

H/02/27/02

**Meeting of the Senatus Curriculum and Student Progression Committee (CSPC)
to be held from 2.00p.m. on Thursday 19 November 2015 in the Cuillin Room, Charles
Stewart House**

A G E N D A

1. **Minutes of Meeting of 17 September 2015** Enclosed
2. **Matters Arising**
 - a) **Electronic Business - Children and Protected Adults Policy (CAPA)**
 - b) **Proposed Pilot of Examination Arrangements for Online Distance Learning Students**
 - c) **Taught Assessment Regulations 2015/16 (Regulation 15 - Feedback Deadlines)**
 - d) **Special Circumstances Task Group Update**

For Discussion

3. **Assessment and Progression Tools Project** CSPC 15/16 2 A
4. **Scottish Credit and Qualifications Framework Third Party Credit Rating Policy** CSPC 15/16 2 B
5. **Student-Led Individually Created Courses Pilot** Verbal update

For Information and Formal Business

6. **Semester 1, 2015 Examination Timetable** CSPC 15/16 2 C
7. **Knowledge Strategy Committee Report** CSPC 15/16 2 D
8. **Academic Year Dates 2017/18 and Provisional Academic Year Dates 2018/19** CSPC 15/16 2 E
9. **Student Discipline Officers 2015/16** CSPC 15/16 2 F
10. **CSPC Concessions Report 2014/15** CLOSED (G)
11. **Any Other Business**

Ailsa Taylor, Academic Policy Officer, Academic Services, 12 November 2015

H/02/27/02
CSPC: 17.09.15

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)
held on Thursday 17 September 2015 at 2.00p.m. in Room 235, Joseph Black
Chemistry Building, King's Buildings**

Present:

Professor Ian Pirie (Convener)	Assistant Principal, Learning and Development
Professor Graeme Reid	Dean of Learning and Teaching (CSCE)
Dr Adam Bunni	Representation and Democracy Manager, EUSA
Professor Helen Cameron	Director, Centre for Medical Education (CMVM)
Ms Joy Candlish	Head of Academic Affairs (CSCE)
Professor Allan Cumming	Dean of Students (CMVM)
Dr Soledad Garcia - Ferrari	ESALA, Edinburgh College of Art
Professor Alexis Grohmann	Associate Dean, Academic Progress (CHSS)
Mr John Lowrey	Dean of Undergraduate Studies (CHSS)
Dr Antony Maciocia	School of Mathematics
Dr Ewen Macpherson	School of Engineering
Dr Theresa McKinven	Head of PG Section (CHSS)
Mr Barry Neilson	Director of Student Systems
Ms Anne-Marie Scott	IS Learning, Teaching and Web
Ms Imogen Wilson	Vice President, Academic Affairs, EUSA

In attendance:

Ms Nora Mogey	Institute for Academic Development (IAD)
Ms Ailsa Taylor (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	Director, Academic Services

Apologies for absence:

Professor Peter Higgins	Dean of Students (CHSS)
Dr Neil Lent	Institute for Academic Development (IAD)
Dr Sheila Lodge	Head of Academic Administration (CMVM)

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 4 June 2015 were approved as an accurate record.

2. Matters Arising

**19 March 2015 - Draft Protection of Children and Vulnerable Adults Policy (CSPC 14/15
4 O)**

Mr Ward updated members on the latest position regarding the draft Protection of Children and Vulnerable Adults Policy. CSPC had already commented on the document at the March 2015 meeting, and, following feedback from other stakeholders, the University planned a further stage of drafting before inviting the Central Management Group (CMG) to finalise it. Since CMG was aiming to finalise the new policy in the near future, CSPC would be provided

with a very short window for comment on the revised document before CMG was invited to sign it off.

ACTION: Tom Ward to forward latest draft of Children and Vulnerable Adults policy to CSPC members for comment, prior to submission to Central Management Group for final sign off (CMG)

3. Update on Assessment and Progression Tools (APT) Steering Group (CSPC 15/16 1 A)

Mr Barry Neilson presented this paper, which reminded members of the purpose and vision of the project, and outlined progress with strand 1 and strand 2. Strand 1 supported the implementation of the 'Informing Taught Students of their Final Programme, Course and Progression Results' policy. The focus had been on the communication of all final progression decisions and formal communication of final course marks.

