE Institute.~~

The key constraints imposed by the Chinese Ministry of Education relate to managing home student mobility within China; compulsory general courses which include components in Chinese culture, history, language, general scientific disciplines and military training: and sharing confidential student information with parents / carers of home students. International students are not subject to these requirements. There are also Chinese Ministry of Education rules relating to resits. These apply to the award of the ZJU degree to all students.

Compulsory general courses:

- International students are not required to take the compulsory general courses in Chinese culture, history, language and military training. Courses in Chinese language and culture, delivered in English, will replace the culture, history and language courses for International students.
- University of Edinburgh credit will not be awarded for courses in military training for any students, and this will not be a requirement for award of the Edinburgh degree. Please also see appendix I.

~~Students of the ZJU-UoE Institute will be governed by the International Campus General Regulations and Supplementary ZJU-UoE Institute Regulations: these regulations cover enrolment, study period, attendance, curriculum, course assessment and record, transferring degree programmes, interruptions of study, exclusion and withdrawal, and degree regulations. The General Regulations apply to all Institutes within the International Campus, while the Supplementary Regulations are specific to each Institute. The UoE General Undergraduate Degree Programme Regulations do not apply to students in the ZJU-UoE Institute as their degrees are covered by an approved Memorandum of Agreement. However, the International Campus General Regulations have been mapped against the UoE Degree Programme Regulations and the Supplementary ZJU-UoE Institute Regulations are~~

~~designed to alleviate any conflict. A copy of the International Campus General Regulations and Supplementary ZJU-UoE Institute Regulations for home students is given in appendix II.~~

The current agreement between the two universities includes the development of a second undergraduate degree and postgraduate masters and doctoral degrees. A second undergraduate degree would conform to the regulations and policies described in this document. Further approval would be sought for any proposals that contradicted these processes. The regulations and policies relating to postgraduate degrees would be brought to the appropriate UoE committees.

The partner institutions have established a Joint Management Committee (JMC) that is responsible for oversight of the governance arrangements, business planning and resource management of the ZJU-UoE Institute and associated programmes. The ZJU-UoE Institute management structure is shown in appendix IV.

Detailed information on key areas of governance are given below for information and discussion.

1. Academic Governance

1.1. Assessment regulations

The programme will be managed under the International Campus General and ZJU-UoE Institute Supplementary Regulations and the ZJU-UoE Institute Taught Assessment Regulations. ~~These~~ The latter are modelled closely on the UoE Taught Assessment Regulations (TAR), and will be updated in line with the UoE Taught Assessment Regulations going forward.

In situations where the UoE Taught Assessment Regulations will not apply to both degrees the ZJU-UoE Institute Taught Assessment Regulations ~~Updates to these regulations will not require approval by ZJU but will be considered by the ZJU-UoE Institute Learning and Teaching committee. Any changes that might not be considered appropriate for the Institute programmes will be brought to CSPS by the usual channels at UoE. Therefore any updates made annually to the UoE TAR will be replicated in the Institute TAR for the same academic year. A copy of the proposed ZJU-UoE Institute TAR is given in Appendix III.~~ will refer to the International Campus General and ZJU-UoE Institute Supplementary Regulations where the requirements for each degree will be stated. The requirements for the UoE degree will conform to the UoE Taught Assessment Regulations.

1.2. Programme and Course approval and change

Course and programme development will be undertaken jointly by staff from UoE, ZJU and the ZJU-UoE Institute and discussed by the Institute Learning and Teaching committee. Course and programme proposals and management will follow the UoE processes being presented to the Biomedical Sciences Board of Studies for approval, and reported to the CMVM UG Studies Committee as appropriate.

1.3. Academic appeals

The ZJU-UoE Institute will produce an academic appeals process based on UoE practice and policy. Students at the ZJU-UoE Institute can only appeal through ZJU-UoE Institute policy ~~.~~ which will specify that academic ~~A~~appeals will be handled by the ~~Academic Affairs Division of the International Campus and annual reports on cases will be sent to Academic Services at UoE for monitoring and reporting~~UoE appeals process. ~~Students will have the right to pursue a contested outcome through Chinese law.~~

1.4. Academic misconduct

Cases of suspected academic misconduct will be investigated by a process ~~identical to~~based on the UoE practice. The ZJU-UoE Institute will appoint an Institute Academic Misconduct Officer with similar responsibilities to a ~~School~~ College Academic Misconduct Officer (C~~S~~AMO) at UoE and two Deputy Institute Academic Misconduct Officers with similar responsibilities to School Academic Misconduct Officers (SAMOs) at UoE~~. The International Campus will manage the academic misconduct process through the appointment of a Campus Academic Misconduct Officer with similar responsibilities to a College Academic Misconduct Officer (CAMO) at UoE~~. All cases of academic misconduct reported in the ZJU-UoE Institute will be reported through the College of Medicine and Veterinary Medicine returns. Students and Boards of Examiners will be able to appeal against decision through the academic appeals process (1.3 above) and UoE processes, respectively.

1.5. Regulation and policy approval processes going forward

~~The Memorandum of Agreement and Articles of Agreed state that academic regulations will follow UoE policies. All the regulations, policies and associated guidance documents that have been/are being prepared are based on UoE policies.~~ On an annual basis the ZJU-UoE Institute Learning and Teaching committee will consider the current policies and documents and amend these as necessary. If the proposed changes do not conflict with UoE practice then approval will be completed through the ZJU-UoE Institute processes. Where a conflict with UoE policies is identified then if the change is deemed necessary then approval will be sought through the Biomedical Sciences Board of Studies and other appropriate UoE committees.

Any changes to UoE regulations and policies will be notified to the ZJU-UoE Institute Learning and Teaching committee through Edinburgh Medical School: Biomedical Sciences for discussion and action. Changes that conflict with ZJU-UoE Institute policies will require alteration of the policy through ZJU-UoE Institute processes or application through Biomedical Sciences Board of Studies for an opt-out from the change.

Any changes to Chinese Ministry of Education regulations or ZJU policies will be discussed by the ZJU-UoE Institute Learning and Teaching committee and implemented through the ZJU-UoE Institute Board of Studies if they do not conflict with UoE policies or referred to Biomedical Science Board of Studies for approval or application for an opt-out.

Any conflicts that cannot be agreed will be referred to the ZJU-UoE Institute Joint Management Committee for mediation.

2. Quality Assurance

A paper on the QA arrangements for the programme will be sent to the Quality Assurance Committee in May for information.

2.1. Annual course and programme monitoring

Course student feedback will be gathered for all jointly-delivered courses via Evasys or other ZJU-UoE Institute processes depending on availability and suitability. Students will be able to access the survey through the course VLE page. Student feedback will also be gathered on the Chinese compulsory courses: the mechanism and process for reviewing and acting on feedback for these courses will be the responsibility of ZJU but UoE will be involved in process and help guide change.

Outcomes from course monitoring, reports from Course Organisers, and student outcomes will be reviewed annually by the ZJU-UoE Learning and Teaching Committee. The Institute Learning and Teaching Committee will submit an annual report that meets the requirements of UoE annual course and programme monitoring to the BMS Director of Quality for inclusion in the BMS annual QA report. Feedback on the report will be provided by BMTO and CMVM as part of the usual BMS QA processes, and the Institute Learning and Teaching Committee will report on annually on progress on any concerns.

2.2. Student surveys (ESES and NSS)

Students on this programme will be reported to HESA in the 'Offshore Aggregate' category and therefore Student Surveys have advised that they would not normally be included in NSS, and that in previous cases NSS have not agreed to extend the survey to students in this category. The students therefore will not be included in NSS.

Following consultation with Student Surveys, we do not feel ESES is appropriate for these students because of the focus on student experience of support services at the Edinburgh campus.

2.3. TPR

The programme will be included in the 2017/18 TPR of Biomedical Sciences.

2.4. External Examiner

The programme, and all jointly-delivered courses, will have External Examiner(s) appointed. The External Examiner will be nominated by the ZJU-UoE Institute Learning and Teaching Committee, under a policy modelled on the UoE External Examiner Policy, and meeting the same requirements for expertise and externality. The appointment will be formally approved by the appropriate International Campus committee and the appointment contract will be with the International Campus. We do not expect Institute programmes to be included in the UoE External Examiner Reporting System, but the External Examiner will make annual reports which will be considered in the Biomedical Sciences annual Quality Assurance Report.

3. Student Status

Students on ZJU-UoE Institute programmes will be fully matriculated students of both UoE and ZJU.

3.1. Matriculation and Registration

Students will complete online matriculation and registration at UoE following similar procedures used by ODL students. Students will be required to agree to the Sponsio Academia and will be governed by UoE terms and conditions. The requirement to complete the UoE matriculation process is set out in the International Campus ZJU-UoE Institute Supplementary Regulations.

4. Learning and Teaching

4.1. VLE

Courses will be supported by Blackboard Learn hosted at the ZJU-UoE Institute.

4.2. Course Organisers

Course Organisers will be appointed for all courses. These staff may be UoE, ZJU-UoE Institute, or ZJU staff, but all Course Organisers will be operating under the same policies and guidelines based on UoE practices.

4.3. Programme and Course handbooks

Programme and course handbooks will be produced for all programmes and courses, and will conform to current UoE requirements.

4.4. Support for study

Support for study will be provided by the ZJU-UoE Institute, via events and resources on the VLE, modelled on the support currently provided by the Biomedical Teaching Organisation. Support for study will also be provided by the International Campus. Also see section 6.

5. Assessment, Progression and Award

The International Campus General and ZJU-UoE Institute Supplementary Regulations and t~~T~~he ZJU-UoE Institute Taught Assessment Regulations are described under section 1.1 and cover all aspects of course and programme assessment, progression and award.

5.1. Marking Scheme

All assessments will be marked on the same marking scheme with descriptors for each grade. The descriptors will relate to the learning outcomes of the course and the SCQF level. Currently ZJU uses a 101-point marking scheme with 60% being the pass mark (identical to UoE CMS3). The ZJU-UoE Institute will maintain a student record showing the marks and results for all students based on this marking scheme. The EUCLID record will show these marks converted to a mark based on UoE CMS1. Marks will be converted from the ZJU-UoE Institute mark to the UoE mark by an agreed and published rubic.

5.2. Board of Examiners

A Board of Examiners will be appointed to oversee each programme and its constituent courses. Course and programme results will be ratified by the Board of Examiners. The Board will be constituted and operate under the ZJU-UoE Institute Taught Assessment Regulations. Course and programmes outcomes for the UoE award will be recorded on EUCLID.

5.3. Progression

Requirements for progression will comply with ~~the current UoE requirements~~the rules applicable in the awarding institutions. For ~~this~~ these programmes the requirements are set out in the International Campus ~~ZJU-UoE Institute~~ General and ~~Supplementary~~ZJU-UoE Institute Supplementary Regulations and programme handbook.

5.4. Award

Requirements for the award of the University of Edinburgh degree will comply with the current UoE requirements for award. For this programme the requirements are set out in the International Campus General and the ZJU-UoE Institute Supplementary Regulations and programme handbook.

6. Student Support

6.1. Personal Tutors

Students will be allocated a Personal Tutor who will be a member of academic staff based in China. ZJU student support systems provide academic and pastoral care that is equivalent to that provided for UoE students. Appropriate guidance documentation is being prepared.

6.2. Student Support Officers

The role of student support officers will be provided by course and programme administration staff. The roles and responsibilities of Personal Tutors and other staff involved in supporting students will be clearly stated in programme and ZJU-UoE Institute documentation.

6.3. Provision of information to students

There will be a ZJU-UoE Institute and International Campus website containing all relevant information for students. Each course and programme will also be supported by its own VLE pages.

6.4. Library

Students will have full access to ZJU online library resources, and access to hard copy library resources through the International Campus Library. Students will also have access to UoE online library resources. There may be some restrictions to access under UoE e-publishing agreements, and we are consulting with colleagues in the library on this.

6.5. Counselling

Students in the ZJU-UoE Institute will have access to counselling services available on the International Campus.

6.6. Disability Service

Students in the ZJU-UoE Institute will have access to disability services available on the International Campus. Learning adjustments will be determined in line with current UoE and ZJU practice.

6.7. Special Circumstances

Special circumstances practice is included in the International Campus General Regulations and Supplementary ZJU-UoE Institute Regulations and ZJU-UoE Institute taught assessment regulations. Special circumstances will be considered by Board of Examiners following guidelines that conform to UoE policy.

6.8. Careers

Career advice will follow current ZJU practice aligned to International Campus aims and strategies.

7. Student Representation

7.1. Student Staff Liaison Committees

Courses in the ZJU-UoE Institute will nominate Class Representatives in line with UoE expectations, and the Institute will put in place Student Staff Liaison Committees, in line with the UoE policy.

Training for class representatives will be provided following EUSA's model for ODL students, in conjunction with support provided by the ZJU-UoE Institute.

7.2. Student union

Students will become members of the Edinburgh University Students' Association on entry to the programme.

8. Recruitment and Admissions

Admission to the ZJU-UoE Institute will be controlled by the International Campus in line with Ministry of Education rules. Matriculation and registration at UoE is covered in section 3 above. Recruitment will be the responsibility of ZJU-UoE Institute but it is proposed that the two partner institutions will assist in this process.

8.1. Home (Chinese) admissions

Home students will be recruited by ZJU following their usual processes, as stated in the collaboration Cooperation Agreement. Student Recruitment and Admissions have confirmed that no further formal opt-out from UCAS Admissions is required.

8.2. International admissions

International admissions will be managed by the ZJU-UoE Institute, and ZJU. Entry requirements for international students will be the same as the entry current requirements for equivalent students in Biomedical Sciences at UoE.

8.3. English language requirements

International students: English language requirements at entry will be the same as the entry current requirements for Biomedical Sciences at UoE.

Home students: English language requirements at entry will be at a level that ZJU deems to be the minimum required to engage in studies and successfully complete the first year. However, students will be required to achieve a higher minimum level by the end of year one. Students who do not achieve this standard will have an exit route to a suitable Chinese-language programme in the School of Basic Medical Sciences at the ZJU main campus.

Pre-sessional English courses, and English language support throughout the academic year, will be provided for all students.

9. Programme / course administration

9.1. Administrative support at the Institute

The financial and business plans for the ZJU-UoE Institute contain provision for administration staff to support all functions including course and programme related activities.

9.2. Administrative support in Edinburgh

The financial plan provides funding for two administration post within the BMTO. One post is already filled and the other will be appointed when required.

10. Complaints

The International Campus will have a complaints policy that is aligned with UoE procedures.

11. Student conduct
Student Conduct will be governed by ZJU policies and procedures. This is in line with the UoE Code of Student Conduct: '3. For students on programmes of study which are provided jointly between the University of Edinburgh and another institution, misconduct alleged to have been committed on the premises of either institution shall be dealt with under the relevant institution's discipline regulations. Which regulations take priority may be agreed in writing between the institutions. When the alleged misconduct is committed elsewhere, the University Secretary of the University and of the other institution, or their nominees, shall consult and decide whether the case shall proceed under the Code of Student Conduct of the University of Edinburgh or that of the other institution.'

Appendices

I General Compulsory Courses

II Draft International Campus General Regulations and ~~Supplementary~~ZJU-UoE Institute Supplementary ~~ZJU-UoE I~~nstitute Regulations

~~III Draft ZJU-UoE Institute Taught Assessment Regulations **(sent as a separate document)**~~

I~~V~~II Governance structure of ZJU-UoE Institute

IV Route for regulation update and approval between ZJU-UoE Institute and UoE

Appendix I

General compulsory courses

Year 1			
ZJU Code	**Course name**	**Period**	***UoE credits**
021E0010	Chinese Cultivation and Basic Laws	Semester 1	20 credits level 8
021R0020	Conspectus of Chinese Modern History	Semester 2	
371E0010	Chinese social development situation and policies I	Semester 1	
061B0170	Mathematical Statistics	Semester 1	20 credits level 8
061Z0090	Physics Experiment I	Semester 2	
061R0060	Physics I	Semester 2	
6112010	Introductory Chemistry for Biologists	Semester 1	20 credits level 8
061B0422	Chemistry experiment	Semester 1	

Year 2			
ZJU Code	**Course name**	**Period**	***UoE credits**
021E0040	Dialectics of nature	Semester 2	20 credits level 8
031E0031	Basic theory of China's social development	Semester 2	
371E0020	Chinese social development situation and policies II	Semester 2	
051F0600	English language test	Semester 2	

*University of Edinburgh student record will show credits as “Study at Zhejiang University – University of Edinburgh Institute”

Discussions are still in progress to determine which general compulsory courses will be taught in English. The science-based course will be in English. Where a general compulsory course has to be delivered in Chinese, e.g. Dialectics of nature, then International students will take another course on covering basic Chinese language.

The following courses will be compulsory for Chinese nationals for the award of the Zhejiang University degree. These courses will not be taken by International students and no credits or record will be kept on the University of Edinburgh student system.

03110021 Military Training
031E0020 Physical Education I, II
031E0010 Military Theory
031E0040 Physical Education III
031E0050 Physical Education IV

Appendix II

Draft International Campus General Regulations and Supplementary ZJU-UoE Institute Regulations

Part A General regulations总体规定

Enrolment and Registration of Domestic Student国内生入学与注册

1. Freshmen Enrolment新生入学
2. Qualification Reviewing资格复查
3. Freshmen Health Examination新生体检
4. Qualification Retaining /Interruption保留入学资格/休学
5. Registration学期注册
6. Tuition and Accommodation Expenses学费与住宿费

Study Period学习期限

7. Study Period学习期限

Attendance and Leave Application考勤与请假

8. Class Attendance课堂考勤
9. Leave Application请假

Study of Curriculum课程修读

10. Take Courses选课
11. Add/Drop Courses课程补退选
12. Take Courses and Record选课与成绩
13. Withdrawal中途退课

Course Assessment and Grade Record课程考核与成绩记载

14. Record and Credit成绩与学分
15. Course Assessment课程考核
16. Mark System成绩记载方式
17. Self-teaching自修
18. Re-taking a course重修
19. Exemption免修
20. Deferment of examination缓考
21. Full Year Courses学年课程成绩
22. Physical Education体育课程
23. Minor辅修
24. GPA平均学分绩点

Transferring to different degree programme or another College转专业与转学

25. Transferring to a different degree programme转专业条件
26. Transferring Restricting转专业限制
27. Transferring to another College转校

Interruption and Resuming Study休学与复学

28. Interruption休学
29. Recruited参军
30. The Interruption Procedure休学程序
31. Interruption and Deferment of examination休学与缓考
32. Interruption Restricting休学限制
33. Medical Expense医疗费用
34. Resuming Study复学
35. Extending Interruption延长休学

Exclusion and Withdrawal退学警示与退学

36. Exclusion and Withdrawal Situations退学
37. Supplementary Regulations退学补充
38. The Exclusion/Withdrawal Approve退学审批
39. The Exclusion/Withdrawal Procedure退学程序
40. Exclusion and Withdrawal Claim退学声明
41. Appeal Against申诉

Graduation, Completion of Study, Failure to Complete Study from ZJU浙江大学毕业、结业、肄业

42. Graduating Examines and Assesses毕业审核
43. Deferment of Graduation延期毕业
44. Graduation ahead提前毕业
45. Completion of Study结业
46. Failure to Complete Study肄业
47. Minor辅修
48. Graduating Year Defects毕业学年违规
49. Certificate Replacing结业换证

Academic Degree学位

50. Degree awarding method学位颁发方式
51. Bachelor degree ZJU浙江大学学位

Supplementary Provisions附则

52. Authorizing授权
53. Effective生效

Part B ZJU-UoE Institute's supplementary regulations浙江大学–爱丁堡大学联合学院补充规定

Detailed Regulations of the International Campus of Zhejiang University on Student Status Management

浙江大学国际联合学院学生学籍管理细则

Part A General regulations总体规定

To regulate the undergraduate student status management of the International Campus, maintain normal teaching practice and realize the East-and-West-combined teaching ethos and student development goal, the Detailed Regulations are made pursuant to the Rules on the Management of Students of Higher Educational Institutions (Order No.21 of 2005 of the National Ministry of Education) and referring to the characteristics of the undergraduate education of Zhejiang University and the International Campus.

为规范国际联合学院本科学生的学籍管理，维护正常的教学秩序，实现东西方融合的教学模式和人才培养目标，依据国家教育部《普通高等学校学生管理规定》（教育部2005年第21号令），结合浙江大学与国际联合学院本科教育教学的特点，特制订本细则。

The Detailed Regulations are applicable to all enrolled undergraduate students of the International Campus, and the Supplementary Regulations are relevant to specific Institute students.

本细则适用于国际联合学院所有在籍本科学生。各联合学院的补充规定适用于相关联合学院所有在籍本科学生。

Enrolment and Registration of Domestic Student国内生入学与注册

Article 1 From the day the student receives the Notice of Admission of Zhejiang University, he/she is qualified for attending Zhejiang University. Freshmen shall produce the Notice of Admission of Zhejiang University and other related certificates and follow the enrolment procedures at the International Campus on the appointed date and pay the expenses according to the rules.

In case the student is unable to enrol for some reasons, he/she shall ask for leave by writing to the Academic Affairs Division of the International Campus and attach the related

certificates and follow the procedure for postponing the enrolment before the appointed date. Generally, the leave shall not be more than two weeks. Except for proper reasons such as force majeure, students who do not ask for leave, whose leave application is not approved or whose leave is overdue are regarded as giving up the qualification for attending Zhejiang University.

第一条 新生自收到《浙江大学录取通知书》之日起，即获得浙江大学入学资格。新生应凭《浙江大学录取通知书》和其他有关证件，在规定日期来国际联合学院办理入学手续，并按规定缴费。

因故不能按期办理入学手续者，应于报到日期前以书面形式并附有关证明向国际联合学院教务部请假并办理暂缓报到手续，请假一般不超过两周。未请假、未准假或者请假逾期者，除因不可抗力等正当理由以外，视为放弃入学资格。

Article 2 According to the student admission rules of China, the first three months after the student enters the International Campus is the period for reviewing the student's qualification for attending the International Campus. If the student passes the review, he/she is allowed to register and acquire the student identity of Zhejiang University. If the student does not pass the review, the International Campus will treat the student according to the actual situation until reporting to the Undergraduate School office or revoking the qualification for attending Zhejiang University.

In cases, where any student obtains the student identity by fraudulent practices, his/her student identity will be revoked once the fraudulent practices are proved. If the situation is serious, the case will be handed over to the related department for investigation.

第二条 按照国家招生规定，入学后的三个月为新生入学资格复查期，复查合格者准予注册，并取得浙江大学学籍；复查不合格者由国际联合学院区别情况，予以处理，直至报本科生院备案、取消入学资格。

凡属弄虚作假、徇私舞弊取得学籍者，经查实后，将作取消学籍处理，情节恶劣者，将移交有关部门查究。

Article 3 During the reviewing period, Freshmen shall attend the health examination organized by Zhejiang University. Examinations shall be at the Hospital of Zhejiang University or a level-II grade-A hospital appointed by Zhejiang University. If a student is diagnosed with a certain disease that makes it unsuitable for the student to study on the International Campus, the student may apply to postpone registration and retain the qualification for attending Zhejiang University for one year and return to home for treatment approved by the International Campus.

During the period of retaining the qualification for attending Zhejiang University, the student does not hold the student identity of Zhejiang University, and is not entitled to the benefits for enrolled students and students who interrupt their study. If the student recovers after treatment during the period of retaining the qualification for attending Zhejiang University

he/she shall reapply for attending Zhejiang University to the Academic Affairs Division of the International Campus by producing the recovery certificate issued by an approved hospital. Students who reapply for attending Zhejiang University are allowed to start the enrolment procedure after being proved recovered by the Hospital of Zhejiang University or a level-II grade-A hospital appointed by Zhejiang University. If the student is proved to have not recovered by the hospital of Zhejiang University or fails to reapply for attending the International Campus, he/she will have the qualification for attending Zhejiang University revoked.

第三条　新生在复查期内，须参加学校组织的体检复查。体检复查中发现患有疾病，经学校医院或学校指定的二级甲等以上医院诊断不宜在校学习者，可由本人提出申请，经国际联合学院批准，允许暂不注册、保留入学资格一年，并回家治疗。

学生在保留入学资格期间不具有浙江大学学籍，不享受在校生和休学生的待遇。在保留入学资格期间经治疗康复者，应在下一学年开始前，凭县级以上医院康复证明，向国际联合学院教务部申请重新入学。申请重新入学者经学校医院或学校指定的二级甲等以上医院复查合格，可重新办理入学手续；经校医院复查不合格或逾期未向国际联合学院申请重新入学者，将被取消入学资格。

Article 4 In cases where a freshman is unable to attend Zhejiang University for some reasons after he/she is enrolled and before registration, he/she shall follow the procedure for retaining the qualification for attending Zhejiang University. After registration, if the student is unable to attend Zhejiang University for some reasons, he/she shall follow the procedure for interruption of study.

第四条　新生在报到后、注册前，因故不能入校学习者，也须办理保留入学资格手续。注册后，因故不能入校学习者，须办理休学手续。

Article 5 Students shall follow the registration procedure at the beginning of each semester according to the rules of the International Campus. In cases where any student fails to do so, he/she will not obtain the qualification for taking courses.

(1) Before the commencing of each autumn semester, the student shall pay the tuition fee before he/she is registered.

(2) Students shall register personally at the time and place appointed by the International Campus by producing his/her student ID card.

(3) In case any student is unable to follow the registration on time for some reasons, he/she shall ask the Academic Affairs Division of the International Campus for leave and follow the procedure for postponing registration. Except for proper reasons such as force majeure, students who do not ask for leave, whose leave application is not approved or whose leave is overdue are regarded as withdrawing voluntarily.

(4) Students having financial difficulty may postpone registration after applying for a student loan according to the related rules. Students who postpone registration are allowed to take the classes of the semester and the courses they take and their grades will become effective

after they get registered officially. Students who postpone registration shall pay the tuition fee and get registered in one week after receiving the student loan. Students who do not apply for the loan according to the rules or fail to pay the tuition and get registered after receiving the loan are regarded as withdrawing voluntarily.

第五条　每学期开学时，学生应当按照学校规定办理注册手续。未经注册者，无法获得修课资格。

（一）在每学年秋学期开学前，注册者须按规定缴纳学费方可注册。

（二）注册须由本人持学生证在国际联合学院规定的时间和地点办理。

（三）因故不能按时注册者，须向国际联合学院教务部请假并办理暂缓注册手续。未请假、未准假或请假逾期者，除因不可抗力等正当理由以外，按自动退学处理。

（四）家庭经济困难的学生在按相关规定办理助学贷款等申请后，可暂缓注册。暂缓注册学生可以修读当学期课程，所修课程及成绩在正式注册后有效。暂缓注册学生应当在获得助学贷款后一周内缴费注册。因未按规定申请贷款或获得贷款后不及时缴纳学费并注册者，视为自动退学。

Article 6 Students whose Institute allows graduation ahead of schedule shall pay the tuition fees equivalent to the years prescribed by the Catalog of Undergraduate Majors of Ordinary Higher Educational Institutions of the National Ministry of Education. Students whose Institute allows extension to the years of studying shall pay the tuition equalling to that of the same period of his/her major according to the actual years of study. Accommodation expenses are subject to the actual years of accommodation and the rate of the year.

第六条　允许提前毕业联合学院的学生最少按教育部《普通高等学校本科专业目录》规定学制年数缴纳学费；允许延长修业时间联合学院的学生按实际修读年数、所在专业学费同期标准缴纳。住宿费均按实际住宿年数及当年标准缴纳。

Study Period学习期限

Article 7 According to the provisions of the Catalog of Undergraduate Majors of Ordinary Higher Educational Institutions of the National Ministry of Education, the length of undergraduate programmes are usually four years with a minority lasting five years. Each Institute have the authority to make supplement regulation for whether or not students may apply for graduation ahead of schedule or deferment of graduation. If graduation ahead is permitted, the total years of studying for students of four-year program shall not be less than three years and not less than four years for students of five-year program.

第七条　依据教育部《普通高等学校本科专业目录》规定，本科学制一般为四年，少部分专业为五年。

是否允许学生提前毕业或延期毕业，由各联合学院自定。如允许学生提前毕业，四年制专业总的学习年限不得少于三年、五年制专业不得少于四年。

Attendance and Leave Application考勤与请假

Article 8 Students must attend all courses and other teaching sessions prescribed by the education plan and observe good conduct. This includes being available for teaching sessions, assessment, examination and meeting Personal Tutor face to face and electronically. If the student is unable to attend any class, he/she shall ask for leave in advance (he/she may make up the leave application afterwards in case of emergency). Those who do not ask for leave or whose leave application is not approved will be treated as absence from class.

Teachers may make rules for checking attendance pursuant to the principles herein and according to the nature and characters of the course and the number of students who take the course. The attendance of the students and the performance in set work will be recorded. Details of the process to be used and information to be collected must be issued at the start of each course and included in the course or programme handbook.

The time of absence from courses is calculated according to the class hours specified by the class schedule while that of practice courses and military training is subject to four class hours per day.

第八条　凡是培养方案规定的各类课程和其他教学环节，学生均需按时出勤，自觉遵守学习纪律。出勤的具体要求包括：保证到课、完成作业、参加考试、通过面对面或网络与个人导师交流。因故不能参加者，须事先请假（紧急情况下可以事后补假）。未请假或者请假未准而擅自缺勤者，按旷课处理。

任课教师可以根据本细则之原则、所授课程的性质与特点以及修课学生人数等情况制定考勤办法，记录学生出勤情况，记载平时成绩，并作为Syllabus的一项内容，于开学第一次课堂上向学生书面宣布。

一般课程按照课程表规定的上课学时数计算旷课时间，教学实习、军事训练、等按每天四学时计算。

Article 9 Students shall submit a written application personally when asking for leave. Leave on the same day shall be approved by the teachers of the classes on the day. Leaving for two days shall be approved by the Personal Tutor. Leaving for three days and above shall be reviewed by the Personal Tutor and approved by the Dean of the Institute. The personal Tutor shall inform the teachers of the classes. The students who have been permitted leave

of three days or more must report to the Personal Tutor and the Vice Dean of Academic Affairs of the Institute on their return.
If a student asks for leave frequently for health reasons or personal affairs, he/she shall interrupt study if the Vice Dean of Academic Affairs of the Institute believes that it has obviously affected normal study.

第九条　学生请假应由本人提出书面申请。当日请假由任课教师批准；两天请假由班主任批准；三天及以上经班主任审核、由联合学院教学院长批准。任课教师由班主任通知。学生请假期满应及时向班主任和联合学院教学院长销假。

因病或因事频繁请假，联合学院教学院长认为已明显影响正常学习者，应按休学办理。

Study of Curriculum课程修读

Article 10 The guide to course enrolment is an important part of the process of enrolling courses. Students shall make a study plan under the instruction of the Personal Tutor or the supervisor, pursuant to the education plan and taking into account of his/her personal academic career development demand, learning ability, learning progress, health condition and the social work he/she takes. Students shall properly arrange learning progress and the course selection plan for the semester and choose and take courses after discussion with and signing off by their Personal Tutor or the supervisor. Students will take full academic responsibility for choosing courses not according to the outcome of discussion with the teaching staff. In such case, students shall be responsible for the courses he/she takes.

第十条　选课指导是选课过程的重要组成部分，学生应在班主任或导师的学业指导下，依据培养方案，结合个人的学业发展需求、学习能力、学习进度、健康状况及担任社会工作等情况，做好学习规划，合理安排学习进程和学期选课计划，经班主任或导师签署意见后进行选课，修读课程。不按照师生双方商定的课程选课，可能引起的学业风险，由学生自行负责。

Article 11 Course enrolment procedures including pre-selection, formal selection, make-up selection and add/drop courses must be completed within no more than two weeks of the start of the semester.

第十一条　选课分为预选、正选和开学补退选。补退选应在开学前两周内办理。

Article 12 If a student fails to follow the procedure for quitting a course but does not attend the examination, his/her grade will be zero. If a student does not choose a course but actually take the course, his/her grade will not be recorded.

第十二条　对于未办理退选课手续、却不参加考试的课程，成绩按0分记载；对于未参加选课而修课的课程，不记载成绩。

Article 13 During the learning process, if a student has to stop studying a course for specific reasons, he/she may apply to withdraw from the course through the Academic Affairs Division of the International Campus at the middle of the semester (the 7th week in the academic calendar). If a student withdraws from one course at the 7th week, he/she will be charged an amount of resource compensation.

第十三条　学生在学习过程中，确有特殊原因需终止某门课程的修读，可以向教务部申请学期中期（校历第7周）退课。学期中期退选的课程按一定标准收取资源补偿费（或学期中期退选的课程至多一门）。

Course Assessment and Grade Record课程考核与成绩记载

Article 14 Students must attend the examinations of the courses on which he/she enrols. Whether this examination result is Pass or Fail, the result will be put into the file of the student. If the student gives up, or does not attend, the examination his/her grade will be recorded as 0. Students will or not acquire the corresponding Institute credits depending on each Institute's supplementary regulations, ZJU credit points：Students will only acquire the corresponding credits if he/she passes the course.

第十四条　学生选课以后必须参加该课程的考核。考核成绩无论合格与否，全部记入学籍档案。缺考、弃考课程成绩按0分记载。各课程能否获得外方学校学分的具体条件由各联合学院自定。但ZJU学分：课程成绩合格后才能获得相应的学分。

Article 15 The course assessment is made up of in-course assessment including attendance, class performance/class discussion, class test, daily assignment/after-class reading, dissertation of the course/project of the course, periodical test/mid-term test, and the final examination. The daily performance grade is decided by the teachers of the course according to the nature of the course. The teachers also decide the percentages of each part of the daily performance grade. To emphasize the importance of in course assessment and management of the course, the percentage of the final examination of all courses of the International Campus will not normally be higher than 30%. If a student fails the final examination or the in-course assessment components then his/her final course grade shall be Fail. The final examination may be in various forms, which is decided by the teachers of the course and must be detailed in the course/programme documentation.

A student who has previously submitted work for one course at the International Campus or another Institution must not submit the same work to attempt to achieve academic credit at the International Campus through another course.

第十五条　课程综合评定由到课率、课堂表现/课堂讨论、随堂测验、平时作业/课外阅读、课程论文/课程项目、阶段性考试/期中考试等多部分平时成绩与期末考试成绩组成，平时成绩具体由主讲教师根据课程性质做适当增减、并决定各部分成绩的比

例。为突出课程的过程性评价和管理，学院所有课程的期末考试原则上不会超过30%。期末考试不及格或平时成绩不及格者，课程综合评定为不合格。期末考试的形式可多样化，由任课教师决定，并在相关教学文件中详细说明。

先前提交的某门课程作业不能作为另外一门课程的作业进行提交。

Article 16 The results of all assessments within courses is decided by the teachers of the course following a 100-score system or five-grade system (Distinction, Credit, Medium, Pass, Fail, or A, B, C, D, F) which shall be a part of the Syllabus and released to the students in writing in the first class of the semester and in course/programme documentation.

第十六条　课程考核成绩的评定可根据课程性质不同，由任课教师决定采用百分制、五级制，并作为Syllabus的一项内容，于开学第一次课堂上向学生书面宣布。

Article 17 Self-teaching: Each Institute has the right to decide if students who have adequate learning ability, who have high self-teaching ability or whose class time conflicts with each other can be excused or partly excused from certain classes.

Students are not allowed to apply for being excused or partly being excused from the following classes:

1. Ideology courses, physical education and lab practice.
2. Teaching and learning process through practice such as military training, practice course, social practice, course design and graduation dissertation.

第十七条　自修：对于学有余力、自学能力强或修读课程上课时间冲突者, 是否允许免听课、部分免听课，由各联合学院自行规定。

下列课程不得申请听课、部分免听课：

1. 政治理论课、体育课、实验课。
2. 军事训练、教学实习、社会实践、课程设计、毕业论文/设计等实践教学环节。

Article 18 Re-taking a course: Each Institute has the right to decide if the students who fail in any course components must re-take the course or the components. If the student's grade is not ideal, each Institute has the right to decide if the student is allowed to re-take the course.

ZJU's requirements: students who fail in any course examination must re-take the course. If the student fails in a required course, he/she may re-take the course. If the student fails in an elective course, he/she may re-take the course or take any other course. If the course is not available in the semester before graduation, the International Campus may organize an examination on the course before graduation.

If the student's grade is not ideal, he/she is allowed to re-take the course. The higher mark shall be recorded as the actual result for the course. In calculating the Grade Point Average (GPA) of the courses for semester or year, the GPA shall be calculated based on the actual grade obtained in that semester or year. The final degree GPA shall be calculated based on the highest grades achieved for courses.

If a student re-takes a course, he/she shall pay the cost of re-taking the course.

第十八条　重修：不及格课程是否需要重修，由各联合学院自定。课程考核成绩不够理想者，是否允许重修，由各联合学院自行规定。

ZJU对课程要求：课程考核不及格者必须重修。必修课程考核不及格者，可以重修该课程。选修课程考核不及格者，可以重修该课程，也可改修其他课程。对于毕业前一学期不开课、无法安排重修的课程，可单独组织一次毕业前重修课程考试。

课程考核成绩不够理想可以重修，重修课程以实际成绩记载，并以最高成绩作为有效成绩记录。学期、学年课程GPA统计以历次实际成绩为准；总评课程GPA统计以最高成绩为准。

重修课程需缴纳“课程再次修读费”。

Article 19 Exemption: In case a student's status changes because of transferring to another major or downgrading, causing changes in the courses he/she studies, the student may be exempted from studying the related courses.

Students may take courses at another college according to the inter-college agreement. The course grade and credits will be transferred according to the related rules.

第十九条　免修：学生因转专业、降级等学籍异动而引起课程修读要求发生变化，可以免修相关课程。

学生可根据校际间协议跨校修读课程，其课程成绩和学分可按相关规定获得承认。

Article 20 Deferment of examination: if a student is hospitalized for illness or emergency, he/she may apply for deferment of an examination by producing the certification issued by the hospital of Zhejiang University or a level-II grade-A hospital appointed by Zhejiang University and can follow the procedure for deferment of examination upon the approval of the Academic Affairs Division of the International Campus. In cases where a student encounters a force majeure event, he/she may apply for deferment of assessment by producing the related certification. Principally, the student allowed deferment of examination and/or in-course assessments shall attend the next final examination of the same course or complete the in-course assessment as instructed. In case of schedule conflict, the examination may be postponed accordingly.

The final grade of the course associated with a deferred assessment is calculated using the completed final examination mark and/or the deferred in-course assessment mark along with any marks already completed. The grade and credits of the course of deferred examination are included in the GPA calculation of the semester of the examination. The course result of the semester of deferred examination is recorded as “IC”. IC is not included in the GPA calculation.

第二十条　缓考：因病住院或急诊留院观察者，可持校医院或学校指定的二级甲等以上医院证明提出缓考申请，经教务部同意后可办理缓考手续。因突发不可抗拒事

由者也可持相关证明申请缓考。缓考者原则上需参加下一次同一课程的期末考试，如时间冲突则顺延。

缓考课程的总成绩由现任课教师根据期末考试成绩与原任课教师提供的平时成绩综合而成。缓考课程成绩与学分纳入考试当学期及GPA统计，缓考学期的课程成绩记载为“缓考IC”，IC不计入GPA统计。

Article 21 For courses that last longer than a semester, the course grade is recorded as “IP” after the first semester. The course grade is recorded subject to the actual grade when the course is finished. IP is not included in the GPA calculation.

第二十一条　修读需超过一学期以上方可完成的课程，完成前当学期的课程成绩记载为“过程中IP”，完成学期的课程成绩按实记载。IP不计入GPA统计。

Article 22 The Physical Education (P.E.) grade of the students shall be determined according to attendance, in-class performance and after-class exercises. In situations where certification by the hospital of Zhejiang University states that a student is unable to take P.E. course normally for health reasons or other physiologic reasons or if he/she cannot participate in physical exercises for other reasons but can still complete related courses, his/her P.E. grade may be recorded as Pass.

第二十二条　学生体育课成绩应根据考勤、课内教学和课外锻炼活动的情况综合评定。经校医院证明，身患疾病或因其他生理原因不能正常修读体育课者，能认真参加适当锻炼和修读适当课程的，其体育课成绩可视为及格。

Article 23 Each Institute has the authority to make supplementary regulation for whether or not students may apply for minor or study courses of other majors.

第二十三条　学生可否申请辅修或者选修其他专业课程，由各联合学院自行规定。

Article 24 To show the study quality and level of the students, the International Campus adopts GPA as one of the assessment indicator. The method of calculating GPA is as follows: The tallied grade points of a course= grade points of the course × the credits of the course GPA of a semester courses or the final GPA of all the course= sum of the tallied grade points of the semester courses or all the courses / sum of the credits of the semester courses or all the courses

Conversion between the mark/grade and the grade points is shown in the following table:

100-score system	Mark/Grade	100－97	96－93	92－90	89－87	86－83	82－80	79－77	76－73	72－70	69－67	66－63	62－60	<60
		A+	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	F
5-grade system	Corresponding grade points	4.00		3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0

第二十四条　为反映学生的学习质量与水平，学校采用平均学分绩点（GPA）作为评价指标之一。课程绩点具体折算办法如下：

课程学分绩点 ＝课程绩点 × 课程学分

$$\text{学期或总评课程平均学分绩点} = \frac{\text{学期或总评课程学分绩点之和}}{\text{学期或总评课程学分之和}}$$

成绩等级与课程绩点的换算关系如下表：

百分制 五级制	成绩	100－97	96－93	92－90	89－87	86－83	82－80	79－77	76－73	72－70	69－67	66－63	62－60	<60
		A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	对应绩点	4.00		3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0

Transferring to different degree programme or another College转专业与转学

Article 25 Students may apply to transferring to a different degree programme within Zhejiang University during a semester in the following situations:

(I)Transferring to a different degree programme within the International Campus

1. The student is more interested and capable in the major to be transferred to and transferring his/her major will be positive for the further academic career development of the student (the specific standards for acceptance will be made by the Institute to which the student wishes to transfer).

2. The student has certain disease or physiological defect. Upon the medical examination of the hospital of Zhejiang University, the student is proved not suitable to stay in the current major but can study in the major to be transferred to.

3. In the case that the Institute providing the major taken by the student is closed or the degree programme is no longer offered and the student extends the time of learning, the student can apply to transfer to another major.

(II)　Transferring of degree programmes between International Campus and other Zhejiang University Campuses.

1. If the student is unable to keep studying in the International Campus, but he/she can study in another campus of Zhejiang University (subject to the related rules of the Academic Affairs Office of the Undergraduate School of Zhejiang University).

2. If the student is interested in the teaching mode of the International Campus and is beneficial for his/her further career development (the specific standards will be made by the Institute to which the student wishes to transfer).

第二十五条　学生在学期间，存在下列情况时，可以申请校内转专业。

（一）国际联合学院内转专业

1. 对拟转入专业更有兴趣和特长，转专业更有利于学业得进一步发展（具体标准由接收联合学院制定）。

2. 存在某种疾病或生理缺陷，经学校医院检查证明，确属不宜在原专业学习，但尚能在拟转入专业学习。

3. 所在专业联合办学终止或调整、且延长修业时间者，提出转专业要求。

（二）国际联合学院与学校本部学院（系）之间转专业

1. 在国际联合学院无法进一步学习，转入学校本部学院（系）专业尚能继续学习者（具体按学校本科生院教务处相关规定执行）。

2. 对国际联合学院办学模式有兴趣，转入国际联合学院专业更有利于学业得进一步发展（具体标准由接收联合学院制定）。

Article 26 Students are not allowed to change major in the following situations:

1. The major has specific restriction on recruitment imposed by Zhejiang University.

2. Students who have suspended all schooling but retain his/her student identity.

3. Students who have excluded /withdrawn from Zhejiang University.

第二十六条　有下列情况者，不予转专业：

1. 学校在招生时对其专业有明确限制者。

2. 正在休学保留学籍者。

3. 应予以退学者。

Article 27 Students shall usually finish his/her study at the International Campus. If a student wants to transfer out of Zhejiang University or transfer to the International Campus, he/she shall apply for it personally. Upon the approval of the International Campus and the college/school to be transferred into/transferred out of and the approval of the related provincial education department, the student can transfer to another college/school/institute. The specific method is subject to the applicable documents of the Ministry of Education and the related provincial education department.

第二十七条　学生一般应在国际联合学院完成学业。如需转出浙江大学或转入国际联合学院，由本人提出申请，经国际联合学院与转入/转出学校同意、相关省教育厅批准，方可转学。具体按照国家教育部、相关省教育厅相关文件办理。

Interruption and Resuming Study休学与复学

Article 28 Students may interrupt study at several stages. In cases where a student applies for interruption of study or the International Campus deems that the student should interrupt study, it shall be approved by the Academic Affairs Division of the International Campus.

1. Upon the approval of the parents, students who have studied on the International Campus for two years and above may interrupt study for the reasons of increasing social

practice experience, innovation and entrepreneurship or other reasonable demands.

2. Students who are ill according to the diagnosis of Level II Grade A or above hospital and confirmed by the hospital of Zhejiang University that needs to receive medical treatment and rest for a long period of time are expected to interrupt study.

3. Students who have health or personal affairs reasons which have obviously affected normal study are expected interrupt study.

第二十八条 学生可以分阶段完成学业。学生申请休学或者国际联合学院认为应当休学者，由国际联合学院批准，可以休学。

1. 在校学习两年及以上学生，因增加社会实践经验、创新创业或其他合理理由需要，经家长同意，可以休学。

2. 学生患病经二级甲等及以上医院诊断，并经学校医院核准，认为需较长时间治疗休养者，应休学。

3. 因病或因事频繁请假、已明显影响正常学习者，应休学。

Article 29 The student who are recruited by the Chinese People's Liberation Army (including the Chinese People's Armed Force) will have their eligibility to return to study retained for one year after the student leaves military service.

第二十九条 学生应征参加中国人民解放军（含中国人民武装警察部队），保留学籍至退役后一年。

Article 30 In cases where a student applies for interruption of study, he/she shall apply for it in writing to the Academic Affairs Division of the International Campus, stating the reasons and providing relevant certification. If a student applies for interruption of study for health reasons or maternity, he/she shall provide the certificate issued by a Level II Grade A or above hospital and approved by the hospital of Zhejiang University. The student shall follow the procedure for interruption and leave the International Campus no later than one week after receiving the written approval from the Academic Affairs Division of the International Campus.

When the International Campus identifies any cause for the interruption of study of any student, it shall issue a notice to the students requiring him/her to follow the procedure for interruption of study. The student shall follow the procedure for interruption of study and leave the International Campus no later than one week after receiving the notice from the Academic Affairs Division of the International Campus.

If the student fails to follow the procedure within the allotted period, it is deemed that he/she has been in the status of interruption of study and the International Campus will execute the appropriate processes.

第三十条 学生本人申请休学的，应向国际联合学院教务部提出书面申请，陈述理由并提供有关证明。因病、因生育休学需提供二级甲等及以上医院证明，由学校医院核准。学生在得到国际联合学院教务部书面同意后一周内应办理休学、离校手续。

国际联合学院发现学生出现应休学的事由时，由学院向学生发出办理休学手续通知。学生在接到通知后一周内应办理休学、离校手续。

逾期不办理者，视作已处于休学状态，并由国际联合学院直接执行休学程序。

Article 31 Students are not allowed to interrupt study during the period of final examination, and he/she can apply for deferment of examination.

第三十一条 进入期末考试周不再办理休学手续，但可以申请缓考。

Article 32 During an interruption to studies a student is not allowed to participate in teaching and learning activities such as course study, course practice and examinations. The student will not be entitled to the benefits for enrolled students (e.g., student loans and scholarships), and study undertaken at another institution will not be credited to the student's programme of study on the International Campus. Zhejiang University assumes no responsibility for the events happening to the students during the interruption of study to the student.