By the deadline of 30 June 2015, over 18,500 progression decisions had been communicated to students. The overall position was extremely positive, with over 88% of all matriculated students who were not expected to graduate this year receiving a progression decision; the remaining percentage mostly represented students who were not expected to receive a progression or award decision at this point in the cycle. All awards were processed within the agreed deadlines of 12 and 19 June 2015, and over 90% of course results were uploaded by the deadline. Feedback from Schools had included some concerns about decision making processes, workloads and timelines.

Professor Pirie extended his thanks to colleagues across Schools and Colleges and in central services who had worked extremely hard to meet some very challenging deadlines.

Strand 2 of the project involved the development and implementation of the assessment and progression tools to deliver the vision. A pilot with eight Schools represented was to run in 2015/16, with roll-out to 17 Schools by September 2016 and full roll-out by September 2017. SMART was no longer expected to be used from September 2016. Further discussion would likely be required at CSPC over the course of 2015/16 with regard to processes at Boards of Studies/Boards of Examiners/Undergraduate Progression Boards. Key dates for 2015/16 were expected to be in line with 2014/15, but a more significant review of key dates was expected for 2016/17, and this would be brought to CSPC for approval.

Professor Helen Cameron referred to some difficulties that colleagues in Medicine had faced because of the timing of publication of the Taught Assessment Regulations, which usually took place in July alongside the other 'what's new' communications from Academic Services. It was noted that it would be extremely helpful if the Taught Assessment Regulations could be published as soon as possible after they were formally approved. This was agreed by CSPC. Formal approval of the assessment regulations routinely took place at CSPC in April (unless there were any particular issues that required further discussion at the June meeting of the full Senate). The degree regulations would not be available annually until July as usual, as different formal University Court approval processes were required for these.

ACTION: Academic Services – Ailsa Taylor and Susan Hunter - to publish Taught Assessment Regulations (and Postgraduate Assessment Regulations for Research Degrees) annually as soon as possible after they are formally approved.

Members made reference to the timing of publication of course and programme handbooks at the start of the programme or course. It was understood that the Programme and Course Handbooks Policy (<http://www.ed.ac.uk/files/atoms/files/handbookspolicy.pdf>) stated that

final versions of the handbooks must be available to students “at the start of their programme or course”. However, the Accessible and Inclusive Learning Policy (http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf) stated that course outlines and reading lists were to be made available at least four weeks before the start of the course. Therefore the timing of publication of course and programme handbooks could be dependent on these factors, depending on the method used for transmitting the course outline and reading list information.

In relation to the planned review of the processes and data which support the Board of Examiners, the Steering Group was seeking to develop two or three high level models which would then be developed in consultation with Schools.

Reference was made to current assessment regulations, namely in relation to progression to honours and degree classification calculations. It was anticipated that systematising such calculations would involve a degree of complexity, therefore the Steering Group would need to commission some further analysis on degree requirements in order to advise further what might be possible here.

It was noted that for the vision to be delivered successfully summative assessment marks needed to be entered into the system throughout the academic year and semester 1 courses processed through a Board of Examiners in January wherever this was possible.

It was noted that the potential implementation of Grade Point Average may have a significant impact on the scope and delivery of the project.

CSPC endorsed the actions that the Steering Group were planning to take with regard to assessment and progression, as outlined in the paper, recognising that some points may need to come back to CSPC for a future decision.

ACTION: Mr Barry Neilson to arrange to involve Imogen Wilson (EUSA VPAA) in the discussions of the Assessment and Progression Tools Steering Group

4. Programme and Course Information Management (PCIM) Post Project Review Report (CSPC 15/16 1 B)

Mr Tom Ward introduced the PCIM post-project review report. The report provided an overview of the deliverables/project benefits, timescales, project resources, successes, lessons learned, mainstreaming of activity, and project evaluation and impact. Reference was made to the delivery of the enhanced course descriptor along with improved guidance and course proposal and editing systems for staff. The Programme and Course Design, Development, Approval, Changes and Closure Policy was now fully operational. The Boards of Studies Terms of Reference were reviewed, and a Programme and Course Handbooks Policy had been developed.