第三十二条 学生休学期间，学校为其保留学籍，不需注册，不得参加学校的课程学习、教学实践、课程考试等教学活动，不享受在校学生待遇（如助学贷款、奖学金等），同时，在其他学校所获学分不计入国际联合学院。休学期间学校不对学生休学期间发生的事件负责。

Article 33 During the period of interruption of study, the student may claim his/her medical expense according to the student medical care management rules. However, the student must inform the medical insurance office of the hospital of Zhejiang University in advance of making any claim. If the student extends interruption of study, he/she shall pay his/her medical expense by himself/herself from the start of the second year. If the student is entitled to the medical expense reimbursement, the student shall choose a local public hospital for medical treatment and reimburse the expense from Zhejiang University at the end of the year by producing the formal bills of the hospital. Students interrupting study for non-medical reasons are not entitled to the medical expense reimbursement during the period of interruption of study.

第三十三条 因病休学期间，学生可按学校学生医疗管理规定报销医疗费，但须提前到校医院医保办备案。因病连续休学，自第2年起医疗费用自理。享受医疗费报销的，学生应在当地选择一家公立医院就诊，凭医院正式单据，在当年年底向学校报销。其他原因休学的学生，休学期间不享受医疗费报销待遇。

Article 34 After the period of interruption of study, the student shall apply to resume study to the Academic Affairs Division of the International Campus before the start of the next semester. When a student who interrupts study for injury or health reasons applies for resuming study, he/she shall provide the documentation issued by a Level II Grade A or above hospital to prove that he/she has recovered and the student is not allowed to resume study until the hospital of Zhejiang University checks and confirms that he/she has

recovered. Students who apply for resuming study will be approved and assigned by the International Campus to the original major with previously achieved grade/results.
第三十四条 学生休学期满后，应于每学期开学前向国际联合学院教务部提出复学申请。因伤、病休学的学生申请复学时，必须持有二级甲等及以上医院诊断书，证明已恢复健康，并经校医院复查合格，方可复学。申请复学的学生由国际联合学院核准后编入原专业相应年级学习。**Article 35** The period of interruption of study shall be no shorter than one semester but no longer than one year from the day the student finishes the procedure for interruption and leaving the International Campus. If the student is unable to resume study after the end date of the interruption of study, the student may extend the period of interruption of study upon his/her application and the approval of the Academic Affairs Division of the International Campus. If the student fails to follow the procedure for resuming study within two weeks after the end date of the interruption of study he/she is deemed to have withdrawn automatically.

第三十五条 休学时间以学生办结休学、离校手续为起始，不少于一学期，并以一年为限。休学期满后仍不能复学的，经本人申请、国际联合学院批准，可延长休学期限或退学。休学期满后两周内不办理复学手续者，视为自动退学。

Exclusion and Withdrawal退学警示与退学

Article 36 There are regulations about exclusion/withdrawing from the International campus. In cases where a student has the situations specified in Article 5 (3), (4), Article 35 and one of the following situations, the student shall be deemed to have excluding/ withdrawn:

1. If the student is diagnosed by Level I Grade A or above hospital and confirmed by the hospital of Zhejiang University that he/she is ill or accidental injury and is unable to keep studying on the International campus.
2. Student leaves the International campus without submitting a leave application and does not participate in the teaching and learning activities prescribed by the International campus for two continuous weeks.
3. Student applies to withdraw from study.

第三十六条 学校实行退学制度。有第五条（三）、（四）项和第三十五条及下列情况之一者，应予退学：

1. 经二级甲等及以上医院诊断，并经校医院确认患有疾病或意外伤残无法继续在校学习者。

2. 未经请假离校连续两周未参加学校规定的教学活动者。

3. 本人要求退学。

Article 37 Each Institute has the authority to make supplementary regulations for progression, withdrawal and exclusion.

第三十七条 各联合学院可自行制定有关学业方面的退学规定。

Article 38 The decision on the exclusion/withdrawal of a student shall be reported to and reviewed by the Academic Affairs Office of the Undergraduate School of Zhejiang University and decided by the President of Zhejiang University. During the reviewing period, the International Campus will suspend the registration procedure.

If a student is excluded or has withdrawn, Zhejiang University shall issue a decision on exclusion/withdrawal from the University and send it to the student personally and deregister the student identity of the student. If the decision is unable to be sent to the student, Zhejiang University will serve it through public notification. The decision on exclusion/withdrawal shall also be reported to the Education Department of Zhejiang Province for filing by the Undergraduate School of Zhejiang University.

第三十八条 对学生退学的处理，报本科生院教务处审查，由学校校长会议研究决定。在学校审查期间，国际联合学院暂缓办理注册手续。

对退学的学生，由学校出具退学决定书并送达退学学生本人，同时取消学籍。无法送达时，学校采用公告方式送达。退学决定同时由本科生院报浙江省教育厅备案。

Article 39 Issues related to the exclusion/withdrawal of a student shall be handled in line with the following rules:

1. The files and permanent resident registration of the student shall be returned to the household registration place of the student.
2. In the case where a student interrupts and is unable to keep studying normally for health reasons or accidental injury, the International Campus shall inform the parents or the guardians of the student to help the student follow the relevant procedures.
3. Zhejiang University issues the decision on exclusion/withdrawing from study and a certification for incomplete study to students who has studied at Zhejiang University for more than one year and gained the credits of prescribed courses.
4. Student who is excluded or has withdrawn must follow the procedures for leaving Zhejiang University within one week after the decision on exclusion/withdrawing is served. The Institute is responsible for talking to the student, taking back the related certificates from the student and supporting the student to follow the procedures for leaving Zhejiang University. If the student fails to follow the procedures for more than two weeks after the deadline without a proper reason, the Student Status Management Office will deregister the student. The student ID card, college badge, campus card, medical card and other documentations of Zhejiang University will become invalid. Students whose student identity is deregistered shall not live on the campus, borrow books or be entitled to any other benefits for enrolled students from the day his/her student identity is deregistered.

第三十九条 学生退学的有关问题，按下列规定办理：

1．退学学生的档案、户口退回其家庭户籍所在地。

2．因患病或意外致残不能维持正常学习而退学者，由学校通知家长或监护人来校协助办理相关手续。

3．学校出具退学决定书，并为学习年限超过一年及以上、并取得规定课程学分的退学学生发放浙江大学肄业证书。

4．退学学生在退学决定书送达后一周内应办理离校手续。由学生所在联合学院负责找学生谈话，收缴学生证等有关证件，敦促其办理离校手续。退学学生无故逾期两周不办理离校手续的，由学籍管理办公室注销其学籍，其所持的浙江大学学生证、校徽、校园卡、医疗卡等作废，不发肄业证书。注销学籍的学生即日起，不能在校居住、借阅图书，不享受在校生的其它待遇。

Article 40 It is not deemed a punishment for students to be excludes/withdraw for the reasons given in Article 36. However, these students are not allowed to apply for resuming studies at Zhejiang University.

第四十条 因以上原因退学者，不是一种纪律处分，但退学学生均不得申请复学。

Article 41 Students can appeal against the decision on withdrawal/exclusion by filing a lawsuit based on the relevant documents of the International Campus. Students can only appeal against exclusion through the International Campus rules and regulations.

第四十一条 对退学处理有异议者，可根据国际联合学院相关文件提起申诉。

Graduation, Completion of Study, Failure to Complete Study from ZJU
浙江大学毕业、结业、肄业

Article 42 The International Campus examines and assesses all graduating students in areas all aspects of study. The contents of the examination and assessment include ethic, academic and fitness components. Emphasis is also placed on ethics, academic performance, technology innovation, fitness training and social service. The result will be reported to the Academic Affairs Office of the Undergraduate School of Zhejiang University for filing.

Students are allowed to graduate after they fulfil the curriculum prescribed by the education plan of the major, gained the corresponding credits and meet the ethic, academic and fitness requirements, and they will obtain a Certificate in their major issued by Zhejiang University. The examination of the qualification for graduation is usually subject to the education plan of the major of the year when the student is admitted. If the student extends his/her years of study, the examination of the qualification for graduation may be subject to the education plan of the year when the student graduates.

第四十二条 国际联合学院对毕业班学生进行全面审核和鉴定。审核和鉴定内容包括德、智、体等方面，重点为思想品德、学业成绩、科技创造、身体锻炼和社会服务等方面，结果报本科生院教务处备案。

学生依次修完主修专业培养方案规定课程并取得相应学分，德、智、体达到毕业要求，准予毕业，由学校发给主修专业浙江大学毕业证书。毕业资格审核一般以学生主修专业入学当年的培养方案为依据，延长修业时间者也可按毕业当年的培养方案为依据。

Article 43 Each Institute can make supplementary regulations to grant students permission for deferment of graduation：students who are unable to fulfil the curriculum prescribed by the education plan within the program length of the major may apply for extending the years of study. The application shall be made by the student personally, which shall be approved by the Academic Affairs Division of the International Campus and reported to the Academic Affairs Office of the Undergraduate School of Zhejiang University. The application for extending the years of study shall be made from the beginning of the last semester to May. If the application is made over the deadline, it will not be accepted.

Students who extend the years of study may apply for graduating in spring or in autumn.

第四十三条 允许学生延期毕业的联合学院：凡在主修专业规定学制年限内无法修完培养方案规定课程的学生，可申请延长修业时间。延长修业时间的申请由学生本人提出，经国际联合学院教务部批准，并上报本科生院教务处备案。延长修业时间的申请应于学制最后一学期开学至五月前提出，逾期不予办理。

延长修业时间者可申请在春季或秋季毕业。

Article 44 Each Institute can make supplementary regulations to grant students permission for graduation ahead of schedule：Students who fulfil the curriculum prescribed by the education plan of the major and gained the corresponding credits may apply for graduation ahead of schedule. The application shall be made by the student personally, which shall be approved by the Academic Affairs Division of the International Campus and reported to the Academic Affairs Office of the Undergraduate School of Zhejiang University. The application shall be made between the 10^{th} and 12^{th} week of the autumn semester of the year that the student is expected to graduate. If the application is made over the deadline, it will not be accepted.

The Academic Affairs Division of the International Campus does a feasibility assessment on the fulfilment of the curriculum prescribed by the education plan of the major and the credit acquisition of the student who applies for graduation ahead of schedule. If the student fails in the assessment, he/she is not allowed to start the graduation dissertation (design) process ahead of schedule. If the student who passes the assessment wants to make any change, he/she shall request to revoke the application for graduation ahead of schedule in the two weeks after the beginning of the spring semester. Students who are finally appointed to start the graduation process will be treated as completion or incompletion of study if they do not meet the conditions for graduation when they graduate. They are not allowed to apply for extending the years of study.

第四十四条 允许学生提前毕业的联合学院：学生提前修完主修专业培养方案规定课程并取得相应学分，可申请提前毕业。提前毕业的申请由学生本人提出，经国际联合学院教务部批准，并上报本科生院教务处备案。提前毕业的申请应在预计毕业当学年秋学期第10-12周提出，逾期不予办理。

国际联合学院教务部对申请提前毕业学生完成主修专业培养方案规定课程和取得学分的情况进行可行性评估。评估不通过者，不得批准提前进入毕业论文（设计）环节。评估通过者如需变更，须于毕业春学期开学两周内提出撤销。最终约定进入提前毕业程序的学生，如毕业时不符合毕业条件，按结业或肄业处理，不可再申请延长修业时间。

Article 45 At the time of graduation, if the total credits gained by the student are 15 Zhejiang University credits less than the total credits required by the graduation conditions of the major, the student will be treated as completion of program and be issued the certificate for completion of study by Zhejiang University.

第四十五条 毕业时，所获总学分比主修专业毕业规定达到的总学分少15学分及以内的学生，作结业处理，由学校颁发浙江大学结业证书。

Article 46 Students who studies for more than one year and gains 30 credits or above but do not meet the requirements for graduation will be issued the certificate of incompletion of study by Zhejiang University.

第四十六条 学习满一年及以上，取得30学分及以上、且未达到结业要求的学生，由学校颁发浙江大学肄业证书。

Article 47 Students who finish the curriculum of the major and study a second major or a minor and meet the requirements will be issued the certificate for the second major or certificate for minor by Zhejiang University.

第四十七条 对完成主修专业学业同时修读第二专业或辅修其他专业并达到要求者，由学校颁发浙江大学第二专业证书或浙江大学辅修专业证书。

Article 48 If a graduating year student is found to have serious defects in thought, ethics and discipline but does not meet the condition for exclusion, the graduation qualification of the student will be revoked upon the approval of the President of Zhejiang University. The student will be treated as having completed study and will be issued with the certificate of completion of study by Zhejiang University. If the student makes significant repentance or improvment during two years after leaving Zhejiang University, and passes the assessment made by any employer, in addition to meeting the graduation requirements of Zhejiang University, the student's graduation qualification will be reinstated by a process that occurs in June of each year.

第四十八条 应届毕业生毕业当学年在思想、道德、纪律方面犯严重错误，但未达到开除学籍处分的，经主管校长批准，取消当年的毕业资格，予以结业并由学校颁发

浙江大学结业证书；离校一至两年内确有悔改表现或显著进步的，由所在单位做出鉴定，经学校审查达到毕业要求者，可换发浙江大学毕业证书，换发时间为每年6月份。

Article 49 Student receiving the certificate of completion of study may apply to return to Zhejiang University to retake the corresponding courses from the autumn semester to two years after completing study. If the student passes all tests, he/she will be issued the certificate for graduation as a replacement. The time of graduation is subject to the time of being issued the certificate for graduation (those who breaks law or disciplines seriously during the period of completion of study will be excluded). Students who do not apply for re-taking courses or fail in the tests of the courses he/she retakes will not be given the chance for re-taking the courses again.

The application for returning to retake the corresponding courses shall be made in a month before the end of each semester or within two weeks after the start of every semester by student producing his/her certificate and ID card. If the application is made past the deadline, it will not be accepted.

第四十九条 结业学生在结业后的秋学期至两年内可申请返校跟班重修相应课程，跟班重修及格者可换发浙江大学毕业证书，毕业时间从换发时计算（结业期间有严重违法乱记行为者除外）。逾期不申请重修、或重修未通过者，不再给予重修资格。

结业生返校重修的申请应在每学期结束前一个月或开学初两周内提出，持结业证书和身份证件办理，逾期不予办理。

Academic Degree学位

Article 50 Zhejiang University and joint University can issue Bachelor degrees independently or together. If Bachelor degree is issued independently, the academic standard can be also issued independently. If Bachelor degree is issued together, the academic standard can be also issued together.

Zhejiang University and the University of Edinburgh issue Bachelor degrees independently.

第五十条 浙江大学学士学位与合作办学学校可以分别独立颁发学士学位或一起共同颁发学士学位。独立颁发学士学位，浙江大学学士学位与合作办学学校可以分别制定学位授予标准；共同颁发学士学位，学位授予标准由两校共同制定。

浙江大学与爱丁堡大学分别独立颁发学士学位。

Article 51 Bachelor degree issue by Zhejiang University independently:

(I) If a student meets the various requirements specific by the education plan of the major and passes the graduation examination, upon the preliminary examination and approval of the International Campus Branch of the Bachelor Degree Accreditation Committee of Zhejiang University according to the Interim Rules on the Implementation of the Academic Degree Rules of the People's Republic of China and the Detailed Rules of Zhejiang University

on Granting Academic Degrees and the examination and approval of the Bachelor Degree Accreditation Committee of Zhejiang University, the student will be issued the Bachelor Degree.

(II) In any of the following situations, the senior student will not be granted Bachelor Degree if they:

1. Failed to complete study;
2. Have a final GPA of less than 2.0.
3. Fail to complete international exchange.

(III) In the case where a student who has received punishment or recorded a demerit or worse applies for academic degree, he/she shall submit a written application two months before graduation to state the reasons for receiving the punishment and the grounds for applying for the academic degree. The application will be reported to the Student Status Management Office of the Undergraduate School of Zhejiang University after passing the preliminary scrutiny by the International Campus. The Undergraduate School will submit the application to the Bachelor's Degree Accreditation Committee of Zhejiang University for discussion and decide if the student will be granted the Bachelor Degree.

(IV) In cases where the graduation certificate, certificate for completion of study, certificate for incompletion of study or the academic degree certificate is lost or damaged, upon the application by the student and the verification of Zhejiang University, Zhejiang University will issue the corresponding certification. The certification has the same effect as the original certificate.

(V) Students who are admitted against the entrance rules of China will not be issued educational degree and academic degree certificates. If the certificates have been issued, they will be taken back. The case will be reported to the Education Department of Zhejiang Province and the certificates will be announced invalid.

第五十一条 浙江大学独立颁发学士学位

（一）完成主修专业培养方案规定的各项要求，经审查准予毕业的学生，经浙江大学学士学位审定委员会国际联合学院分委员会，根据《中华人民共和国学位条例暂行实施办法》和《浙江大学学位授予工作细则》初审通过，浙江大学学士学位审定委员会审查批准后，授予浙江大学学士学位。

（二）毕业学生有下列情况者，不能授予浙江大学学士学位：

1. 结业生。

2. 课程平均学分绩点GPA低于2.0者。

3. 在学期间无任何出国（境）交流、学习的记录。

（三） 受记过及以上处分申请学位者，须由本人在毕业前两个月提出书面申请，申明受处分的原因及申请学位的理由，经国际联合学院初审后报本科生院学籍管理办

公室，由本科生院提交学校学士学位审定委员会讨论并决定是否授予浙江大学学士学位。

（四） 毕业、结业、肄业和学位证书遗失或者损坏的，经本人申请，学校核实后出具相应的证明书。证明书与原证书具有同等效力。

（五）对违反国家招生规定入学者，不发给学历证书、学位证书；已发的学历证书、学位证书，予以追缴并报浙江省教育厅宣布无效。

Supplementary Provisions附则

Article 52 Zhejiang University authorizes the International Campus to make the Detailed Regulations.

第五十二条 浙江大学授权国际联合学院制定本细则。

Article 53 The Detailed Regulations, and supplements therein, will be effective on the undergraduate students admitted in 2016.

第五十三条 本细则自2016级本科学生开始施行。

Part B ZJU-UoE Institute's supplementary regulations浙江大学–爱丁堡大学联合学院补充规定

Supplement to Article 3 Students who have given up their qualification for attending Zhejiang University will have their registration at University of Edinburgh revoked.

第一条 放弃就读浙江大学入学资格的学生将同时取消在爱丁堡大学注册资格。

Supplement to Article 7 Students are not allowed to graduate ahead of schedule. Extensions to period of study are allowed with permission of the Dean of Institute.

1. The length for completion of an Ordinary or General degree programme is 3 years, the length for completion of an Honours degree programme is 4 years, unless given a concession with the approval of the Dean of Institute. The maximum period for Ordinary or General degree programme is 8 years, The maximum period for Honours degree programme is 10 years. This maximum period includes any concessions.
2. With the annual permission of the Dean of Institute, a student may take longer than the study period to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points in UoE are undertaken in each year of study. Where a student needs to meet specific progression requirements, the Dean of Institute may approve a student taking fewer than 40 credit points in UoE.

第二条 学生不允许提前毕业，延长学习期限须经院长同意。

1. 普通本科学士学位的学制为3年，最长学习年限为8年。荣誉学士学位学制为4年，最长学习年限为10年。延长学习时间须经院长批准。最长学习年限包含各种特殊情况。

2. 每学年经院长批准，并且每学年修读完成至少40个爱丁堡学分，学生方可延长很学习时间。当学生满足具体升级要求时，学院领导可批准该学生获得不足40个爱丁堡学分。

Supplement to Article 10 Requirement of Taking courses:

1. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the degree programme, unless a concession is approved by the Dean of the Institute.

2. In pre-Honours years, a student may be allowed to take up to 40 credits of additional level 7 and 8 courses (in additional to the normal 120 credits), subject to the approval of the student's Personal Tutor.

3. Exceptionally, student in their Honours years, with Institute approval, may take up to 40 credits additional level 7 and 8 courses and, more rarely, up to 10 credits at level 9-11 in the Honours years.

4. Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the Personal Tutor. Decisions will be based on the overall load (credit and non-credit bearing) on the student, which must not exceed 160 credits.

第三条 选课要求：

1. 除非由学院领导批准，否则学生选课时必须满足专业预修、并修课程要求以及选课限制条件。

2. 在荣誉预备学年，经个人导师批准，学生可以额外修读最多40UoE学分的7和8级课程（120常规学分除外）。

3. 在特殊情况下，经学院批准，学生可以在其荣誉学年额外修读最多40UoE学分的7和8级课程；在极端特殊情况下，甚至可以修读最多10UoE学分的9-11级课程。

4. 经开课教师和个人导师的批准，学生可修读非学分课程（即仅旁听不获得学分）。开课教师和个人导师会依据学生的总修读量（学分和非学分不超过160学分）做出决定。

Supplement to Article 11 No student will be enrolled on a course that is part of their degree programme more than two weeks after the start of semester in which the course is taught without the permission of the Dean of the Institute.

第四条 超过两周之后补退选课程，须经学院领导同意。

Supplement to Article 13 A student who leaves a course after 6 weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

第五条 开学6周后缺课，缺课将被按退课处理，并且选课信息将记录在学生个人信息中。

Supplement to Article 14 UoE credit points：First and second year students will only acquire the corresponding credits if he/she passes the course, unless special circumstances apply. Third and fourth year students will acquire credits if they pass the course or are awarded credits on aggregation..

第六条 UoE学分：一二年级课程成绩合格后才能获得相应的学分, 非常特殊情况另定；三四年级课程能否获得学分取决于集合政策。

Supplement to Article 16 The 100-score system will be used in all assessments.

第七条 学院仅采用百分制。

Supplement to Article 17 Self-teaching is not allowed for any course.

第八条 任何课程不允许自修。

Supplement to Article 18 Any student who has not attained the required credit points for their year of study may be required to take resit examinations, supplementary or alternative assessments, or additional courses to make good the deficit where permitted. Student are not permitted to retake courses that they have already passed. There is no resit examinations for courses at SCQF level 9 and above.

第十条 没有获得学分的课程须补考，额外或替代考核，或重修。已获得学分课程不得重修。四年级课程没有重修。

Supplement to Article 20 Application for deferment of an assessment must be made in accordance with the ZJU-UoE Institute Special Circumstances Policy.

Supplement to Article 21 For full year courses results will only be recorded on the student record at the end of the course. Individual component marks will be released as provisional until ratified by the Board of Examiners.

Supplement to Article 23 Each student can only be registered on the courses that are part of the curriculum of his/her major unless granted permission by the Dean of Institute.

第十二条 学生只能注册、修读一个专业。

Supplement to Article 24 Awards and degree classification from the University of Edinburgh will be based on the marks achieved. Transcripts from the University of Edinburgh will contain the marks for courses where credits have been achieved.

Supplement to Article 25 Transferring to a different degree programme:

1. Students may only apply to transfer to a different degree programme at the start of the every academic year, and no student will be admitted to a degree programme more than two weeks after the start of the academic year without the permission of the Dean of Institute.

2. Unless granted a concession by the Dean of the Institute, the transferred students must comply with the pre-requisite and co-requisite requirements of the new programme shown in the Degree Programme Table.

第十四条 转专业：

1. 转专业只能在每学年开始时实施，且未经学院领导同意，每学年开始两周后学位课程不再录取学生。

2. 除非由学院领导批准，否则转入学生必须完成《学位专业说明表》中所列新专业的预修和并修课程要求。

Supplement to Article 27 Students must discuss their options for transfer and the processes involved with their Personal Tutor.

Supplement to Article 28 Students considering interruption to study must discuss their options and the processes involved with their Personal Tutor.

Supplement to Article 30 All individuals who have been asked to interrupt their studies, irrespective of the reason, may lodge an appeal against the exclusion through the normal International Campus appeal procedure.

Supplement to Article 31 All students applying for deferment of examination must follow the Special Circumstances Policy.

Supplement to Article 37 A student must study 120 UoE credits in each year of the programme. In order to progress, without increasing the period of study,a student must attain the following minimum number of credits:

80 UoE credit points by the end of Year 1;

220 UoE credit points by the end of Year 2;

360 UoE credit points by the end of Year 3;

480 UoE credit points by the end of Year 4.

Students who do not attained sufficient credits within the specified period may be excluded for unsatisfactory academic progress or given the opportunity to extend the period of study by the Dean of the Institute

Progression, of each student, is confirmed each year by a Board of Examiners

第十九条 学生每学年应修满120 UoE学分，或者至少获得以下最低学分要求方能取得学术升级：

第一学年末最低80 UoE学分；

第二学年末最低220 UoE学分；

第三学年末最低360 UoE学分；

第四学年末最低480 UoE学分。

若学生在规定时限内未能修读完成足够学分，将会因学业不合格而被退学。

Supplement to Article 39 Students who have achieved the required credits when he/she is excluded or has withdrawn will be awarded a undergraduate certificate, diploma or degree by the University of Edinburgh.

Supplement to Article 43 Students who are qualified for an award and wish to graduate in Edinburgh will graduate at the next ceremony which are held in the summer and November.

Supplement to Article 43 Students are not normally allowed to interrupt or extend studies once they have entered the Honours years.

Supplement to Article 44 Students must follow the curriculum as specified in the Degree Programme Table and cannot graduate ahead of schedule.

Supplement to Article 45 To graduate students must have the full credits for the award to be conferred.

Supplement to Article 45 Students who have achieved the required credits will be awarded a undergraduate certificate, diploma or degree by the University of Edinburgh.

Supplement to Article 47 Students must follow the curriculum as specified in the Degree Programme Table and are not allowed to study for a second major or minor while completing the first degree.

Supplement to Article 48 Students must comply with the International Campus code of student conduct. Article 48 is not applicable in relation to the award of the University of Edinburgh degree.

Supplement to Article 51

1. The University of Edinburgh issues Certificates of Higher Education, Diplomas of Higher Education, Ordinary B.Sc. degrees and General Degrees. The Honours Degrees awarded by the Unversity of Edinburgh are classified as First Class, Second Class Division one, Second Class Division two and Third Class.

第二十八条 爱丁堡大学依次颁发证书、文凭、学士学位与荣誉学士学位（一等、二等一、二等二与三等）。

2. To graduate with a degree from the University of Edinburgh a student must obtain the required number of credits. Courses at SCQF level 9 and above can only be attempted once for the award of an Honours degree. Students can retake level 9/10 courses to gain credits to count towards an ordinary or general degree.

(I) Certificate: At least 120 UoE credits of which a minimum of 90 are at level 7 or higher.

(II) Diploma: At least 240 UoE credits of which a minimum of 90 are at level 8 or higher.

(III) General and Ordinary Degree: At least 360 UoE credits of which a minimum of 60 are at level 9.

(IV) Honours Degree: At least 480 UoE credits of which a minimum of 180 are at level 9 and 10, including at least 90 at level 10.

（一）证书：至少修读120 UoE学分，其中7级及以上课程至少有90 UoE学分。

（二）文凭：至少需修读240 UoE学分，其中8级及以上课程至少有90 UoE学分。

（三）学士学位：至少修读360UoE学分，其中9级课程至少有60UoE学分。

（四）荣誉学士学位：至少修读480UoE学分，其中9级或10级课程至少有180UoE学分（10级课程至少有90 UoE学分）。

3. A student who satisfies the examiners in the Final Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division Ⅰ, Second Class Division Ⅱand Third Class.

第三十条 在最后的荣誉学位评估中，通过审核要求的学生将按表现被分别授予：一等、二等一、二等二与三等荣誉学位。

4. A student who has been assessed, classed or failed for Honours may not present him or herself for re-assessment in the same programme, or assessment in a closely related programme. The Dean of the Institute determines whether a programme is closely related.

第三十一条 已参加过荣誉学位评审的学生，不论通过与否，不得参与同一专业或紧密相关专业的学位评审。两个专业是否紧密相关由学院领导决定。

5. During a single period of continuous registration, a student may be awarded only qualification with the highest status for which he or she has attained the required credits.

第三十二条 在同一连续的注册期间，学生将当且仅当获得一个与其所获学分相对应的最高学位。

6. A candidate who already holds a General or Ordinary degree may be permitted by the Dean of the Institute to apply for the degree with Honours, provided that not more than five years have elapsed between his or her first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points.

第三十三条 已获得普通学位的学生，若其首次毕业与攻读荣誉学位之间不超过五年，且得到学院领导批准，可申请荣誉学位。一般情况下，此类候选人通常需按学位课程说明再修240个学分。

7. In exceptional circumstance, notwithstanding any existing resolutions to the contry, the University may confer all existing Honours Degrees with unclassified Honours if insufficient information is available to the relevant Board Examiners to classify those degree. Where a Board Examiners has insufficient information to enable an unclassified Honours Degree to be conferred on a candidate for Honours, a General and Ordinary Degree may be awarded to that candidate where he or she is qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours Degree or General or Ordinary Degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board Examiners.

第三十四条 在特殊情况下，尽管与现有正式决议相矛盾，但如果相关考官委员会缺少足够信息来对荣誉学位进行分级，学校可授予所有修读荣誉学位的学生未分级荣

誉学位。若考官委员会掌握的信息不足以做出授予学生未分类荣誉学位之决定，且该学生满足现有规定下某一普通学位的要求，则可以授予其相应普通学位。在该情形下，授予的未分级荣誉学位和普通学位具有临时性，当相关考官委员会获取充分信息后，将会授予最终学位。

8. Senatus may authorize the conferment of posthumous degree, diplomas and certificates if proposed by College and approved by the curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

第三十五条 由学院提案、经课程与学生学业升级委员会同意，学术评议会可授权授予已去世的学生学位、文凭和证书。此学位的授予要求学生在去世时已经基本完成了相应年限的学习。

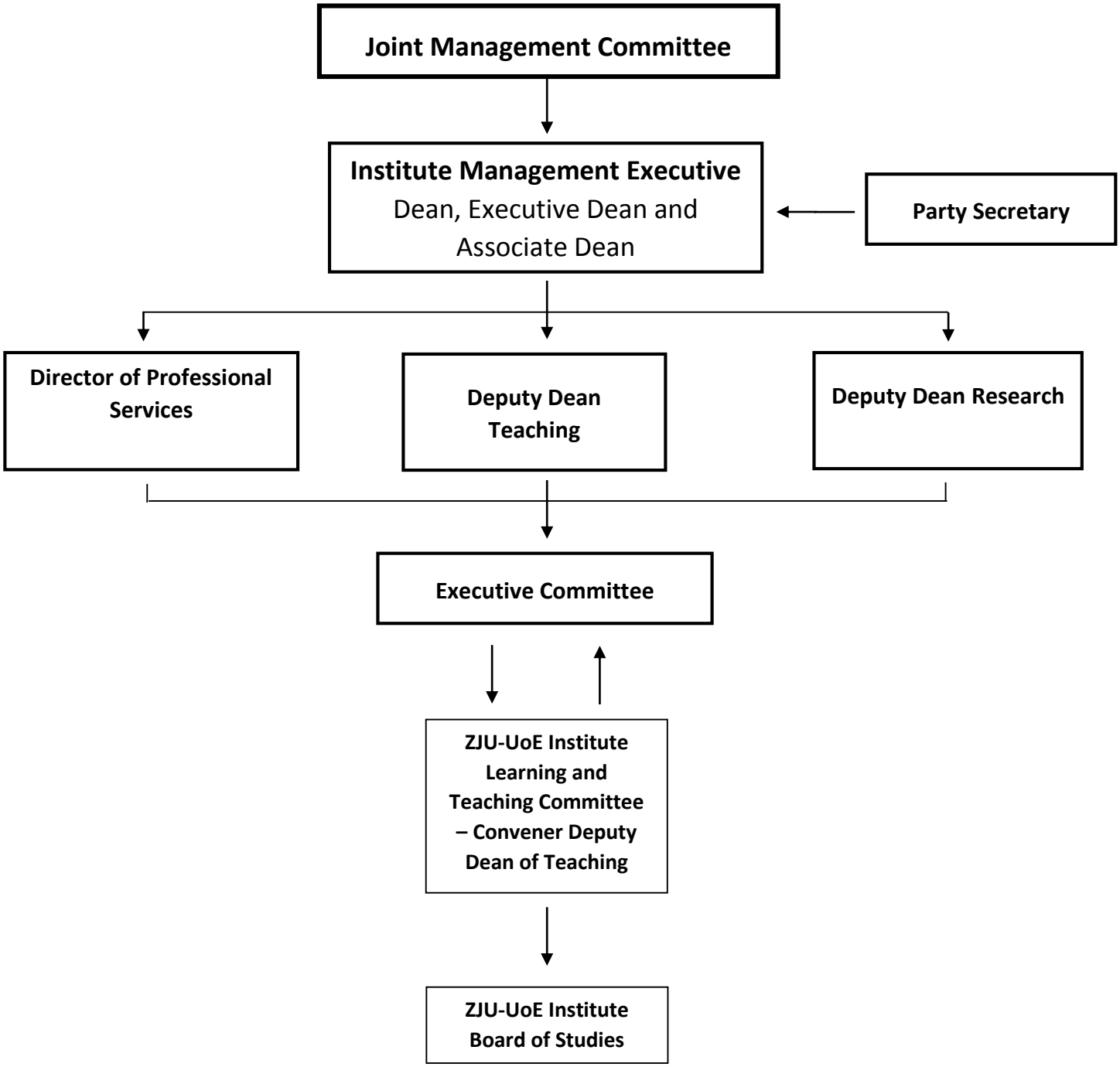
9. In exceptional circumstances Senatus may authorize the conferment of aegrotat degree, which are unclassified. Each such conferment requires a proposal from College to be approved by the curriculum and Student Progression Committee. An aegrotat degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstance beyond his or her control. Before any proposal is referred to Senatus, College must check that the student is willing to receive the degree aegrotat.

第三十六条 在特殊情况下，学术评议会可授权授予生病学生未分级病患特殊学位。该学位需由学院提案，经课程与学生学业升级委员会同意方可授予。学生即将满足获得学位的要求，却因不可控制的因素而不能满足要求时，可被授予该学位。在提案上交给学术评议会前，学院需确保该学位的授予出于学生的自愿。

10. If following graduation a student is retrospectively found guilty of misconduct then an award can be revoked and the certificates must be returned to the University of Edinburgh. If after graduation an error is found to have been made that changes the award then the award will be modified and new certificates produced. The original certificates must be returned to the University of Edinburgh.

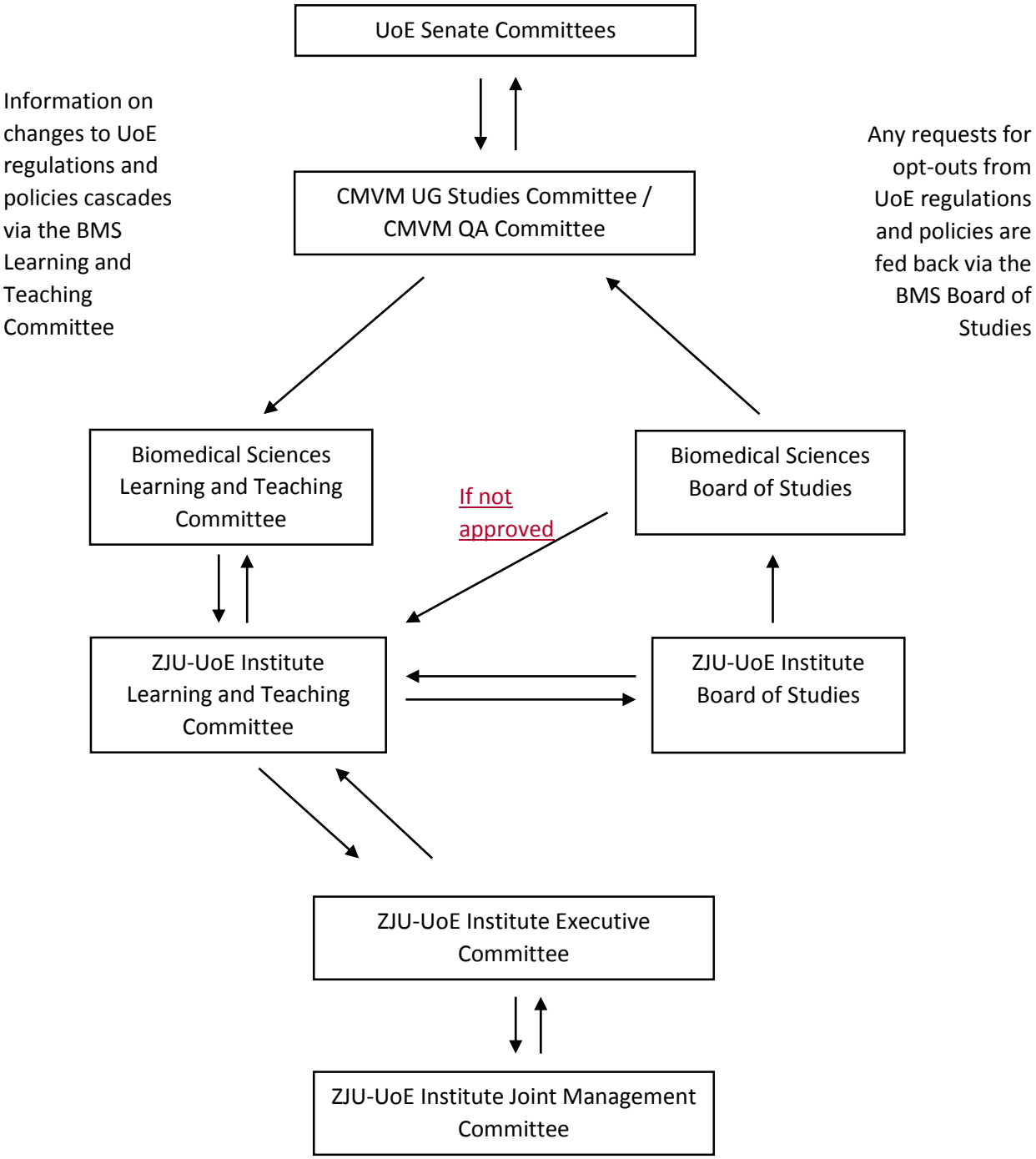
Appendix III~~V~~

Governance structure of ZJU-UoE Institute



Appendix III~~V~~

Route for regulation update and approval between ZJU-UoE Institute and UoE



CSPC: 17.03.2016 **CSPC 15/16 4 F**
H/02/27/02

The University of Edinburgh

Senate Curriculum and Student Progression Committee

17 March 2016

Assessment & Progression Tools (APT) Steering Group Recommendations

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

CSPC received a presentation at the November 2015 meeting which updated the committee on the Assessment & Progression Tools (APT) Project and provided some recommendations from the Steering Group.

This paper provides an update on the following recommendations which were firmly endorsed by the committee:

- a recommendation to move to the position whereby ratified semester 1 course marks are all published after semester 1 Boards of Examiner meetings (rather than being ratified by a Board at the end of semester 2). This recommendation was particularly firmly supported by the Committee. Opt outs would only be approved if there was a firm pedagogical reason for this.
- a recommendation for work to clarify the stages, roles and responsibilities of Boards of Examiners, timelines and publication of outcomes.

In addition an update is provided on the impact of this work on key dates for the 2016/17 academic year.

Action requested

The Committee is invited to **comment** on the key points and recommendation emerging from the Steering Group with a view to making any revisions and re-presenting at the April 20166 CPSC meeting.

This paper will be supported with a short presentation on the day.

Resource implications

Does the paper have resource implications? Yes. The Steering Group is overseeing process and system changes which have an impact on Schools, Academic Services and Student Systems. Some of the recommendations are designed to ensure we can use our resources efficiently and effectively across these areas.

Risk Assessment

Does the paper include a risk analysis? No. A risk register has been developed and is being managed through the Steering Group by the project team.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? No. The project team will be responsible for reviewing the equality and diversity implications.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Barry Neilson
17 March 2016

Any other relevant information, including keywords

Progression, Assessment, Board of Examiners

Curriculum and Student Progression Committee

Assessment & Progression Tools Project Recommendations

17 March 2016

Purpose

1. CSPC received a presentation at the November 2015 meeting which updated the committee on the Assessment & Progression Tools (APT) Project and provided some recommendations from the Steering Group.

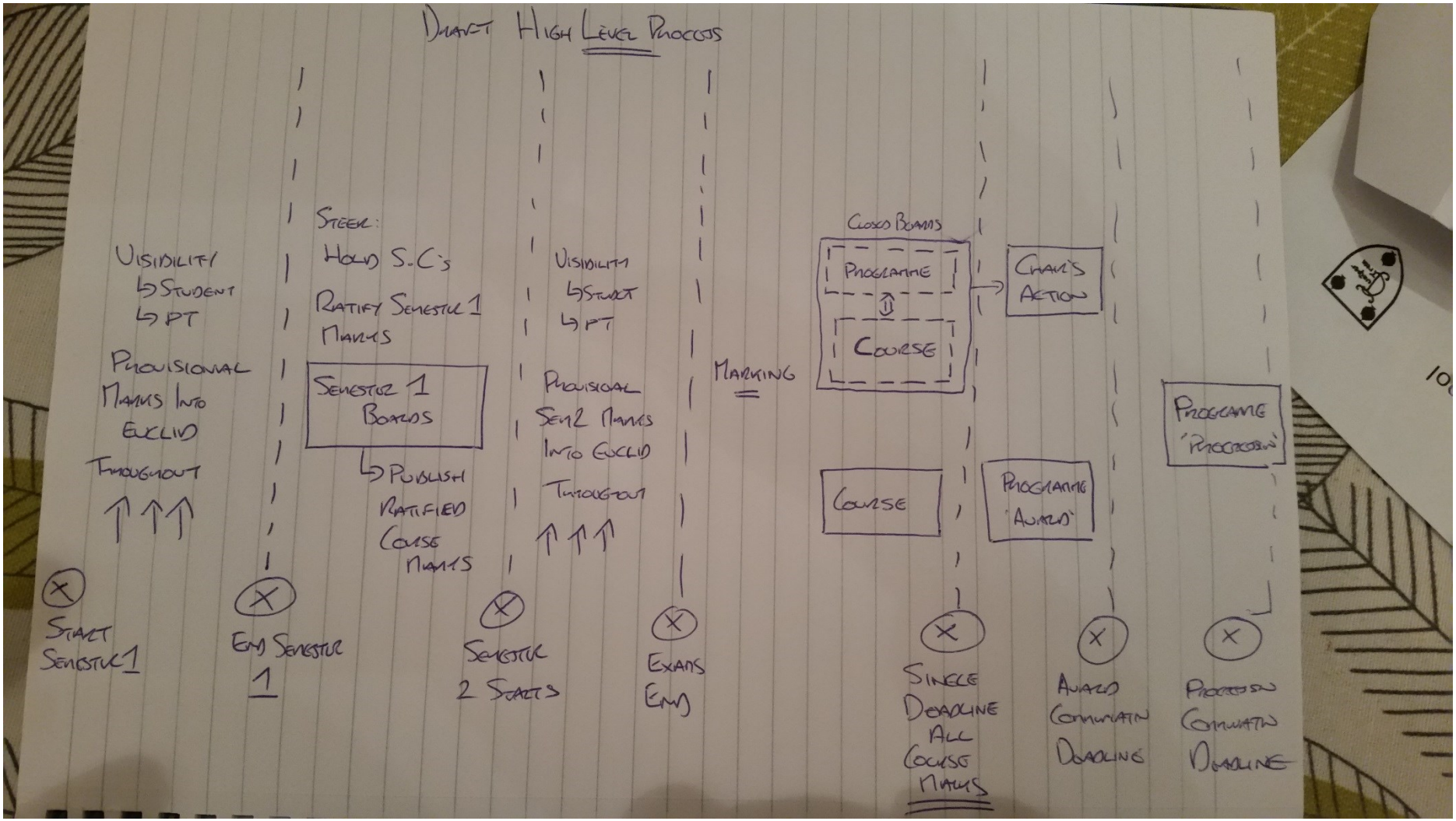
2. This paper provides an update on the following recommendations which were firmly endorsed by the committee:
    - a recommendation to move to the position whereby ratified semester 1 course marks are all published after semester 1 Boards of Examiner meetings (rather than being ratified by a Board at the end of semester 2). This recommendation was particularly firmly supported by the Committee. Opt outs would only be approved if there was a firm pedagogical reason for this.
    - a recommendation for work to clarify the stages, roles and responsibilities of Boards of Examiners, timelines and publication of outcomes.

3. In addition an update is provided on the impact of this work on key dates for the 2016/17 academic year.

4. The Committee is invited to **comment** on the key points and recommendation emerging from the Steering Group with a view to making any revisions and re-presenting at the April 20166 CPSC meeting.

Proposed model

5. The model identified in the papers aims to support the implementation of a process which will:
    a. Ensure that course marks are ratified prior to decisions being made regarding awards and progression;
    b. Setting one date after the Semester 2 exam diet for the course marks to be ratified in the EUCLID system to enable effective sharing of marks;
    c. Provide scope to run both a 'closed' board or two-stage boards for both awards and progression decisions;
    d. Clarifies that any award or progression decision that cannot be made at a 'closed' board needs to be taken as chair's action once all course results for a student are ratified;
    e. Sets out appropriate membership at different type of Boards following the approach implemented during this academic year for progression boards;
    f. Splits the deadlines between communication of awards and the communication of progression decisions.


Draft High Level Process
Visibility
Student
PT
Provisional Marks Into Euclid Throughout
Start Semester 1
Steer:
Hold S.C's
Ratify Semester 1 Marks
Semester 1 Boards
Publish Ratified Course Marks
End Semester 1
Visibility
Student
PT
Provisional Sem2 Marks Into Euclid Throughout
Semester 2 Starts
Marking
Exams End
Cross Boards
Programme
Course
Chair's Action
Course
Programme 'Awards'
Programme 'Progression'
Single Deadline All Course Marks
Awards Confirmation Deadline
Progression Confirmation Deadline

Background and context

6. The Assessment & Progression Tools project is running over three distinct phases. The first two phases (which have been delivered) were developed to support the implementation of the 'Informing Taught Students of their Final Programme, Course and Progression Results' policy. The first two phases delivered:
    a. Changes to the EUCLID system which enabled Schools to electronically record and communicate award decisions to students. Implemented May 2014.
    b. Changes to the EUCLID system which enabled Schools to electronically record and communicate progression decisions to students with a clear note on any next steps the student had to take. Implemented May 2015.

7. The third phase of the project has been developed to deliver a number of benefits, including the following:
    a. A central place for students where assessment structures and in-year summative assessment marks (components and course level) will be held and published, including prompts to students, covering provisional and ratified marks, regardless of which School courses belong to;
    b. Providing Personal Tutors and other staff with access to in-year and historical summative assessment results, at component and course-level, regardless which School courses belong to;
    c. Tools which will support the sharing of marks across Schools on EUCLID and provide the data/management information needed to run exam boards and reduce the volume of administrative work associated with these processes;
    d. High level processes and timelines for the exam board period in Semester 1, 2 and re-assessment;
    e. Replacement of the current SMART in-house system with the EUCLID system.

8. The plan is on track to roll the new software and processes to 16 Schools and 1 Deanery for the start of the 2016/17 academic year and the project is going through the following key steps in the first half of 2016:
    a. Running a pilot of the software with 7 Schools and 1 Deanery during the 2016/17 academic year, and finalising the software development;
    b. Developing an implementation plan with each School (pilot and non-pilot School) to cover the key activities, training and process changes that need to be implemented before and then during the academic year;
    c. Liaising with each School over a number of points for consideration escalated to CSPC, including:
        i. An opportunity to review and clarify the roles and responsibilities of the exam board processes in Semester 1 and Semester 2;
        ii. Clarification on approach to progression rules into Honours programmes;
        iii. Focus on the accuracy of the information held in the DRPS and communicated to students through the Path system;
        iv. Communication of ratified course marks after Semester 1 courses.

9. The project is sponsored by Assistant Principal Susan Rhind, has a well-established Project Board and will continue to report to CSPC during the implementation phase.

Exam Board processes and Key Dates

10. A workshop was held with some members of the Steering Group in January 2016 to discuss key dates and exam board processes with the view to define relevant activities at each stage of the process, and roles and responsibilities. The outcomes were reviewed at the February Steering Group meeting.

11. The appendix provides the detail information considered at the Steering Group. These cover:
    a. Exam Board process summary
    b. More detailed exam board process information (some outstanding comments on this paper which the Steering Group will work through)

12. The table below highlights the draft impact on selected key dates if the process was adopted. It has been applied to this academic year for illustrative purposes only.