Mr John Lowrey raised a point about a potential systems issue in relation to the enhanced course descriptor/Degree Regulations and Programmes of Study for particular courses. It was agreed that further discussion on this matter would take place between Mr Lowrey and Student Systems (Barry Neilson) directly.

Reference was made to statistics in the report which gave early indicators of course activity from January to early April 2015. Over 700 idle courses had been closed already which was quite an achievement, but it was felt that more work needed to be done in this area to further improve that figure.

The Committee formally noted the post project review report.

5. Proposed Pilot of Examination Arrangements for Online Distance Learning Students (CLOSED)

Mr Tom Ward presented this (closed) paper, which was approved by the Committee. Feedback from the pilot would be obtained with a view to considering some potential future amendments to the Taught Assessment Regulations (e.g. to the examination regulation 22.5 in the Taught Assessment Regulations 2015/16).

6. Collaborative Provision (CSPC 15/16 1 D)

Mr Tom Ward introduced this paper which updated the Committee on the conclusion of the Collaborative Provision Guidance Project, and sought the Committee's approval that any College wishing to renew a '2+2' arrangement or enter into a new 2+2 arrangement on a dual award basis would not need to seek specific dispensation from the Committee provided that the proposed arrangement complies with the University's policy on Dual, Double and Multiple Awards Policy. The paper was approved, subject to an amendment that the provisions in the paper regarding approval of 2+2 dual award arrangements would only apply to the College of Science and Engineering, since, unlike the other two Colleges, it had extensive experience of developing and running 2+2 arrangements.

7. Taught Assessment Regulations regarding Feedback on Assessment (CSPC 15/16 1 E)

Mr Tom Ward presented this paper, which informed the Committee of the Convener's advice on interpretation of Taught Assessment Regulation 15 (2015/16) (feedback deadlines). Senatus Learning and Teaching Committee was expected to have a more strategic discussion of feedback at its next meeting in September 2015, whereas CSPC had been invited to comment on interpretation of both regulations 14 and 15, given its role in drafting and approving assessment regulations.

Taught Assessment Regulation 15.3 (2015/16) indicated that in exceptional circumstances, where the necessary marking and moderation processes could not be concluded within 15 working days, Schools could request an opt-out from the relevant College committee. College representatives reported that Colleges had not received opt-out requests from Schools as yet for courses in 2015/16.

It was agreed that the wording of the guidance associated with these particular feedback regulations (regulation 14 and 15) would benefit from some careful scrutiny prior to publication of the 2016/17 regulations.

8. Proposed review of Special Circumstances Policy (CSPC 15/16 1 F)

Mr Ward introduced this item.

CSPC approved the arrangements outlined in the paper for a review of the University's Special Circumstances Policy.

This review was to focus on consistency of practice, clarification of the position regarding medical documentation (including the potential for students to self-certify in certain circumstances) and would link to the EUCLID Assessment and Progression Tools project (to consider how EUCLID could support the special circumstances process). It had been agreed

that it would also be sensible to consider the University policy on extensions to coursework deadlines, alongside the special circumstances issues.

It was agreed that two EUSA representatives would be invited to join the proposed task group – one representative from the Advice Place and the EUSA VPAA Imogen Wilson.

It was proposed that it would be helpful if a member of staff with clinical expertise in relation to mental health could be involved in the work of the task group, if this was possible. It was noted that a significant amount of progress had already been made in moving towards more consistent practice across the University regarding the implementation and management of special circumstances and that this review was to further improve and refine our approach in this complex area.

9. College of Humanities and Social Science: Innovative Learning Week Opt-Out Request (CSPC 15/16 1 G)

Dr Theresa McKinven presented this paper which contained an opt-out from Innovative Learning Week for some specific courses in the School of Philosophy, Psychology and Language Sciences.

CSPC approved this opt-out.

10. CSPC Membership and Terms of Reference 2015/16 (CSPC 15/16 1 H)

This paper was received for information.

11. Guidance for Senate Committee Members (CSPC 15/16 1 I)

This paper was received for information.

12. Student Discipline Committee Membership and Student Discipline Officers 2015/16 (CSPC 15/16 1 J)

This paper was approved, with the following amendment to the Student Discipline Committee 2015/16 membership list:

Vera Velhuizen was no longer a student at the University, therefore was not a student member of the Student Discipline Committee in 2015/16.