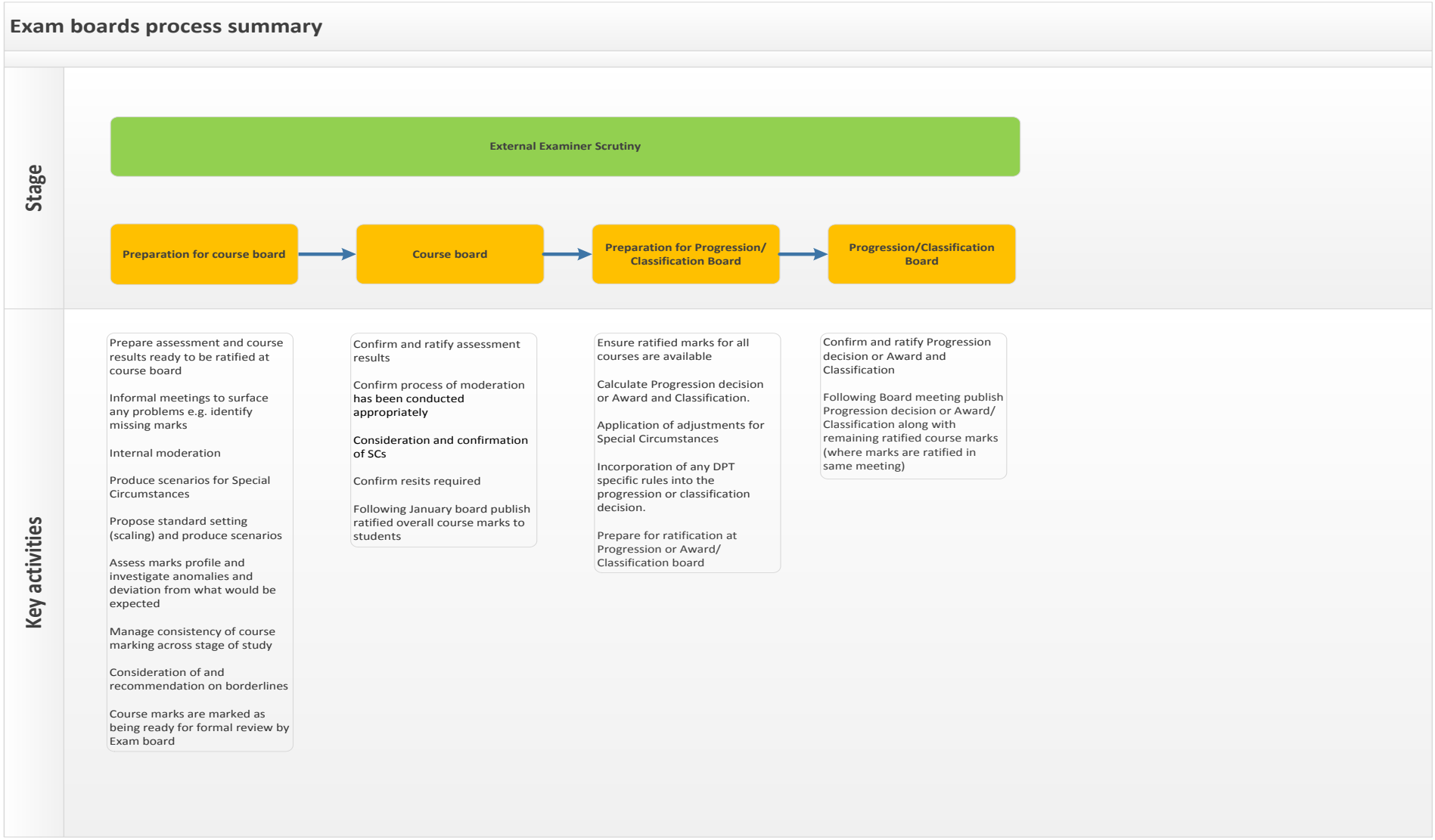
Period	15/16 Week	W/Beg	Day	What
	-3	24-Aug-15	Mon 24th	Deadline for publishing course assessment structure for all Semester 1 and year long courses.
Teaching	1	21-Sep-15	Mon 21st	Teaching starts
	7	02-Nov-15	Thurs 5th	Deadline for publication of PGT awards for graduations.
Exams	12	07-Dec-15		Exams Start
	13	14-Dec-15		Deadline for publishing course assessment structure for all semester 2 courses.
	14	21-Dec-15	Mon 21st	Exams End
Semester 2 starts	17	11-Jan-16		
	19	25-Jan-16	Thurs 28th	Deadline for publication of ratified semester 1 course results following course boards.
	29	04-Apr-16	Mon 4tht	Publish 2016/17 DRPS (in future years this could include assessment structures)
Exams	32	25-Apr-16	Mon 25th	Exams Start
	35	16-May-16	Fri 20th	Exams End
Post exam	37	30-May-16	Fri 3rd	Ratified marks available in system following course boards (excluding MBChB and BVM&S)
	38	06-Jun-16	Fri 10th	Noon deadline for publication of awards (excluding MBChB and BVM&S)
	39	13-Jun-16	Fri 17th	Noon deadline for publication of MBChB and BVM&S awards.
	40	20-Jun-26	Sat 25th	Graduations start
	41	27-Jun-16	Tue 28th	Communication of progression decisions for all continuing students (UG & PGT).
			Sat 2nd	End of Graduations

Recommendation

13. The Committee is invited to **comment** on the key points and recommendation emerging from the Steering Group with a view to making any revisions and re-presenting at the April 20166 CPSC meeting.

Barry Neilson
Director of Student Systems
On behalf of Steering Group
17 March 2016

Exam boards process summary



Exam Board Processes

External Examiner scrutiny

The External Examiner has oversight throughout the process and can be formally involved before the course board

Purpose and Activities

Purpose - ensure that:

- Assessment is consistent with UK standards
- Assessment meets University Regulations
- Students are dealt with fairly

The external examiner can make recommendations for changes to marks (including standard setting/scaling) but University staff decide whether to act on these recommendations.

Who needs to be involved?

- External examiner
- Course organiser
- Convenor of Board of Examiners for subject area
- Regulations expert

Information required (inputs)

- Profile of assessment and overall course mark for each studentPre
- Profile of assessment and overall course mark for cohort
- Access to all assessments

Outputs and note taking required

- Record reasons for changes to marks

EUCLID system implications

- Requirement to provide information in correct format for external examiner

Preparation for Course Board

This stage does not have to include a formal 'internal board' meeting. Purpose and Activities

- Prepare assessment and course results ready to be ratified at course board
- Informal meetings to surface any problems e.g. identify missing marks
- Internal moderation
- Produce scenarios for Special Circumstances
- Propose standard setting (scaling) and produce scenarios
- Assess marks profile and investigate anomalies and deviation from what would be expected
- Manage consistency of course marking across stage of study
- Consideration of and recommendation on borderlines
- Specifically for studio based work: External examiner considers work (SHOULD WE REMOVE THIS?)Course marks are marked as being ready for formal review by Exam board

Who needs to be involved?

- Course organizer
- Course secretary
- Staff who have taught on course
- Markers
- Convenor of Board of Examiners for subject area
- Board of Examiners secretary
- Regulations expert
- Special circumstances committee
- External Examiner (oversight)

Information required (inputs)

- Profile of assessment and overall course mark for each student
- Profile of assessment and overall course mark for cohort
- Outcome of special circumstances committee
- Profile of marks against other courses in the same subject/stage

Outputs and note taking required

- Actions taken as result of Special Circumstances
- Selection of papers passed to External Examiner
- Standard setting (scaling)
- Results of moderation noted
- Record reasons for changes to individual assessment and overall marks, including scaling, late penalties, moderation, Special Circumstances
- Minutes of actions and recommendations
- Details of resits required
- Exam board reports produced for Board

EUCLID system implications

- At end of this overall course results are 'Ready for external examiner'

- The following are to be recorded in EUCLID to present at the Board meeting:
    - Any changes to marks, with reasons
    - Changes or actions arising as a result of Special Circumstances
    - Details of resits required

Comments/Issues

- For January Exam boards:
    - Comparison of course marks as compared with other courses across subject area cannot easily be done if some courses are assessed and ratified at January boards and some at June boards
    - Special Circumstances Committees not always convened for January boards
- Version control of change of marks for scenario planning & presentation is not available within EUCLID. Only one scenario can be presented through EUCLID.

Course Board Meeting

Purpose and Activities

- Confirm and ratify assessment results
- Confirm process of moderation has been conducted appropriately
- Consideration and confirmation of SCs
- Confirm resits required Following January board publish ratified overall course marks to students

Who needs to be involved?

- Convenor of Board of Examiners for subject
- Board of Examiners secretary
- External examiner (does not have to be present) ** *The requirement is not clear* ***
- Internal examiners
- Regulations expert

Information required (inputs)

- Overall course mark
- Notes of adjustments made
- Scenarios for adjustments made for Special Circumstances

Outputs and note taking required

- Notes of adjustments made
- Decisions on Scenarios
- Course marks are ratified
- Resit details are noted

EUCLID system implications

- Overall course results are recorded as 'Ratified' and can safely be used in Progression/Award calculations
- After January exam boards, overall course results can be published to students and staff

Comments/Issues

Preparation for Programme board (Award & Classification or Progression)

This does not have to include a formal 'internal board' meeting

Purpose and Activities

- Ensure ratified marks for all courses are available
- Calculate recommended Progression or Award and Classification.
- Application of adjustments for Special Circumstances
- Incorporation of any DPT specific rules into the progression or classification decision.
- Provisionally award credits on aggregate
- Prepare for ratification at Progression or Award/ Classification board

Who needs to be involved?

- Convenor of Board of Examiners for subject
- Board of Examiners secretary
- Regulations expert
- Programme Director

Information required (inputs)

- Special Circumstances adjustment recommendations
- Ratified marks unless this is a 'closed' Programme where course marks will be ratified in the same board meeting as the Progression or Award/Classification

Outputs and note taking required

- Reports to be made available to the Board, including:
    - Profile of course marks
    - Recommended progression or award and classification
    - Notes of adjustments made
    - Proposed communication to students of outcome and any resit requirements
    - Proposed communication to student where a decision cannot be made

EUCLID system implications

- At end of this process, Progression and Award/classifications recommendations are flagged as 'Provisional' (not for publication)

Comments/Issues

- Where a combined course and programme board takes place, calculations for progression and award/classification can only be performed and board papers prepared by using marks that are still marked as provisional in the EUCLID. This is acceptable for 'closed' programmes where no students are taking courses which are **not** 'owned' by the Programme board as the marks can be ratified in the first part of the meeting.
- Where any student on the programme is taking an 'outside' course, this course mark should be ratified in EUCLID before the Board takes place. If this is not possible, the progression or award/classification decision cannot be ratified at the Board meeting.

Programme board meeting (Award & Classification or Progression)

A decision for a student can only be made at a programme board meeting when all marks have been ratified (this can be immediately prior in a course board)

Purpose and Activities

- Confirm and ratify Progression decision or Award and Classification
- Confirm credits awarded on aggregate
- Following Board meeting publish Progression decision or Award/Classification along with remaining ratified course marks (where marks have been ratified at same meeting)

Who needs to be involved?

- Convenor of Board of Examiners for subject
- Board of Examiners secretary
- Regulations expert
- Programme Director
- External Examiner (oversight but does not need to be present) *** *Unclear if this is the case* ** *

Information required (inputs)

- Special Circumstances adjustment recommendations
- Profile of ratified Marks (but see Comments/Issues)

Outputs and note taking required

- Special Circumstances outcomes
- Notes of adjustments made
- Communication to students of outcome and any resit requirements
- Note of why a decision cannot be made

EUCLID system implications

- At end of this process, progression and award decisions are recorded as 'Ratified' and can be published to students
- Any credits awarded on aggregate are ratified
- So that Programme boards can run immediately after course marks are ratified, progression and classification calculations must be enabled to run on results at 'provisional' status. Marks at provisional status must be flagged as such on any reports.

Comments/Issues

- Deadlines are required for ratification of marks ahead of the deadline for programme board decisions in order for results for 'outside' courses to be ratified before the programme board.
- If a ratified mark is not available at the time of the Board meeting, the progression or award/classification decision must be taken as a Convenor's action when the ratified mark is available.

There is a desire across the University to release course marks only with progression /classification decisions. Implication of this is that students on the same course but different programmes will get their course result at differ

CSPC: 17.03.2016 **CSPC 15/16 4 G**
H/02/27/02

The University of Edinburgh

Senate Curriculum and Student Progression

17 March 2016

SMART System – Contingency Plans

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper provides CSPC with an update on SMART system contingency planning which has taken place. This system is used in a large number of Schools across the University to support assessment and exam board processes.

Action requested

The Committee is invited to **note** the work that has taken place to date and **comment** on the recommendation that regulations 67 & 68 of the Taught Assessment Regulations may need to be invoked if there is significant disruption to exam boards and the most appropriate way to manage this potential scenario.

Resource implications

Does the paper have resource implications? Potentially. The contingency plan is in place to support recovery from a system failure. If this event takes place then there will be resource implications in Schools, Student Systems and ISG at short notice and (in particular for Schools) during a peak period of activity.

Risk Assessment

Does the paper include a risk analysis? No. The work undertaken was a result of risk analysis.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Not required.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Barry Neilson
17 March 2016

Any other relevant information, including keywords

SMART, Exam Boards

Curriculum and Student Progression Committee

SMART System – Contingency Plans

17 March 2016

Purpose

1. This paper provides CSPC with an update on SMART system contingency planning which has taken place. This system is used in a large number of Schools across the University to support assessment and exam board processes.

2. The Committee is invited to **note** the work that has taken place to date and **comment** on the recommendation that regulations 67 & 68 of the Taught Assessment Regulations may need to be invoked if there is significant disruption to exam boards and the most appropriate way to manage this potential scenario.

Background

3. SMART is the University corporate assessment tool. A decision has been taken by the Student Systems Board to decommission SMART from the 2016/17 academic year with Schools moving to the newly developed EUCLID assessment tools by September 2016.

4. Summer 2015 resulted in 41 periods of downtime for users of the SMART system. Given the level of performance in summer 2015 and the critical nature of the processes and data the SMART system supports, a SMART contingency planning group was established with colleagues from Student Systems, ISG and Schools from each of the three Colleges.

5. Through the group, contingency planning for a full system failure of the SMART system have been developed. This event is highly unlikely, however expectations have been set with Schools to expect similar levels of interruption to service during 2016 as experience in 2015 with the SMART system. However, given the importance of the processes this system supports, a proportionate response is to ensure we have plans in place for the worst case scenario.

January 2016

6. A contingency plan was developed for January 2016. The plan provided colleagues with the steps to be undertaken to ensure continuity of assessment and exam board processes in the event of a full system failure of the SMART application during January 2016.

7. At the same time a software upgrade was performed.

8. Users of the system noted no interruption of service during January 2016.

Summer 2016 Boards

9. A separate contingency plan has been developed for the summer boards. This plan is slightly different from the January plan given the need for both course and programme boards, spreadsheet etc. The key areas covered include:

    a. The availability of course and programme spreadsheets created in advance and available if any systems failure occurs;
    b. Clarification of the processes required to complete spreadsheets at School level and storage of data and presentation at Boards;
    c. The availability and access to the BI suite;
    d. The processes for sharing marks across CHSS in particular but across Colleges;
    e. Clarification that no data will be lost up to the point of any system failure.

10. In addition a table has been developed outlining the four stages of escalation, the detailed actions for each stage have not been re-produced here.

11. In the unlikely event we reach stage 3 and 4, links with CSPC will be required regarding the potential impact on summer exam boards and the potential use of any taught assessment regulations in this scenario.

Scenario	Owner
SMART application crashes intermittently	Lisa Dawson
SMART application crashes multiple times in a day	Lisa Dawson
SMART application crashes and does not restart	Barry Neilson
SMART back-up application crashes and does not restart	Barry Neilson

Recommendation

12. The Committee is invited to **note** the work that has taken place to date and **comment** on the recommendation that regulations 67 & 68 of the Taught Assessment Regulations may need to be invoked if there is significant disruption to exam boards and the most appropriate way to manage this potential scenario.

Barry Neilson
Director of Student Systems
17 March 2016

CSPC: 17.03.2016 **CSPC 15/16 4 H**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Double-Award PhDs

Executive Summary

The University has a growing number of collaborative PhD programmes that lead to the award of a joint degree. Due to legal restrictions in their own country, some partner universities are unable to offer joint-award PhDs. At is meeting on 12 January 2016, Senate Researcher Experience (REC) discussed the attached paper and agreed to recommend that CSPC amend the University's Dual, Double and Multiple Awards Policy to remove the prohibition on dual / double awards for research programmes.

The Policy is available at:

http://www.ed.ac.uk/files/atoms/files/dualawards.pdf

Since CSPC approved the Policy in September 2014, QAA published new guidance on managing Qualifications Involving More Than One Degree-Awarding Body:

http://www.qaa.ac.uk/en/Publications/Documents/Joint-Degree-Characteristics-15.pdf

While previous QAA guidance had provided little information on dual / double / multiple award arrangements, this new guidance makes it clear that dual / double / multiple awards are an acceptable type of arrangement, and sets out guidance for running them.

If the Committee agrees to the proposed change to the Policy, it would delete paragraph five, which currently states: "The University of Edinburgh does not enter into arrangements for dual, double or multiple awards for research degrees. Dual, double or multiple award arrangements can only apply to taught programmes."

The Policy emphasises that the University would only enter into dual / double / multiple award arrangements in specific circumstances, with a presumption to take a joint degree approach where possible, and that CSPC would need to approve each individual dual / double / multiple award arrangement. If the Committee approves the proposed change, this presumption in favour of joint degrees and requirement for CSPC to approve each individual dual / double / multiple award arrangement would apply to PhDs as well.

When CSPC introduced the Dual, Double and Multiple Awards Policy, it agreed an accompanying Action Plan. Among other things, this implementation plan makes it clear that in the event of Dual / Double / Multiple awards, the University of Edinburgh's degree certificate and transcript should include a form of words explaining that the degree is awarded for a jointly-delivered programme of study with another institution, for which the graduate has also been eligible for a separate degree from the other institution, stating the location of the partner and of the location of study. Academic Services and Student Systems are in the process of liaising with relevant Schools regarding the business processes / systems to support these arrangements. If CSPC approves the proposed change to the Policy, all aspects of that implementation plan would apply to dual / double award PhDs.

How does this align with the University / Committee's strategic plans and priorities?

Aligns with the University Strategic Goals of Excellence in Education and Excellence in Research, and the Strategic Theme of Outstanding Student Experience.

Action requested

This paper asks the Committee to amend the Dual, Double and Multiple Awards Policy to remove the prohibition on Dual / Double / Multiple Award PhDs.

How will any action agreed be implemented and communicated?

If approved, Academic Services would communicate this change in Policy via the Senate Committees Newsletter and annual 'New and Updated Policies' communication, and would inform key College contacts for collaborative activities of these changes. Academic Services would also amend guidance documentation regarding collaborative programmes to reflect the change in policy. In addition, College representatives would be encouraged to inform key School contacts.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None.

2. **Risk assessment**
   The Policy and associated Implementation plan is designed to manage any risks associated with dual / double / multiple award arrangements.

3. **Equality and Diversity**
   Already considered when the Policy was introduced.

4. **Freedom of information**
   The paper is open

Key words

Originator of the paper

Jeremy Bradshaw, Assistant Principal Researcher Development
March 2016

Senatus Researcher Experience Committee

Double-Award PhDs

Introduction

The current Strategic Plan includes the target '11.1 Increase number of PhD students on programmes jointly awarded with international partners by at least 50%.' The University of on course to achieve this target.

There is template documentation for a high-level agreement setting out the intention to deliver joint PhDs and a more detailed agreement for each student on a joint-award PhD.

We are currently unable to offer joint PhDs with some of our international partners because their country's legislation does not allow joint-award degrees. These partners include Chinese universities, Polish universities in the Polish School of Medicine partnership, and some of our Universitas 21 and Coimbra Group partners. In order to enter into collaborative PhD provision with these partners, it would be necessary to make a double-award to successful candidates.

CSPC recently (2014) agreed to amend the regulations to allow double-awards for taught programmes but, at the time, specifically excluded research degrees from this arrangement. This paper invites REC to consider whether there are any strategic reasons why the University should not make double-awards for research degrees, before CSPC is asked to consider amending the regulations to allow them to be made.

The QAA consultation paper "Qualifications Awarded by Two or More Degree-Awarding Bodies Characteristics" (December 2014), defines joint and dual qualifications as follows:

Joint qualification: This is defined as an arrangement under which two or more degree-awarding bodies jointly develop and deliver a single programme (whether taught or research) leading to a single qualification awarded jointly by both, or all, participants. The degree-awarding bodies pool their awarding powers to award one qualification together. A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications. The defining characteristic here is that this is a joint enterprise from conception to implementation and award.

Double/multiple qualification: This is defined as an arrangement where two or more degree-awarding bodies jointly develop and deliver a single programme (whether taught or research) leading to separate qualifications (and separate certification) being granted by both, or all, of them. In some cases, the partners agree to award the same qualification but to issue separate certificates. Each certificate and/or transcript or record of achievement or Diploma Supplement indicates that a jointly delivered single programme is leading to two or more qualifications of the participant partners. Double and multiple qualifications have generally been developed as a result of legal impediments, in some jurisdictions, to a single joint qualification, or as a result of difficulties with the recognition of the certificate and transcript of a single joint qualification.

The intention would be that the only difference between our current join-award PhD programmes and any new double-award PhD programmes would be the nature of the certification. It is also intended that dual-awards should only be made when legal considerations explicitly prevent a joint-award.

Action Requested

Does the Committee agree that a paper should go to CSPC requesting an amendment to the Regulations to allow jointly-delivered double-award PhDs, under certain defined circumstances?

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Assessment Requirements for ExEDE Joint PhD Candidates

Executive Summary

This paper makes recommendations for the assessment procedures for joint Edinburgh-Aarhus PhD candidates, studying under the Excellence in European Doctoral Education (ExEDE) project. The proposed assessment arrangements include operating an assessment process based on the public defence for these candidates. At its November 2014 meeting, the Committee agreed to a comparable arrangement for students involved in the European Joint Doctorate in Law and Development (EDOLAD) joint PhD programme.

How does this align with the University / Committee's strategic plans and priorities?

This paper aligns with the following strategic priorities and themes:

- Excellence in Education
- Excellence in Research
- Outstanding Student Experience
- Global Impact
- Partnerships

Action requested

The Committee is asked to consider, and approve, recommendations for the assessment procedures for ExEDE joint Edinburgh-Aarhus PhD candidates. The Committee is invited to delegate to the Convener, in consultation with the Convener of the Researcher Experience Committee, to agree which institution's thesis format guidelines to apply to these candidates.

How will any action agreed be implemented and communicated?

Following approval, the assessment procedures will apply to all current and future ExEDE candidates.

Resource / Risk / Compliance

Resource implications (including staffing)

The proposed approach to assessment involving public defence will have resource implications for the Schools / Colleges owning the students, since a public defence is likely to involve more assessors in the reading committee and public defence stages than would be involved in a conventional University of Edinburgh viva.

1. Risk assessment

The principal risk associated with this paper is that of student complaints and/or appeals, should a decision about their assessment requirements not be made. By allowing the

University to take prompt steps to confirm the assessment arrangements, and by ensuring that the arrangements are fair and robust, the University is minimising this risk.

2. **Equality and Diversity**

There are no equality and diversity implications associated with this paper.

3. **Freedom of information**

This paper is open.

Key words

PhD education, assessment, joint-PhD.

Originator of the paper

Professor Jeremy Bradshaw, Assistant Principal Researcher Development, 28 February 2016.

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Assessment Requirements for ExEDE Joint PhD Candidates

In 2012, the University and Aarhus University embarked on the collaborative project ExEDE (Excellence in European Doctoral Education) to discuss, develop and evaluate practice in relation to excellence in European doctoral education. A one year ExEDE pilot project was run during 2013 to help identify best practice and develop new methods of supporting doctoral education in the context of its changing landscape.

Based upon the findings of the pilot project, six joint Edinburgh-Aarhus scholarships were announced, two for each of the 3 Colleges. Successful candidates will be awarded a joint degree, with both Universities' crests appearing on the same parchment. Each candidate has a Memorandum of Agreement that details their project, supervision arrangements, etc. However, the documents are vague about the exact nature of the assessment. This paper makes recommendations about the assessment procedures for the ExEDE students and asks CSPC to formally agree them.

The original intention of the ExEDE project was that each student would be assessed by a procedure that blended aspects of the UK viva voce examination with the Danish tradition of public defence of the thesis. However, it is difficult, and needlessly repetitive, to simply follow one style of examination with the other. There are advantages and disadvantages associated with having the public defence first, or second. There is also a risk of loss of credibility and appeal, if a candidate should pass one form of assessment but not the other.

The proposal, therefore, is that the assessment of ExEDE PhD candidates follows the normal procedures of just one, rather than both, of the partner universities, and that those procedures should be the Aarhus ones (see appendices). The reason for this is that Danish universities have less autonomy and flexibility than UK ones; Danish law requires PhD candidates to be examined by public defence. This proposal follows normal Edinburgh practice for joint PhDs, in that the normal procedures of one of the partners, rather than both, are followed. The only difference in the case of ExEDE candidates is that all of the students, rather than half, would be required to conform to the non-Edinburgh university regulations.

The appendices describe the assessment procedures at Aarhus University and show that the process is rigorous and provides opportunity for tough questioning and the possibility of failing to pass.

CSPC is asked, therefore to approve the recommendation that ExEDE joint PhD candidates will be assessed according to the regulations and requirements of Aarhus University. All other aspects of the PhD thesis (supervision, annual monitoring, etc.) will be as described in each student's MoA.

The institutions have not yet determined the format that candidates' theses should take, that is, whether they will follow the guidelines of Edinburgh or Aarhus. The institutions will have further discussions on this, taking account of the students' expectations. The Committee is invited to delegate to the Convener, in consultation with the Convener of the Researcher Experience Committee, to agree to an appropriate way forward, on the understanding that they would only agree to adopting the Aarhus guidelines if they are robust and broadly equivalent to those of Edinburgh.

Appendix: Defence of the PhD dissertation (Aarhus University regulations)

19.

- The PhD dissertation must be defended publicly in accordance with internal rules laid down by the institution. At the defence, the PhD student or the author must be given the opportunity to explain his or her work and defend the PhD dissertation before the members of the assessment committee, see, however, subsection (3).
- The institution must ensure that the PhD dissertation is made available to the public in due time before the defence.
- Under special circumstances, subject to agreement with the PhD student or the author, the institution may decide that a planned defence can be completed with participation of only two members of the assessment committee.

20.

(1) The institution decides the time and place of the public defence.
(2) The defence takes place two weeks after the assessment committee's submission of its recommendation, at the earliest, see section 18(1), and within three months of the submission of the PhD dissertation, at the latest, see, however, subsection (3) and section 18(1), second sentence.
(3) If special circumstances apply, the institution may decide to postpone the defence. Postponement of the defence is subject to agreement between the PhD student or the author and the institution, including on the date and time arranged for the defence.

Award of the PhD degree

21.

(1) Immediately following the defence, the assessment committee must make its recommendation as to whether the PhD degree should be awarded and must notify the institution and the PhD student or the author thereof. The recommendation must be reasoned, and in the event of disagreement, the majority will prevail.
(2) If the recommendation of the assessment committee is negative, the institution may decide to let the dissertation be assessed by a new assessment committee, if so requested by the PhD student or the author within a period of at least one week.

22. The PhD degree may be awarded if the assessment committee submits a recommendation to that effect.

23.

(1) The institution issues a certificate of the award of the PhD degree.
(2) Such certificate must be in Danish and English and contain information on the relevant field and the subject of the PhD dissertation as well as information on the PhD degree programme completed.
(3) As part of a mutually obliging collaboration agreement on PhD training, including the assessment, defence, awarding of degrees etc., the institution may provide a certificate with an endorsement, signature or the like from one or more foreign institutions with which the institution collaborates, making it appear as a joint document, if the document is also made enforceable under foreign law (joint degree).

(4) As part of a collaboration agreement, see subsection (3), the institution may also provide a certificate from one or more foreign institutions with which the institution collaborates with an endorsement, signature or the like, such that the diploma is also made enforceable under Danish law, if the institution assesses that the PhD student has acquired qualifications comparable with those acquired under a Danish PhD degree programme.
(5) The institution and one or more foreign institutions with which the institution collaborates may, as part of a collaboration agreement, see subsection (3), each issue a certificate of the award of the same PhD degree (double degree or multiple degree).

24. If the PhD degree is not awarded, the institution will upon request issue documentation in both Danish and English concerning the elements of the PhD degree programme that have been completed.

Appendix: Conduct of the Public Defence (Aarhus University regulations)

The defence will normally be chaired by the PhD programme chair, and may last minimum one hour and a maximum of three hours, including a break of around 15 minutes.

After an introduction by the chair, the PhD student will present his or her work. The presentation normally takes 30-45 minutes and should cover subjects dealt with in the dissertation. The assessment Committee can recommend a title (if different from the dissertation title) for the lecture. After the presentation/lecture, the author will be examined by the members of the assessment committee. The examination must comprise an in-depth discussion and critical analysis of selected parts of the dissertation and the lecture. The examination will take the form of a dialogue with the author, and must give the author the opportunity to defend his or her research, including the theories and methods used in the dissertation.

The members of the assessment committee will decide among themselves the order in which they will speak, though the chair of the committee normally speaks last. The two external opponents will normally have 40 minutes each, while the chair of the assessment committee will normally have 30 minutes for examination and for summing up. At Health the examination is expected to take at least 1 hour, but is often longer.

The audience subsequently has the opportunity to ask the PhD student questions. Those who wish to ask questions or comment must give notice of this in advance. Generally, questions from the audience are asked immediately after the break, and may not take more than 20 minutes in total. NB, this is not mandatory anymore but it remains a tradition.

Following the examination, the assessment committee convenes in order to discuss and evaluate the defence. If they agree that the degree can be awarded, the result is normally announced to the candidate immediately after.

CSPC: 17.03.2016 **CSPC 15/16 4 J**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

College of Science and Engineering: New Collaboration Programme and Model - 1+1+1 Collaboration between School of Biological Sciences and Ningbo University

Executive Summary

The School of Biological Sciences (SBS) is proposing a 1+1+1 collaborative arrangement with Ningbo University in China, as outlined in the attached MoA.

The arrangement is designed for students who are undertaking a three year degree at Ningbo. Students who complete one year at Ningbo **(1)**, could apply for entry into UoE one-year taught Masters **(+1),** and on completion of the UoE Masters return to Ningbo to complete the final (third) year of their degree **(+1)**.

From UoE's perspective, students are not being granted any credit for study elsewhere – they are starting and finishing our one-year taught Masters' degree with everyone else. Students will take the UoE credits/award back to Ningbo for credit towards their 3 year degree.

Ningbo students will be required to meet the same admission requirements as other students coming into the SBS one-year Masters' programmes.

The 2+2 template has been adapted for this arrangement and reviewed by the University's Virtual Collaborations Group.

How does this align with the University / Committee's strategic plans and priorities?

The programmes align with the strategic goals of excellence in education and innovation, and strategic themes of global impact and partnerships.

Action requested

CSPC is asked to approve the 1+1+1 collaboration model – both from the perspective of this specific MoA, and from the perspective of this model being

used in the future for other collaborative arrangements.

How will any action agreed be implemented and communicated?

CSE representative will feedback comments from CSPC. If substantive issues are identified CSE will revise the MoA or take into consideration for future collaborations of this nature.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There is limited resource impact given the proposed arrangement utilises our existing one-year Masters' programmes. The School will manage the relationship, and liaise with Admissions regarding applications for admission from Zingbo University students.

2. Risk assessment

A risk assessment has been undertaken with the School and with the Virtual Collaborations Group, and no risks have been identified. This is considered a low risk collaborative arrangement from CSE perspective, given no new programme or special admission requirements are required.

Attached is a summary of how this arrangement aligns with the dual award eligibility criteria, as outlined in the University's Dual, Double and Joint Awards Policy.

3. Equality and Diversity

No equality and diversity implications.

4. Freedom of information

This paper can be included in open business.

Key words

Biological Sciences, Collaboration, 3+1

Originator of the paper

Joy Candlish, Head of Academic Affairs, College of Science & Engineering, March 2016

1+1+1 Collaboration between School of Biological Sciences and Ningbo University

Alignment of the arrangement with the dual award eligibility criteria outlined in the University's Dual, Double and Joint Awards Policy:

Policy Requirement	**Ningbo 1+1+1 Arrangement**
Definition of Dual Award from Policy - *2. A dual, double or multiple award arrangement is defined by the University as one in which two or more awarding bodies together provide a single jointly delivered taught programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them.*	The proposed programme falls within the University's definition of a Dual Award – in that Ningbo and UoE will deliver taught components towards the Ningbo degree. However, this model is a little different to other dual awards in that UoE is controlling the credit that it awards as it is not depending on any credit from Ningbo in order for the award to be given by UoE. So, while dual in nature as there is a connection between the Ningbo and UoE awards, it is relatively low risk in terms of academic standards given UoE is not granting any credit for study undertaken elsewhere.
Criteria for approving a dual award from Policy 4. *The University chooses the most appropriate model for its collaborative degree programmes and awards; this is often the joint award model. Only under the following circumstances will the University consider entering into arrangements for dual, double or multiple awards for taught programmes:*	This 1+1+1 Ningbo arrangement is not a double or joint award. While dual award in nature, it presents low risk to UoE in terms of dual award eligibility criteria as outlined below:
▪ *When the partner institution(s) are unable to enter into joint award arrangements due to the legal or regulatory position in their country, or other*	A joint award would not be appropriate from UoE's perspective, as we wish to retain delivery and awarding of our 'stand-alone' one-year Masters' degree and not develop a joint programme with Ningbo.

extremely compelling reasons; and;	
▪ *When, as part of the due diligence approval process, the academic standards in the relevant discipline(s) at the partner institution(s) are confirmed as equivalent to those of the University of Edinburgh, and the partner institution(s) are of appropriate reputational standing; and*	SBS have undertaken appropriate due diligence of Ningbo and consider the students who will be admitted to UoE's degree as part of this collaborative arrangement will be of good quality. All students will need to meet the published admission standards for the UoE at the time of admission. The UoE award will not depend on any credit from the other institution and will be awarded solely from studies undertaken at UoE.
▪ *When the programmes will require students to pass a minimum number of credits from courses of the University of Edinburgh as part of the overall programme requirements. These minimum requirements will be specified in the University's degree regulations and align with the University's policy on Recognition of Prior Learning.*	Not relevant to this collaborative arrangement – students will complete the full UoE one-year taught programme.
5. The University of Edinburgh does not enter into arrangements for dual, double or multiple awards for research degrees. Dual, double or multiple award arrangements can only apply to taught programmes.	Not applicable – taught programme.
6. In order for the University to enter into a dual, double or multiple award arrangement, the total number of credits for the award must at least meet the University's requirements for that type of award (in terms of volume and level of credits), irrespective of	Students will complete the full UoE one-year taught programme, and will not be granted any credit for studies completed at Ningbo.

whether the partner institution(s) may normally require fewer credits in order to confer the equivalent award.	
7. Where dual, double or multiple award programmes would require a student to achieve more credit than the University normally requires, in order to meet a partner's requirements, this is subject to the approval of the programme by Curriculum and Student Progression Committee.	Students will complete the full UoE one-year taught programme, and will not be required to undertaken any more credit than required for our award.

Memorandum of Agreement

EDUCATIONAL CO-OPERATION IN RELATION TO 1+1+1 PROGRAMMES

between

NINGBO UNIVERSITY, a public university with registration number 41952910-6 and having its principal office at NINGBO, Zhejiang Province, PR China 818 Fenghua Road. Legal Representative: Shen Manhong **("NBU")**

and

The University Court of the University of Edinburgh, incorporated under the Universities (Scotland) Acts, registered in Scotland as a charity with registration number SC005336 and having its principal office at Old College, South Bridge, Edinburgh, United Kingdom EH8 9YL **("UoE")**

Background

The objective of this memorandum is to establish co-operation between NBU and UoE. With the aim of strengthening relationships, sharing expertise, and improving educational opportunities, the following arrangements will operate on the basis of equality and mutual benefit. The Parties regard this Agreement as underpinning deeper and broader collaboration that may include ***PhD education, collaborative research and shared undergraduate programmes***.

1. Scope of the agreement

At the time of signing, this agreement covers 1 + 1 + 1 programmes in the Schools of Biological Sciences of UoE. Specific arrangements for this subject area are detailed in the appendix to this document. If the partnership proves successful in its intention to broaden as well as deepen collaboration, it is anticipated that further Science and Engineering subject areas common to both UoE and NBU may be added subsequently. Specific arrangements for these shall be documented in the form of further appendices to be added to this Agreement, and signed and dated by the Parties.

2. The 1 + 1 + 1 collaborative programme

2.1. NBU will co-operate with UoE in promoting the opportunity for excellent NBU students of Biology, who will have successfully completed one year of NBU's 3-year Masters degree at NBU by the time of their entry to UoE, for application to UoE to start their study in the UoE one-year Taught Master's degree programmes in the School of Biological Sciences. On successful completion of the one-year UoE Taught Masters, the students will return to NBU to complete the final year of their programme of student and use the UoE Taught Masters as credit to their NBU programme of study.

2.2. Selected candidates must meet the normal entry requirements for UoE. UoE reserves the right to decline candidates who do not meet the entry criteria to the degree programme; however UoE will make every reasonable effort to accept any candidate who meets these criteria.

2.3. If the students reach the required standards in assessments and pass all necessary examinations in accordance with the relevant UoE degree regulations, the students on the 1+1+1 programme can, after one year's study at UoE, graduate with an Msc degree awarded by UoE.

2.4. Each party will nominate a person to act as its Programme co-ordinator. The purpose of this role is to be responsible for the day to day collaboration between the parties and to manage conduct of this agreement. The first Programme co-ordinators are set out in the appendix; changes may be made to such personnel by written notification to the other Party.

2.5. NBU and UoE will keep each other informed of any changes to its provision which would affect the basis of articulation, *e.g.* learning outcomes, and in such circumstances the other party has the right to terminate the agreement in accordance with clause [9.1] below.

3. English language

The selected students will only be accepted to UoE if they meet the minimum English Language requirements for admissions to the relevant UoE programme.

4. Fees and costs

The selected students will be responsible for paying their English language tuition fees (as detailed above) and course tuition fees in accordance with UoE's applicable standard rates or applicable tuition fees for the programme as provided by UoE Registry annually. UoE will inform NBU of these fees on an annual basis. Students are also responsible for their own accommodation and subsistence costs in Edinburgh.

5. Regulations, procedures and policies

The students, as students of UoE, will be responsible for complying with UoE regulations, procedures and policies during their study at UoE.

6. Academic guidance

Every student will be allocated a Personal Tutor through whom personal and academic guidance will be provided. They will, as full-time students at the UoE, have full access to the services and facilities available at UoE.

7. Visas

NBU will help students to handle all the formalities for going abroad. UoE will provide every assistance in preparation of visa applications and other formalities but

final responsibility for visa preparation rests with NBU staff and the student. If UoE is responsible for Tier 4 sponsorship of a student under UK immigration licensing then NBU will provide UoE with such information and assistance as it requires in order to fulfil its obligations under its Tier 4 licence.

8. Further collaboration

To enhance further collaboration with NBU staff exchanges between the two universities will be encouraged. [***Details of arrangements are given in appropriate appendix***].

9. Formalities

9.1. This agreement will take effect upon the signatures of authorised signatories of the two institutions. It will be reviewed annually and will remain in effect for five years unless one party serves 3 months' written notice of its wish to terminate the agreement. Such termination will stop new enrolments and then formally terminate when all current NBU students have completed their course of study at UoE.

9.2. Each Party will keep confidential any information of the other Party which is confidential information and not disclose that to any third party or make use of it except to fulfil its obligations under this agreement. This clause shall not apply to information which enters the public domain through no fault of the Party disclosing that information or if the disclosing Party is required by law to disclose or where such disclosure is expressly contemplated by this agreement.

9.3. Neither Party will take any action or omit to take any action which could, in the reasonable opinion of the other Party, affect the good reputation of the other Party because of the association between the Parties;

9.4. Each Party is subject to certain laws, regulation, and governance requirements. Accordingly, each Party agrees that:

- 9.4.1. it will perform all its obligations under this Agreement in accordance with all applicable equality legislation (whether in relation to race, colour, religion or philosophical belief, ethnicity, sex, age, disability, nationality, marital status or sexual orientation or otherwise);
- 9.4.2. it will comply with all applicable laws and regulation relating to anti-bribery and anti-corruption and the anti-corruption policy of the other Party (if notified to it);
- 9.4.3. it will comply with (to the extent applicable to it) all applicable data protection laws in connection with its obligations under this agreement including, in particular that any transfer of student data between the parties is only done with the relevant student's consent; and
- 9.4.4. each Party (an "indemnifying party") shall indemnify the other Party (an "indemnified party") against any and all expenses, liabilities, losses, claims, damages and proceedings (excluding any indirect or consequential loss or loss of profit) suffered by the indemnified party and arising as a result of a breach of this agreement by the indemnifying party or from complaints from students where the

indemnifying party is responsible in relation to such complaint or any other negligent act or omission of the indemnifying Party in relation to this agreement.

9.5. This agreement will be governed by the laws of Scotland. If there is any dispute arising out of the interpretation, validity or performance of or otherwise in connection with, this agreement the Programme co-ordinators shall attempt to resolve it by friendly negotiation. Failing such resolution within a reasonable time, the dispute shall be referred to the Head of School (or equivalent) with responsibility for the programme in each Party who will attempt to resolve it; and if such persons are unable to resolve the dispute within 30 days of it being referred to them, either Party may take such steps as it considers appropriate to resolve and deal with the dispute.

IN WITNESS WHEREOF THIS AGREEMENT TOGETHER WITH ITS APPENDICES IS SIGNED AS FOLLOWS:

Ningbo University	**University Court of the University of Edinburgh**
…….	……
Authorised signatory	Authorised Signatory
……	……
Name Printed	Name Printed
At (insert town/city).....	At (insert town/city).....
Date: ……...	Date: ……...
before this witness:	before this witness:
……Witness	……Witness
……Name printed	……Name printed
……Address	……Address
……	……

APPENDIX 1: School of Biological Sciences Collaboration Arrangements

Part A: PG Articulation - Detailed Procedures and Financial Arrangements

The Programme Co-Ordinators for this Programme are:
_____ (University of Edinburgh)
_____ (Ningbo University)

UoE obligations:

1. Each year the School of Biological Sciences at UoE will accommodate up to 3 NBU students into each of its Taught Master's degree programmes. At the time of signing of this agreement, the programmes are: MSc Biochemistry, MSc Biodiversity & Taxonomy of Plants, MSc Bioinformatics, MSc Biotechnology, MSc Drug Discovery & Translational Biology, MSc Quantitative Genetics & Genome Analysis, MSc Systems & Synthetic Biology, and MSc Synthetic Biology and Biotechnology. This list of programme may vary throughout the term of the agreement as new programmes may be created and some programmes may be discontinued. NBU will be advised annually of the programmes to which students can apply.

2. The students should meet the normal Taught Master's entry criteria. Each application is treated on its own merit. As part of the procedure of assessment of the application, UoE may wish to interview the applicant, and a decision on the application may be made conditional upon a satisfactory outcome of such an interview.

3. NBU students who articulate with UoE will graduate with a Biological Sciences degree from the UoE if they reach the required standards of assessment and pass all the necessary examinations in accordance with the relevant degree regulations. It is expected that this degree will be a Master of Science in Biological Sciences.

NBU obligations:

1. NBU will encourage excellent students of Biology to consider application to UoE under this 1+1+1 scheme, to undertake one year's study in the Taught Masters programmes in the School of Biological Sciences. NBU will grant credit for the successfully completed UoE Taught Masters programme, towards their 3-year degree.

Part B: Staff Visits and Exchanges – Arrangements and Support Packages

1. UoE will offer a package to support a 6-month visit to UoE for every 10 NBU students enrolling on the 1+1+1 schemes with the School of Biological Sciences. This package will comprise of £1000 per month for living expenditures and £1000 tuition/bench fees. This hosting aims to support NBU academic staff in both their

research interests and teaching skills. Prior to any staff visits NBU staff must provide a short description of their proposed research while at UoE.

2. NBU will be responsible for all travel, accommodation and other relevant costs while NBU staff are visiting Edinburgh University.

3. NBU will reciprocate by hosting UoE academics for their visits. UoE will be responsible for all travel, accommodation and subsistence costs while at NBU. There is no additional support package for UoE visitors to NBU.

SIGNED BY:

Ningbo University	**University Court of the University of Edinburgh**
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Authorised signatory	Authorised Signatory
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The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Senate Committee planning for 2016-17onwards

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper sets out the framework for Senate Committee planning for 2016-17 onwards, and invites the Committee to suggest high priority projects for 2016-17, and to discuss how to approach planning in the longer-term. It also provides an update on the Committee's progress against its plans for 2015-16.

Action requested

The Committee is invited to:

- Discuss high priority projects for 2016-17
- Confirm whether it is content with a proposed approach to future planning cycles

Communication and Implementation

On 27 April 2016, the Senate Committees Symposium will discuss the four Senate Committees' ideas for 2016-17. Academic Services will then submit the plans to Senate on 1 June 2016, and will then communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

Resource implications

Does the paper have resource implications? Yes. The paper will assist the University to use its resources strategically.

Risk Assessment

Does the paper include a risk analysis? No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

Freedom of information

For inclusion in open business

Tom Ward, Director of Academic Services, 10 March 2016

Senate Committee planning for 2016-17 onwards

This paper sets out the framework for Senate Committee planning for 2016-17 onwards that the Learning and Teaching Policy Group has agreed, and invites the Committee to suggest high priority projects for 2016-17. It also invites the Committee to comment on a proposed approach to planning for future sessions

Background - Update on progress against 2015-16 plans

At its meeting on 3 June 2015, Senate endorsed the Committees' plans for 2015-16, see Paper E at:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/Senate/2014-15/20150603AgendaAndPapers.pdf

An update on the Committee's progress against its plan for 2015-16 is attached as Annex A.

Process for developing the plans for 2016-17

- The four Senate Standing Committees are invited to discuss priorities for 2016-17 at their meetings in March / April 2016, taking account of the priorities of Colleges / Schools / EUSA, the University Strategic Plan, the recommendations from the 2015 Enhancement-led Institutional Review, and the availability of resources.

- The annual Senate Committees Symposium on 27 April 2016 will then have an opportunity to comment on the plans.

- Senate will be invited to endorse the agreed plans at its meeting on 1 June 2016.

Resources available to support the plans

In order to take forward their projects, the Senate Committees rely on the capacity of Schools, Colleges and EUSA to engage, and on professional support from Academic Services, Student Systems, Information Services Group, the Institute for Academic Development and the Careers Service / Employability Consultancy. These resources from relevant support services will enable all the Senate Committees to undertake a reasonable volume of projects activities. If the Senate Committees wish to undertake new projects with substantial resource requirement, they may need to bid for additional resources via the University planning round (although in practice there is no scope to introduce any new items into the planning round for 2016-17).

In planning for 2016-17, it is necessary to retain sufficient headroom to address high priority issues that emerge (for example as a result of external developments) during the session.

For discussion - priorities for 2016-17

Some projects already underway will continue into 2016-17, and several other projects are likely to be required due to external factors. These activities (set out in

Annex B) are the starting point for planning for 2016-17. ***The Committee is invited to identify any additional projects that may be required for 2016-17 and their rationale.***

Possible approaches to future planning cycles

The recent Light-touch Governance Review of Senate and its Committees indicated that, while the Senate Committee members were broadly satisfied with the approach to planning, that Review also identified a potential disconnect between the timing of prioritisation of Senate Committee activity and the timing of the University's annual planning processes. The Learning and Teaching Policy Group proposes that, from next session, the Senate Committees' planning would involve two distinct stages:

- In the latter part of Semester One, the Committees would be invited to identify any major strategic developments that may require additional resources, which could then be considered during the planning round; and

- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

The Committee is invited to confirm if it is content with this approach.