<p>ACTION: Ailsa Taylor to publish new Student Discipline Committee membership and Student Discipline Officer lists for 2015/16 on the University website at: http://www.ed.ac.uk/academic-services/staff/discipline/discipline-committee http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentDisciplineOfficers.pdf</p>
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13. Annual Senate Committees' Report 2014/15 (CSPC 15/16 1 K)

Mr Tom Ward introduced this item. This report was circulated to all Senate committees at the end of 2014/15, and it reported on the activity of the committees for 2014/15 and proposed ambitions for 2015/16 and beyond.

This report was received for information.

14. EUSA Priorities 2015/16 (CSPC 15/16 1 L)

Ms Imogen Wilson outlined EUSA priorities for 2015/16.

15. Electronic Business

a) Tier 4 Student Attendance and Engagement Policy

Mr Barry Neilson reported on the latest developments with regard to the Tier 4 Student Attendance and Engagement policy. CSPC members were thanked for approving the revised version of the policy by electronic business on 28 August 2015. The revised version was now available via the International Office at:

<http://www.ed.ac.uk/international-office/immigration/staff-guidance/staff-policy-documents>

b) CHSS Summer School Opt-Out from Taught Assessment Regulation 24 2015/16 (resit attempts)

A paper which requested approval for an opt-out to Taught Assessment Regulation 24 (2015/16) on resits for students taking our Summer School courses had been circulated by electronic business. The College of Humanities and Social Science had requested that the Summer School students (who were undertaking courses at levels 7-10) would be permitted one assessment attempt and one resit attempt. This paper was approved by CSPC on 15 July 2015, as presented.

16. Any Other Business

Professor Graham Reid updated colleagues on Study Abroad developments, with reference to the annual College Study Abroad Progression Committee meetings which had now been held in the College of Humanities and Social Science and the College of Medicine and Veterinary Medicine. It was anticipated that further discussion would need to take place at CSPC in order to refine the processes for next year. This was expected to involve further discussion of the role of the Exchange Co-ordinator, and the role of the International Office more generally, particularly in terms of assistance with interpretation of the range of academic transcripts from abroad. Further discussion was also expected on pass/fail course and credit load matters.

Professor Alexis Grohmann referred to challenges that were currently being faced in the central area with regard to room bookings, which was having a significant impact on timetabling and the accommodation of the academic year in some areas. Other colleagues reported that the pressure to use space efficiently had also brought some challenges.

The convener requested that the College Deans provide an update at the next meeting of CSPC on any disruption to course delivery at the commencement of Semester 1.

ACTION: College Deans to provide an update at the November meeting of CSPC on any disruption to course delivery at the commencement of semester 1 as a result of pressure on room bookings.
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Ailsa Taylor, Academic Policy Officer, Academic Services
24 September 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee (CSPC)

19 November 2015

Update on Assessment and Progression Tools (APT) Steering Group

Executive Summary

This presentation updates the Committee on the activities of the Assessment and Progression Tools (PT) Steering Group. This project was identified as the number 1 CSPC priority for the 2015/16 academic year at the Senate Committee planning meeting earlier this year.

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

Excellence in Education

Action requested

The Committee is invited to comment on the key points and observations from the Steering Group and **endorse** the recommendations made by the Steering Group, recognising some points may need to come back to CSPC for a future decision.

How will any action agreed be implemented and communicated?

The Steering Group has responsibility for communication of actions associated with this project.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Yes, there are resource implications. 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.

2. Risk assessment

A risk register has been developed and is being managed through the Steering Group by the project team.

3. Equality and Diversity

The project team will be responsible for reviewing the equality and diversity implications.

4. Freedom of information

Open

Key words

Progression, assessment, Board of Examiners

Originator of the paper

Barry Neilson, 19 November 2015

Assessment & Progression Tools Project

Key points to November CSPC

19 November 2015

Purpose

- The Assessment & Progression Tools project has been working with colleagues in Schools and Colleges to develop the tools which will support the assessment and examination board processes.
- The Steering Group has requested a number of key points and observations are escalated to CSPC along with recommendations on next steps.
- CSPC is invited to comment and endorse the recommendations contained within this paper.