Annex A: Committee mid-year progress review in relation to 2015/16 Senate Committee planning report (submitted to Senate in June 2015)

Plans, in order of priority (with progress against each plan outlined underneath):

1. **Deliver the next phase of work on EUCLID assessment and progression tools, including implementing the recommendations of the task group on UG progression boards.**

   The Assessment and Progression Tools project is running over three distinct phases. The first two phases (which have been delivered) were developed to support the implementation of the 'Informing Taught Students of their Final Programme, Course and Progression Results' policy. The first two phases delivered:

   - changes to the EUCLID system which enabled Schools to electronically record and communicate award decisions to students. This was implemented in May 2014.
   - changes to the EUCLID system which enabled Schools to electronically record and communicate progression decisions to students with a clear note on any next steps the student had to take. This was implemented in May 2015.

   The third phase of the project has been developed to deliver a number of benefits, including the following:

   - a central place for students where assessment structures and in-year summative assessment marks (components and course level) will be held and published, including prompts on communication, covering provisional and ratified marks, regardless of which School courses belong to;
   - providing Personal Tutors and other staff with access to in-year and historical summative assessment results, at component and course-level, regardless which School courses belong to;
   - tools which will support the sharing of marks across Schools on EUCLID and provide the data/management information needed to run exam boards and reduce the volume of administrative work associated with these processes;
   - high level processes and timelines for the exam board period in Semester 1, 2 and re-assessment;
   - replacement of the current SMART in-house system with the EUCLID system.

   The plan is on track to roll the new software and processes to 16 Schools and 1 Deanery for the start of the 2016/17 academic year and the project is going through the following key steps in the first half of 2016:

   - running a pilot of the software with 7 Schools and 1 Deanery during the 2016/17 academic year, and finalising the software development;
   - developing an implementation plan with each School (pilot and non-pilot School) to cover the key activities, training and process changes that need to be implemented before and then during the academic year;
   - liaising with each School over a number of points for consideration escalated to CSPC, including:
   - an opportunity to review and clarify the roles and responsibilities of the exam board processes in Semester 1 and Semester 2;

   i.) clarification on approach to progression rules into Honours programmes;

ii.) focus on the accuracy of the information held in the DRPS and communicated to students through the Path system;
iii.) communication of ratified course marks (and provisional) after Semester 1 courses.

The project is sponsored by Assistant Principal Susan Rhind, has a well-established Project Board and will continue to report to CSPC during the implementation phase.

2. Review University policy on extensions to coursework deadlines, in the context of special circumstances.

This is being dealt with via a CSPC special circumstances task group that has been established and is concluding its work in time to feed in to the Taught Assessment Regulations review for 2016/17.

3. Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement. (QAC and CSPC leading on this, but may involve other Committees)

Work is ongoing in Student Systems in relation to enhancements to availability and ease of use of management information (Student Data Dashboard).

4. Evaluate 2014-15 pilot of Student-led individually-Created Courses (SLICCS) and consider further pilots and / or wider roll-out.

In January 2016 CSPC received a summary of the main evaluation findings to date and were invited to formally approve a Phase 2 SLICCs pilot. The Committee approved the paper and agreed that an expanded SLICCs pilot would run in 2015/16, starting in semester 2 and involving up to 100 students. This would provide these students with the opportunity to gain 10 credits at Scottish Credit and Qualifications Framework (SCQF) Level 8.

5. Review and align the University's student conduct-related policies (e.g. Code of Student Conduct, Codes of Practice on Alcohol and Drug Abuse, Support for Study Policy) taking account of planned review of Dignity and Respect Policy.

CSPC will receive a paper at the April 2016 meeting making proposals for the alignment of the Codes of Practice on the Abuse of Alcohol by Students, and Code of Practice on the Abuse of Drugs by Students, with other conduct materials. It has also been agreed that, following recent revisions of the Code of Student Conduct, it would be preferable to allow the Code (and the Support for Study Policy) more time to further embed before embarking on any further changes.

6. Programme and Course Information Management (PCIM) – Embed processes to enhance course descriptor information and dissemination.

Exemplar course descriptors were identified and posted on the wiki. Text was added to the Annual Degree Programme Table and Course Delivery Roll Forward email sent by Student Systems. Feedback was gathered from the Student Panel. This was discussed as part of sessions with CHSS Board of Studies contacts and a PGCAP cohort. It will

also be discussed at a planned session with new MVM Boards of Studies conveners and secretaries.

7. **Scope out a possible programme of work to enhance marking and feedback practices by harmonising University Common Mark Schemes and (if the University chooses to adopt Grade Point Averages) align with GPA, with a view to undertaking some initial development work in 2015-16.**

   The College of Humanities and Social Science have continued to support initial development work in this area during 2015/16.

8. **Review University moderation policy.**

   A paper to be presented at the March 20216 CSPC meeting provides information on the current policy, outlines some external benchmarking, and invites CSPC to consider what sort of review would be appropriate.

Unexpected items that the Committee have considered during 2015/16 have included:

- approval of Scottish Credit and Qualifications Framework Third Party Credit Rating Policy;
- changes to approval processes in relation to action where a student has failed to complete all the assessment requirements of a degree programme (Taught Assessment Regulation 63).

Annex B – Senate Committee projects already underway which are likely to continue into 2016-17, and related projects planned for 2016-17

Learning and Teaching Committee

- Transitions Enhancement Theme –institutional coordination and oversight (broadly focussed on maximising the benefit of the Theme for current priorities)

- Leading Enhancement in Assessment and Feedback (LEAF) / Transforming the Experience of Students Through Assessment (TESTA) Project

- Implement changes to academic year structure (subject to outcome of review)

- Task Group on Innovation in Teaching and Learning

- Oversee development of Continuing Professional Development for Learning and Teaching

- Implement changes to Innovative Learning Week

- Refine Academic Support / Personal Tutor system

Curriculum and Student Progression

- EUCLID Assessment and Progression Tools project

- Further phase of piloting and evaluation of Student-led individually-Created Courses (SLICCS).

- (Subject to the outcomes of the Special Circumstances Task Group, and subject to a bid for funding), developing systems and EUCLID business processes for Special Circumstances*

- Developing policies and processes (eg around curriculum approval) to ensure compliance with Competition and Marketing Authority guidelines

Quality Assurance Committee

- Enhancement-led Institutional Review – develop and oversee implementation of plan of action in response to ELIR (likely to involve engagement from all Senate Committees)

- Implement and monitor effectiveness of those changes resulting from review of quality assurance framework introduced for 16/17, and further develop and implement changes for 17/18

- Roll-out of Evasys course evaluation tool

- External Examiner Project – further monitoring of the implementation of the External Examiner Reporting system and the revised External Examiner Policy.

Researcher Experience Committee

- Postgraduate Research Enhancement Project*
- Enhance annual progression review process – monitoring the full implementation of the new EUCLID system tools for supporting the online annual review process
- Implement recommendations of task group on Distance PhDs
- Address regulatory issues regarding MSc of Research programmes, and the status of students during the writing-up period

Cross-cutting activities

- National Student Survey- continued coordination and support for activities to address issues raised by NSS.
- Engage with proposed Teaching Excellence Framework
- Develop and roll-out student data dashboards*
- Move towards wider use of online assessment
- Work on 'Simplification' of practices and processes regarding learning, teaching and assessment
- Activities to enhance assessment and feedback
- Activities regarding community engagement and experiential learning
- Activities regarding digital education
- Activities regarding reaching performance (eg work on annual review arrangements, CPD for teaching staff)
- Senate and Senate Committees Effectiveness review - undertake externally-facilitated review and implement recommendations.
- Policies and Codes - Programme of review of policies including equality impact assessments

*Seeking funding via planning round

The University of Edinburgh

Senate Curriculum and Student Progression Committee

17 March 2016

Visiting and Non-Graduating Student Policy and Procedure

Executive Summary

On 5 March 2014, CSPC approved a Visiting Student Policy and Procedure, and a Non-Graduating Student Policy and Procedure. These documents defined Visiting Students (VSs) and Non-Graduating Students (NGSs), and set out the requirements for recording the students on EUCLID and the tuition fee structures. The current versions of these policies are available at:

http://www.ed.ac.uk/academic-services/policies-regulations/policies

During 2015-16, the University's Fee Strategy Group agreed a new tuition fee structure for these students, and the University has published this at:

http://www.ed.ac.uk/student-funding/tuition-fees/undergraduate/visiting-fees
http://www.ed.ac.uk/student-funding/tuition-fees/postgraduate/visiting

The current versions of the VS Policy and Procedure and NGS Policy and Procedure documents do not reflect these new fee structures.

Given that any further changes to these fee structures will be approved by FSG rather than CSPC, and that the fee structures are already being published in the Tuition Fee section of the University website, the Committee is invited to agree to remove the sections on tuition fees from the VS and NGS Policies and Procedures, rather than to update the relevant sections to reflect what FSG agreed. This will not only avoid any potential of further misalignment between the Policy documents and published tuition fees in future, but will also reinforce the 'golden copy' principle.

Once the sections on tuition fees are removed, it becomes straightforward to combine the two documents into one (see attached document, with track-changes showing changes from the current Visiting Student Policy and Procedure). In addition to removing text on tuition fee arrangements, and combining the two documents into one, the revised Policy clarifies that students on non-credit courses run by the Confucius Institute are excluded from the policy (as is already the case for Office of Lifelong Learning Students). This reflects recent discussions with Confucius Institute and Student Systems regarding the appropriate way to record their non-credit students.

Student Systems and Student Administration have confirmed that it is important to continue to have a Policy statement regarding the requirements for recording students on EUCLID, for example to assist the University to comply with UKVI and health and safety requirements; the revised Policy will continue to provide this.

How does this align with the University / Committee's strategic plans and priorities?

An effective Visiting Student policy supports the University's strategic aim of Global Impact.

Action requested

The Committee is invited to approve the attached Visiting and Non-Graduating Student Policy and Procedure, to replace the current documents with immediate effect.

How will any action agreed be implemented and communicated?

Academic Services will publicise this change in its next Senate Committees Newsletter and as part of its 'New Policies for 2016-17' communications. Academic Services has consulted with Colleges, Governance and Strategic Planning, Student Systems, Student Administration and the International Office regarding these changes, and will confirm the Committee's decision with them.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   No resource implications

2. **Risk assessment**

   This paper reduces the risk of the University publishing incorrect information regarding its tuition fees.

3. **Equality and Diversity**

   Yes, the University conducted a formal Equality Impact Assessment when developing the Visiting Student Policy and Procedure, and a Non-Graduating Student Policy and Procedure**.** The changes to the documentation do not affect the substance of the Policies, and therefore do not require any further EIA.

4. **Freedom of information**
   Open

Key words

Visiting Students, Non-Graduating Students

Originator of the paper

Tom Ward
Director of Academic Services
10 February 2016

Visiting and Non-Graduating Student Policy and Procedure

THE UNIVERSITY of EDINBURGH

Purpose of Policy and Procedure

Visiting Students are students who are studying or conducting research at the University for a short period of time, i.e. for less than or up to one year. Non-graduating Students (NGS) are individuals, who are not registered on a degree programme at this or another higher education institution, who take one or more taught courses (usually postgraduate) or undertake supervised research at the University.

This policy sets out the University's approach to Vvisiting Sstudents and NGSs and outlines procedures for recording visiting such students students that will enable the University to meet its legal responsibilities, including on immigration. The policy clarifies that Vvisiting Sstudents and NGSs are subject to the University's regulations, policies and codes of practice. The procedure standardises how such students are administered and recorded by the University and regularises fees for such students, thereby providing consistency and enhancing the overall student experience.

Overview

As a leading research higher education institution, the University actively welcomes and encourages Vvisiting Sstudents from British higher education institutions and from higher education institutions around the world. The University also provides opportunities for individuals, who are not students registered at another higher education institution, to study as NGSs, often to promote Continuing Professional Development (CPD).

This policy defines the categories of vVisiting Sstudents and NGSs and the procedure outlines how they are documented in the student record and which fees apply to each category. **All vVisiting Sstudents and NGSs who attend the University for more than two weeks must be recorded on the University's student record system, EUCLID**.

The University sets and publishes tuition fee arrangements for Visiting Students and NGSs on an annual basis.

Scope: Mandatory Policy

The policy and procedure apply to all vVisiting Sstudents with a home institution who are applying to and studying or conducting research at the University. This policy and procedure also applies to all individuals, who are not students registered at another institution, who are applying to and studying or conducting research at the University. The policy and procedure does not apply to students of the Office of Lifelong Learning (OLL) in line with the separate recording treatment which applies to OLL students., to students on non-credit Confucius Institute courses, or to people attending courses provided by the administrative areas of the University, e.g. Human Resources.

The policy and procedure apply to all staff involved in Vvisiting Sstudent and NGS admission and administration, including:

1. All College Offices, Graduate Schools and Offices across the University, and associated administrative staff;
2. Admissions Offices and offices related to administering visiting students and NGSs;
3. Academic staff involved with visiting students and NGSs;
4. Student Recruitment and Admissions, the International Office and all other offices and staff involved with recruiting vVisiting stStudents and NGSs;
5. Student Administration and Student Systems.

Contact Officer	Sara Welham	Academic Services	sara.welham@ed.ac.uk

Document control

Dates	**Approved:** 5.3.14	**Starts:** 1.8.14	**Equality impact assessment:** 26.2.14	**Amendments:** 5.6.14, 17.6.15, 18.1.16	**Next Review:** 20162018/197
Approving authority	The Curriculum and Student Progression Committee and Researcher Experience Committee have responsibility for the policy and procedures, with the Fees Strategy Group needing to approve fee aspects. The policy and procedures go to the Central Management Group for information and endorsement.				
Consultation undertaken	Colleges, the International Office, the Office of Lifelong Learning, Academic RegistryServices, Governance and Strategic Planning, CSPC and REC were consulted.				
Section responsible for policy	Academic Services				

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Visiting and Non-Graduating Student Policy and Procedure

THE UNIVERSITY of EDINBURGH

~~Visiting Student Policy~~

1 As a leading research higher education institution, the University actively welcomes and encourages V~~v~~isiting S~~s~~tudents from other British higher education institutions and from higher education institutions around the world.

2 The University also provides opportunities for individuals, who are not students registered at another higher education institution, to study as Non-Graduating Students (NGSs), often to promote Continuing Professional Development (CPD). NGSs may be people who want to try one or more courses prior to deciding whether to apply for a degree programme; professionals who want to take courses to enhance their career without enrolling on a full degree programme; and people who are required to take course(s) to prepare them for postgraduate study.

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Definitions

~~2~~3 Visiting Students ~~(VS)~~ are students who are studying or conducting research at the University for a short period of time, i.e. for less than or up to one year. Visiting Students do not graduate from the University of Edinburgh.

~~3~~4 Visiting Students are students who are registered on a programme at another higher education institution (their home institution), from which they plan to ultimately graduate, who take taught courses and/or conduct research at the University of Edinburgh. This applies to study undertaken at any point in the calendar year, including summer schools. Credit gained and/or research conducted at Edinburgh will transfer back to the home institution and may count towards the student's final qualification. The Visiting Students category includes students who attend the University of Edinburgh via any exchange or study abroad programme offered by the University.

~~4~~5 Visiting Students and NGSs must meet the University's standard admissions requirements. www.ed.ac.uk/schools-departments/student-recruitment

~~Categories~~

~~5~~6 There are three categories of Visiting Students:

A. Visiting Taught Undergraduates (VUGs)
B. Visiting Taught Postgraduates (VPGTs) ~~and~~
C. Visiting Research Students (VRes).

7 NGS are individuals, who are **not** registered on a degree programme at this or another higher education institution, who take one or more taught courses (usually postgraduate) or undertake supervised research at the University.

Regulations

~~6~~8 Visiting Students and NGSs are subject to the University's regulations, policies and codes of practice.

~~Visiting Student Procedure~~

Visiting and Non-Graduating Student Policy and Procedure

THE UNIVERSITY of EDINBURGH

~~7 The Visiting Student Procedure outlines how visiting students are documented in the student record and which fees apply to each category. Fees may be paid by a variety of sources, not only by the student. In addition to the fees outlined in the Visiting Student Procedure, Colleges or Schools may also charge additional fees for work that incurs additional costs, e.g. lab fees, bench fees, use of specialised equipment or particular materials. These will be negotiated by the College with the School and charged to the student.~~

Immigration

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~~8~~9 It is the responsibility of the Visiting Student to ensure that he/she has obtained the appropriate visa.

10 It is the responsibility of the NGS to ensure that he/she already has the right to live and study in the UK before starting his/her study or research.

11 The International Office provides advice on visa issues to students and staff and has standard letter templates.
www.ed.ac.uk/schools-departments/international-office/immigration/home
www.ed.ac.uk/schools-departments/registry/other-info

Recording students on the University student record

~~9~~12 All V~~v~~isiting S~~s~~tudents and NGSs who attend the University for more than two weeks must be recorded on the University's student record system, EUCLID. ~~22 Visiting Research (VRes) students must be recorded in the student record even when they are not undertaking any taught course.~~

~~10~~13 Visiting ~~s~~Students and NGSs must not be recorded on the Visitor Registration System or as a staff visitor.

1~~4~~1 Recording V~~v~~isiting S~~s~~tudents and NGSs on the student record means that the University can meet its legal obligations for monitoring and oversight of students, e.g. for immigration, insurance, health and safety purposes, and can meet its obligations to partners such as the NHS.

1~~5~~2 VUGs~~Undergraduate students~~ are recorded on the student record by the relevant College. Postgraduate Visiting students in the College of Humanities and Social Science (CHSS) and the College of Medicine and Veterinary Medicine (CMVM) are recorded by the relevant College. In the College of Science and Engineering (CSE) VPGTs~~taught postgraduate students~~ are recorded on the student record by the College and VRes~~research postgraduates~~ are recorded by the relevant School.

16 The relevant College Office will advise on whether the School or College has responsibility for recording NGSs on the student record.

1~~7~~3 Information is available in student record guidance for staff which explains how to record ~~v~~Visiting S~~s~~tudents and NGSs in the student record and which codes, and hence fees, apply.
www.euclid.ed.ac.uk/staff/User_Guides/
www.ed.ac.uk/schools-departments/student-funding/tuition-fees

18 Ad-hoc taught programmes, e.g. for summer schools, are set up individually. Advice must be sought from appropriate administrative colleagues and the programme and fees must be approved at College level.

Extending the period of study

~~14~~19 A V~~v~~isiting S~~s~~tudent attends the University on a specific programme. If the student asks to extend the period of attendance then he or she needs to request a transfer to a new programme ~~for the relevant period~~, where appropriate the relevant fees will be charged. There is no facility to extend a V~~v~~isiting S~~s~~tudent~~'s~~ programme.

~~20 VPGT students who request more than 60 credits should be referred to the appropriate taught postgraduate programme (part-time or full-time).~~

~~17 Ad-hoc programmes, e.g. for summer schools, are set up individually. Advice must be sought from appropriate administrative colleagues and the programme and fees must be approved at College level.~~

Tuition Fee Arrangements

~~**A. Visiting Taught Undergraduates (VUGs)**~~

~~15~~20 The fee arrangements of ~~Visiting Taught Undergraduates (~~VUGs~~)~~, VPGTs and VRes students who are on reciprocal exchange programmes are governed by the relevant University-approved Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA). They may not be liable for fees, dependent on the terms and conditions of the relevant MoU/MoA.

~~16~~21 The tuition fee arrangements for VUGs and VPGTs who are not covered by a reciprocal exchange programme are set and published by the University on an annual basis. The tuition fee arrangements for NGSs are also set and published by the University on an annual basis. See:

http://www.ed.ac.uk/student-funding/tuition-fees

22 In addition to these tuition fees ~~outlined in the Visiting Student Procedure~~, Colleges or Schools may also charge additional fees for work that incurs additional costs, e.g. lab fees, bench fees, use of specialised equipment or particular materials. These will be negotiated by the College with the School and charged to the student.

Other issues

23 VPGT students who request more than 60 credits should be referred to the appropriate taught postgraduate programme (part-time or full-time).

~~VUGs whose fee status is not covered by a reciprocal exchange programme who are admitted for one semester are charged 50% of the academic year undergraduate fee (RUK, SEU or international) for the relevant degree programme. VUGs whose fee status is not covered by a~~

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~~reciprocal exchange programme who are admitted for the whole academic year are charged 100% of the academic year undergraduate fee (RUK, SEU or international) for the relevant degree programme. The relevant College decides which degree programme fee status applies.~~

~~17 Ad-hoc programmes, e.g. for summer schools, are set up individually. Advice must be sought from appropriate administrative colleagues and the programme and fees must be approved at College level.~~

~~B. Visiting Taught Postgraduates (VPGTs)~~

~~18 The fee arrangements of Visiting Taught Postgraduates (VPGT) students who are on reciprocal exchange programmes are governed by the relevant University-approved MoU or MoA. They may not be liable for fees, dependent on the terms and conditions of the relevant MoU/MoA.~~

~~19 Those VPGTs whose fee status is not covered by a reciprocal exchange programme who are admitted for one semester are charged 33% of the academic year taught postgraduate fee (home or international) for the relevant degree programme. VPGTs whose fee status is not covered by a reciprocal exchange programme who are admitted for two semesters are charged 66% of the academic year taught postgraduate fee (home or international) for the relevant degree programme. The relevant College decides which degree programme fee status applies. VGPTs who are not covered by a MoU or MoA are limited to 60 credits per academic year.~~

~~20 VPGT students who request more than 60 credits should be referred to the appropriate taught postgraduate programme (part-time or full-time).~~

~~21 Ad-hoc programmes, e.g. for summer schools, are set up individually. Advice must be sought from appropriate administrative colleagues and the programme and fees must be approved at College level.~~

~~C. Visiting Research (VRes) Students~~

~~22 Visiting Research (VRes) students must be recorded in the student record even when they are not undertaking any taught course.~~

~~23 The fee arrangements of VRes students who are on reciprocal exchange programmes are governed by the relevant University-approved MoU or MoA. They may not be liable for fees, dependent on the terms and conditions of the relevant MoU/MoA.~~

~~24 VRes students whose fee status is not covered by a reciprocal exchange programme who are admitted for less than or up to twelve weeks are not charged a fee.~~

~~25 VRes students whose fee status is not covered by a reciprocal exchange programme who are admitted for more than twelve weeks are charged a flat rate fee for up to the next nine months (home, EU or international) which is standard across the University.~~

~~17 June 2015~~10 February 2016

CSPC: 17.03.2016 **CSPC 15/16 4 M**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Moderation Policy Review

Executive Summary

This paper provides information on the current policy; outlines some external benchmarking; and invites CSPC to consider what sort of review would be appropriate.

How does this align with the University / Committee's strategic plans and priorities?

The moderation policy forms part of the University's strategy in delivering Excellence in Education. One of CSPC's priorities for 2015/16 was to review the University's moderation policy.

Action requested

For discussion: CSPC is asked to decide what sort of review to conduct.

How will any action agreed be implemented and communicated?

The timescales will depend on the review option chosen. The paper references this and communication, implementation and evaluation issues.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The resource implications will depend on the review option chosen.

2. **Risk assessment**
   Moderation policy forms part of the University's approach to setting and maintaining appropriate academic standards for student assessment and it is important that the University has a policy which delivers this and does so making effective use of resources.

3. **Equality and Diversity**
   An equality impact assessment will be carried out on any changes to regulations and policy that result from the proposed review.

4. **Freedom of information**
   The paper is open.

Key words

Moderation, assessment checking, internal moderation, marking, assessment, scaling, sampling

Originator of the paper

Ms Sara Welham, Academic Policy Manager, Academic Services
9 March 2016

Moderation Policy Review

Description

1. One of CSPC's priorities for 2015/16 was to review the University's moderation policy. This paper provides information on the current policy; outlines some external benchmarking; and invites CSPC to consider what sort of review would be appropriate.

2. The QAA *Code of practice for the assurance of academic quality and standards in higher education, Section B6: Assessment of students* states that "Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and an approach which is comparable irrespective of the academic subject (in particular recognising that students may be studying more than one subject)." The University makes use of this definition in our Glossary of University Terms. Moderation is part of providing an assessment process which is fair, reliable and consistent.

3. There is considerable variation in practice across the sector, which ranges from the University's approach of having a framework with flexibility for Schools to set discipline-specific requirements, to very prescriptive, percentage-based, processing models.

4. There were three main prompts for reviewing our policy:
    a. the regular review cycle: the documentation is due for review in 2016/17;
    b. following comments by an External Examiner, the wish to ensure that we are in line with sector practice, not just in double marking but in our general approach to moderation; and
    c. a few moderation questions from Schools, ranging from the moderation requirements set by the University to practical queries about how to moderate between courses.

Action requested

5. CSPC is invited to discuss what sort of review it wishes to have of the University's moderation policy, and, in particular, the extent of the review. Options range from light-touch to wide-reaching, e.g.:
    a. Simplify University-level documentation, e.g. incorporating regulation into the Taught Assessment Regulations, conducting a desk based review using information in this paper;
    b. Follow a. above and invite the IAD to consider whether there is demand for provision of information and resources on moderation, to be provided via the IAD website, etc.;
    c. Follow a. and b. above and ask Colleges, via their committee structure, to review practice in Schools as internal benchmarking, which could lead to rationalisation and simplification;
    d. Set up a task-group to review internal and external norms, with a view to setting specific University minimum requirements for percentages of course and markers work to be moderated; establishing standard methods and processes of moderation to be used; and considering how to integrate this with use of University systems. The task group could be asked to consider how moderation could be used to monitor the quality of feedback provided on students' assessed work.

6. The time-scale and resource commitment of these options will vary. For example, it would be possible to do a. this year, and bring in any changes with effect from 2016/17. However, option d. would take longer and would need to be considered for 2016/17.

7. Initial benchmarking has highlighted that the University's moderation policy is consistent with some others in the sector, so CSPC can be reassured regarding prompt 4b. Regardless of the review method chosen, there can be a focus on moderation practice in our communication of new and changed policies to staff, which can help meet prompt 4c.

Moderation policy

8. The 2015/16 *Taught Assessment Regulations* and mandatory *Principles of Assessment* outline the University's regulations and requirements on moderation. In addition to these mandatory regulations and principles, the University provides definitions in the *Glossary* and guidance in the *Principles of Internal Moderation of Taught Assessment*. Extracts and links are in Appendix 1.

9. The University sets out a framework of specific regulations with flexibility for Schools to set discipline-specific requirements. The framework specifies:
    a. All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment.
    b. An individual marker or examiner must not be able to influence unduly the outcome of a student's overall assessment.
    c. Any single item of assessment which is equivalent to 40 credits or more must be double marked.
    d. Moderation measures should take account of judgements made from year to year, between different examiners and between assessed course elements within students' curriculum.

10. Despite these relatively few specific requirements, there is a perception among some staff that they are required to provide much more in the way of moderation, for example,
    a. double marking all work;
    b. sampling or moderating a specific proportion of assessments for a course;
    c. moderating a specific percentage of all individual markers' work;
    d. being required to use an External Examiner to moderate disagreements between first and second markers.

11. These mythical regulations can be problematic. In some cases there may be School or subject area requirements, in which case it would be helpful to make this clear and consider the reasons underpinning such local requirements. Elsewhere, they may have accrued over time and be taking up staff time and resources for no valid assessment or moderation reason. Any review could provide an opportunity to communicate the University's moderation policy and do some "myth busting".

Benchmarking

12. A desk review of moderation information provided by other institutions has been conducted. This shows that the University follows a model of a central framework with School flexibility, which is used by others in the sector. Other models exist, with increasing degrees of direction. It would be possible to have a central framework that includes more requirements, e.g. specifying the percentages of work for moderation. Appendix 1 summarises the initial benchmarking with the following universities: Birmingham, Cumbria, Glasgow, Heriot Watt, Manchester, Northumbria, Nottingham, Sheffield, Southampton and Warwick.

Further reading

13. The University's practice of using a range of moderation tools and approaches is consistent with the view outlined by Professor Sue Bloxham, emeritus professor in academic practice at the University of Cumbria, that "fair and reliable awards are obtained because students are judged on a profile of work assessed by a range of academics"[1].

[1] THE article, 30.4.15 *Examiners give hugely different marks*, https://www.timeshighereducation.com/news/examiners-give-hugely-different-marks/2019946.article

14. Links are provided in Appendix 3 to articles which provide information of some studies and research about moderation. An initial review of the literature suggests that the underpinning motivation for moderation is to ensure assessment criteria are consistently applied and result in assessment decisions which are fair, reliable and valid. The need for fair, reliable and valid assessment decisions is articulated in the University's *Principles of Assessment*. The literature suggests that staff and students should be involved in developing robust assessment moderation within the context of the specific discipline, using the development of assessments, moderation and feedback methods as tools to enhance students' learning and understanding of standards and criteria. The literature also suggests that Universities need to be aware of placing undue reliance on consistency of marking and methods of moderation and the limitations of these. This is appropriate to consider when drafting regulations and considering the resources that it is appropriate to devote to moderation.

Systems issues

15. It is planned that from September 2016 marks from two markers (double marking) will be able to be input into EUCLID. This could be either blind or open double marking. There will not be scope to enter a third marker's mark. It will be possible to use the system to derive an agreed mark from these two markers' marks. This could be done in one of several ways, for example:
    a. Using the system to average and automatically produce an agreed mark if the marks were within a certain range of each other, say 5%;
    b. Using the system to produce an average if the marks were within a certain range of each other, say between 5 and 10%, and flagging this difference;
    c. Where the difference is, say, 10% or greater, flagging this difference;
    d. Administratively entering the marks derived outwith the system, e.g. by a third marker or a process of moderation, and entering this as the agreed mark.

16. There will also be reports available for Boards of Examiners which can be used for moderation purposes.

17. It is planned that EUCLID will support scaling (standard setting), available at an individual assessment and overall course mark level.

18. Having agreed requirements, such as those outlined for illustrative purposes in 15a.-c., would be helpful in systems development terms. At present, Schools set their own ranges.

Communicating, implementing and evaluating

19. How best to communicate, implement and evaluate the changes will be considered as part of the review. Regardless of the option chosen, there is the scope to use Academic Services' communications about new and changed policies, and Board of Examiners briefings, to communicate the University's moderation policy and to do some myth busting.

Resource, risk and equality and diversity implications

20. The review options have different resource implications. This paper outlines how we are in step with the sector and can satisfy CSPC on the potential risk of not being in line. In reviewing the moderation policy is will be important to be aware of the implications and risks mentioned in the literature review. The University carries out equality impact assessments of its regulations and policies.

Ms Sara Welham, Academic Services
9 March 2016

Appendix 1

Extracts from University regulations, policies and guidance on moderation

Taught Assessment Regulations
www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.pdf

"Regulation 28 Influence of examiners
An individual marker or examiner must not be able to influence unduly the outcome of a student's overall assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked."

"28.2 Boards of Examiners and Boards of Studies need to state what practice the course uses for moderation and ensuring the independence of the marking process, e.g. independent marking, double marking, blind marking. This information needs to be available to students.

28.3 There is no requirement for all work to be double marked. All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment. www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Moderation_Guidance.pdf"

Principles of Assessment
www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF

"2.2 Where judgements on academic achievement differ between individual assessors, this difference should be acknowledged and appropriate measures should be put in place to ensure consistency and reliability. These measures should take account of judgements made from year to year, between different examiners and between assessed course elements within students' curriculum.
www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Moderation_Guidance.pdf"

Glossary
www.drps.ed.ac.uk/GlossaryofTerms2015-16.pdf

"**Blind marking**
Takes place when work is independently assessed by more than one marker and neither marker knows the other's comments or judgements when reaching their own marks, grades and judgments on the student's work."

"Double marking
Where a student's work is assessed by more than one marker. If the second marker does not know the first marker's comments or judgement prior to marking this is blind double marking. Double marking does not need to be blind. Double marking is a form of moderation and may be done for a sample of the students taking a course, e.g. those who are borderline for progression decisions, or for the whole course."

"Moderation
The QAA Code of practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students – September 2006 notes that moderation is "Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and an approach which is comparable irrespective of the academic subject (in particular recognising that students may be studying more than one subject)." Boards of Studies and Boards of Examiners establish in advance of the meeting of the Board of Examiners what forms of moderation are appropriate for their course to ensure adequate scrutiny and

equity. Often moderation is coordinated by Course Organisers and Programme Directors. Moderation methods include sampling of marks, double marking, operation of marking schemes, checking marks against students' profiles of marks to ensure consistency. The University's Taught Assessment Regulations state that "All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment"."

Principles of Internal Moderation of Taught Assessment
www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Moderation_Guidance.pdf

The text of the guidance document is provided below. The guidance also includes appendices with information about operationalising moderation and examples of moderation.

"DEFINITION OF MODERATION

"A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Forms of moderation include:

- Sampling, either by an internal or external examiner
- Additional marking, for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker
- Review of marks: where there is a significant difference between several assessment marks, within or between parts of a programme, which indicate the marks may need to be reconsidered."

(Quality Assurance Agency for Higher Education, The UK Quality Code for Higher Education, Chapter B6: Assessment of Students and Accreditation of Prior Learning)

PURPOSE

1. In accordance with QAA expectations, as specified in Chapter B6 of the UK Quality Code for Higher Education, the primary purpose of moderation is to assure ourselves that assessment criteria are being applied fairly and consistently and that there is a shared understanding of the academic standards that students are expected to achieve.

2. In support of the University's key strategic objectives, moderation also provides an opportunity to assure the quality of feedback provided to students on their assessed work, in terms of its sufficiency, clarity, helpfulness and timeliness. (See Feedback Standards and Guiding Principles: http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback_Standards_Guiding_Principles.pdf)

3. Moderation also provides an opportunity to comment on aspects related to the design and implementation of the assessment that may feed into future enhancements of the assessment.

PRINCIPLES

1. Every piece of assessment will be subject to checking, then moderation and/or double marking if it is appropriate to the discipline and to the credit weighting of the assessment. This applies to all forms of assessment including written, oral, aural, performance and practice-based assessments.

2. All single items of assessment equivalent to 40 SCQF credits or more must be double marked.

3. The form of moderation used must be appropriate to the nature of the assessed activity, proportional to the size of the cohort and to the credits awarded for the course.

4. Moderation of written scripts will normally be in the form of sampled second marking.

5. Moderation should be factored into the assessment process in terms of staff time and resources for moderation and be allocated appropriate time via workload models.

6. Boards of Studies and Boards of Examiners establish in advance of the meeting of the Board of Examiners what forms of moderation are appropriate to ensure adequate scrutiny and equity.

7. Course Organisers and/or Programme Directors and are responsible for the organisation of moderation at the course/programme level, and for supervising the recording of the occurrence and the outcome of moderation decisions.

8. Moderation may result in recommended mark adjustments or changes to feedback. No changes should be made to internal marking without the original marker's knowledge. Where possible, any changes should take place in discussion with the original marker. If timing makes this impossible, the marker should be informed of any changes and the reasons for them.

9. Evidence of moderation is an important feature of internal procedures. Written records of internal moderation should be kept so that Boards of Examiners, external examiners, and anyone else with a legitimate interest can scrutinise them upon request. Records should clearly show the rationale for decisions taken, including any decision that marks should not be altered. Decisions that cannot be justified (e.g. changing marks of those assignments that have been second marked without overall consideration of a marker's other scripts) should be avoided.

10. Internal moderation occurs before assessments are viewed by External Examiners and is designed to assure ourselves of our internal assessment processes and to ensure that appropriate decisions are taken regarding borderline cases.

11. External Examiners perform an external moderation role as set out in the *External Examiners for Taught Programmes Policy*: http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf

12. The ongoing development of good assessment practice should include moderation.

13. Robust moderation should not inhibit innovative assessment practices."

Appendix 2

Benchmarking moderation documentation

A March 2015 query on the Academic Registrars Council: Assessment Practitioners Group identified that the University's approach to double marking is in line with the sector, i.e. not all work is double marked but we do require it for assessments of over 40 credits, e.g. dissertations. There is variation of moderation practice across the sector.

University of Birmingham
http://www.birmingham.ac.uk/Documents/university/legal/taught-programme-module-assess.pdf

- University framework, Schools have discretion to determine approach - set out in a School policy.
- Internal moderation when individual component of assessment contributes more than 10% to final award; and at least 60% of assessment of a course is moderated. Limited moderation for first year
- Outlines moderation methods, how to moderate different types of assessments; sampling; how to resolve differences of opinions between markers; involvement of External Examiner; scaling; recording evidence; and providing information to students

University of Cumbria
http://www.cumbria.ac.uk/StudentLife/Support/YourStudies/AssessmentandExams/MarkingandModerationofAssessment.aspx

- Approval of assessment tasks, involving External Examiner
- Status and reporting of marks; systems
- "All modules (apart from dissertations and theses) are moderated through a representative sample of student work (i.e. a sample of all grades) being moderated by a second marker."
- "Dissertations and theses are blind double marked."
- Moderation of non-text based assignments
- Moderation across different campus sites

University of Glasgow
http://www.gla.ac.uk/media/media_216411_en.pdf

- Definitions; examples of best practice
- Best practice minima, e.g. non-honours undergraduate assessments: "Every individual summative assessment which forms part of the assessment scheme for a course must be moderated. The process of moderation will depend to some extent on how each particular assessment is marked. Where it has been marked by one marker, then a sample of the marked assessments should be reviewed by another marker, who should also have access to a complete list of the grades awarded for the assessment. The sample should consist of 10% of the marked assessment (subject to a minimum of 10 and a maximum of 25) plus all of those assessments which have been graded at E1. The sample should cover the whole range of grades awarded by the initial marker."
- Outlines moderation processes; resolving disagreements; recording moderation decisions

Heriot Watt University
http://www1.hw.ac.uk/committees/ltb/resources/moa-policy.pdf
http://www1.hw.ac.uk/committees/ltb/resources/moa-schoolguide.pdf

- University framework with flexibility for School policies, review every three years by Internal Audit
- Specification of assessments which need to be moderated, e.g. contributing to final award
- Template for School Moderation Procedures
- Roles, responsibilities, reporting
- Guidance for Schools: design of assessment and moderation; types of moderation, including within and between courses; scaling; processes, including Exam Boards; and communication

University of Manchester
http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonmarking/

- Marking policy
- Sampling of 20% of scripts; minimum and maximum numbers of assessments for marking on small/large courses (10/50 scripts)
- How to moderate when multiple marks are used
- Role of the Chair of the Board of Examiners in resolving differences
- Schools may supplement policy.

Northumbria University Newcastle
https://www.northumbria.ac.uk/static/5007/arpdf/modpolicy

- Internal and external moderation
- Complemented by design, setting and approval of assessment tasks
- Opportunity to engage with provision of feedback to students
- Sampling and use of open/check marking; dissertations and projects are blind second marked. [Open/check marking is "where the internal moderator is informed of the first assessor's marks and determines whether the marks awarded appropriately reflect the standard of work and that the marking criteria have been consistently applied."]
- "A standard sample of assessments will be selected for internal moderation based on the square root of the number of students taking the module, with a minimum sample size of six per module."
- Outlines what types of assessment tasks External Examiners will approve; "External Examiners are not expected to arbitrate on internal disputes over marks resulting from internal moderation."
- Large cohorts with more than one marker will be internally moderated before marking is completed.
- Process for dealing with mark differences
- Oversight/audit of process; use of University Moderation templates
- Review of statistical mark profiles
- Checking of multiple choice assessments

University of Nottingham
https://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/marking-and-grading.aspx

- Normalisation: "A School is expected to consider data regarding marks on modules for which it has responsibility, eg average marks for each module, to identify possible issues with the assessment process. Any adjustment of module marks or normalisation by the School arising from this analysis (as distinct from adjustments occurring through the normal moderation process) should only be made where inconsistencies are believed to result from a flaw (or other issue which may have negatively affected student performance) in some element of the assessment."
- School policies on internal moderation; recording and reporting
- Sampling; additional marking of borderlines, firsts and fails; additional marking when disparity of an individual student's results or between the marks of markers

University of Sheffield
https://www.sheffield.ac.uk/polopoly_fs/1.326891!/file/guidance_internal_moderation13nov2013.pdf

- Departments have articulated moderation procedures, evaluated through periodic review
- Design of assessment criteria and tasks
- Marking and grading; anonymous marking; sampling; assessing practical assignments; resolving disagreements; mix of moderating partnerships (so two markers do not always moderate each other's work); moderating marks between as well as within courses
- Resources for staff

University of Southampton
http://www.southampton.ac.uk/quality/assessment/framework/marking_and_feedback.page

- Required Double Blind Marking and Moderation Policy
- Definitions
- Requirements for size of courses (20 credit single assessment) or components (51% of a 20 credit plus course) which need to be double blind-marked
- Adjudicating differences; sampling; checking; roles in moderation process; scaling
- Provision of information to students

University of Warwick
http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/moderation/

- Guidance for departments
- Moderation definitions and methods; choosing appropriate methods
- Minimum requirements for assessments to be moderated
- Role of external examiner
- Scaling; normalisation; moderation and feedback; placements
- Development and training

Appendix 3

Initial brief literature review on moderation

Bloxham (2009) *Marking and moderation in the UK: false assumptions and wasted resources*, Assessment & Evaluation in Higher Education www.web.uwa.edu.au/__data/assets/pdf_file/0012/1888608/Bloxham-2002.pdf

Bloxham, den Outer, Hudson and Price (2015) *Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria*, Assessment & Evaluation in Higher Education http://srhe.tandfonline.com/doi/full/10.1080/02602938.2015.1024607

HEA (2012) *A marked improvement: Transforming assessment in higher education*, The Higher Education Academy https://www.heacademy.ac.uk/sites/default/files/a_marked_improvement.pdf

Orr (2007) *Assessment moderation: constructing the marks and constructing the students*, Assessment & Evaluation in Higher Education www.tandfonline.com/doi/full/10.1080/02602930601117068

QAA, The Quality Code, Chapter B6: Assessment of Students and the Recognition of Prior Learning www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b

McGuire and Raaper (2016) *Developing a Guiding Protocol for the Moderation of Summative Assessments*, Journal of Perspectives in Applied Academic Practice http://jpaap.napier.ac.uk/index.php/JPAAP/article/view/197

Sadler (2012), *Assuring academic achievement standards: from moderation to calibration*, Assessment in Education: Principles, Policy & Practice https://www.uws.edu.au/__data/assets/pdf_file/0020/403472/SADLER,_Calibration_Aug12.pdf

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Credit for Study Abroad Task Group Update

Executive Summary

This paper provides the Committee with the membership and remit of the Credit for Study Abroad Task Group

How does this align with the University / Committee's strategic plans and priorities?

Global Impact

Action requested

For information

How will any action agreed be implemented and communicated?

The Task Group hopes to provide a report to the Curriculum and Student Progression Committee in due course

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   None at present.

2. **Risk assessment**

   N/A

3. **Equality and Diversity**

   N/A

4. **Freedom of information**

   Open Paper

Key words

Originator of the paper

Stuart Fitzpatrick, Academic Policy Officer, 10 March 2016

Credit for Study Abroad Task Group Update

Membership

Professor Graeme Reid (Convener and Dean of Learning and Teaching, CSE)

Mr Alan Brown (Associate Dean, Academic Progress, CHSS)

Ms Alexandra Laidlaw (Head of Academic Administration, CHSS)

Ms Joy Candlish (Head of Academic Affairs, CSE)

Ms Joan Kemp (Academic Policy Officer, CHSS)

Ms Lynda Henderson (Academic Affairs Officer, CSE)

Ms Isabell Majewsky (International Office)

Mr Thomas Ozers (International Office)

Ms Lesley Balharry (International Office)

Dr Adam Bunni (Academic Services)

1.1 The Curriculum and Student Progression Committee (CSPC) are invited to note that the Credit for Study Abroad Task Group has been re-constituted and will provide a report to CSPC in April or May 2016.

1.2 The remit of the re-constituted task group was to consider aspects of study abroad specifically surrounding content of regulations, oversight processes relating to formation of new exchange agreements, and the role of Exchange Co-ordinators. Whilst the Task Group holds no authority in regards to decision making, suggestions and recommendations regarding the above noted aspects of study abroad would be made to CSPC.

Stuart Fitzpatrick, Academic Policy Officer, Academic Services, 10 March 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 March 2016

Knowledge Strategy Committee Report

Executive Summary

This paper reports on the latest discussions that took place at the last Knowledge Strategy Committee meeting, held in January 2016 (and reported to University Court in February 2016).

How does this align with the University / Committee's strategic plans and priorities?

Aligns with the strategic goal of excellence in education.

Action requested

For information

How will any action agreed be implemented and communicated?

CSPC colleagues to communicate information onwards as appropriate.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   No resource implications (including staffing)

2. **Risk assessment**

   No key risks associated with the paper.

3. **Equality and Diversity**

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

4. **Freedom of information**

   The paper is open

Key words

Originator of the paper

Dr Lewis Allan, Head of Court Services, February 2016

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

8 February 2016

Knowledge Strategy Committee Report

Committee Name
1. Knowledge Strategy Committee.

Date of Meeting
2. The Committee met on 22 January 2016.

Action Required
3. Court is invited to note the key points discussed at the meeting.

Key points
4. *Information Services 10 Year Strategy*
The Committee received presentations on the following:

Digital Transformation of Core Services and Systems
It was noted that a number of core information systems will require replacement over the next ten years, providing an opportunity for a step change in performance. Members discussed:

- The expectations of staff for rapid and regular software updates
- Using cloud computing for software applications
- Not all processes are expected to become wholly digital (e.g. examinations)
- Inclusion within the service excellence programme.

Learning, Teaching and Student Experience
Student involvement in shaping IS investments, providing student feedback electronically, supporting new digital forms of authorship and learning by students, publicising MOOCs to on-campus students and the importance of rationalising legacy systems to further develop online learning were all discussed.

Digital Research Services
Methods of recovering digital research services costs from grants to avoid a 'grant by grant' approach for IT research infrastructure, such as the automatic inclusion of IT costs in grant submissions, were considered.

Library National and International Leadership
Members commented on the high popularity of the Library with students, space utilisation and opportunities for displaying collections, including the St Cecilia's Hall redevelopment.

The projected total gross expenditure of approximately £247M over 10 years was discussed, noting that some expenditure in these areas was

already taking place and would be subject to planning prioritisation and individual business cases.

5. *IT Infrastructure Governance*
The proposed governance processes were approved, including the proposal that the Governance Group be authorised to re-profile the annual budget, where required, with re-profiling to be manageable within the approved overall Information Services budget, with appropriate regard for the distinction between capital and revenue.

6. *Thesis Digitalisation Proposal*
A proposal to digitise the University physical thesis collection (approximately 25,000 theses in total, with 40% already digitised) was considered. The appropriate selection of theses for digitisation by contractors and the development of expertise and safeguards was discussed. Information Services was asked to investigate the possibility of accelerating the project within the current academic year through an in-year bid and raising awareness of the project amongst Edinburgh students was also discussed. The Committee welcomed the proposal and approved the programme of work subject to the approval of the funding request in the planning round.

7. *Library Collections Facility*
The Committee approved the proposal for the development of a University Collections Facility for the long-term storage and management of rare and unique collections and noted the associated potential funding requirements, with any further funding request to require a full business plan to be submitted to Estates Committee.

8. *Other Issues*
The Committee received updates on Student Data Dashboards; the appointment of Mr Alistair Fenemore as Chief Information Security Officer; considered and approved revised terms of reference for the University Collections Advisory Committee; and received reports on the activities of its three Thematic Committees (IT Committee, Library Committee and the University Collections Advisory Committee).

Full minute
9. The full minute and papers considered are available here.

Equality & Diversity
10. There are no equality and diversity issues associated with this report.

Further information
11.

Author	*Presenter*
Dr Lewis Allan	Ms Doreen Davidson
Head of Court Services	Convener, KSC

Freedom of Information
12. The paper is open.