A reminder why we are doing this

- Provide a central place where summative assessment marks and board communications (components and course level) will be held and published for students, holding pre-Board and Board marks, regardless of the School the course belongs to;
- Visualisation of assessment schedule for students for all courses, regardless of the School the course belongs to;
- Provide PT and other staff with in-year and historical summative assessment results;
- Sharing of assessment marks across Schools, ratified for exam boards;
- Provision of tools and data to support the exam board process.

Key Dates

- Recommendation: Consultation required on draft key dates for 2016/17 (extract in appendix 1). Following key points in year:
 - Publication of assessment structures;
 - Publication of ratified and provisional marks after semester 1;
 - Deadline for ratification of honours course marks, then non-honour course marks;
 - Publication of awards and then progression decisions;
 - Re-assessment timelines

Progression rules

- Approx. 60% of UG programmes have some sort of elevated hurdle into Honours;
- By this we mean specific courses must be passed; first attempt; specific pass marks for specific courses;
- We have options from a system perspective we can explore to support these, developed over a period of time;
- Recommendation: Open discussions with schools regarding progression rules and options for any systems development to be able to support these.

Programme & Course Administration

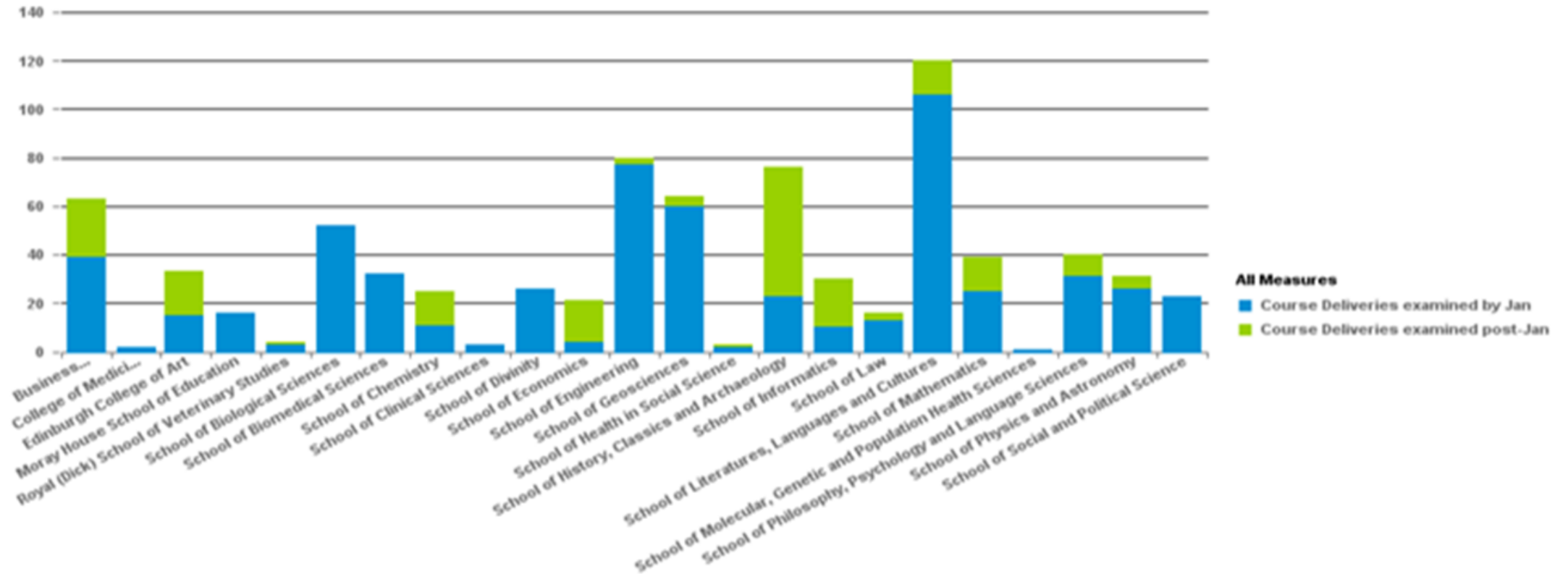
- System set-up is going to be crucial for calculation of recommended progression and awards and to display assessment dates across courses to students and PTs. Recommendations:
 - Work required to define compulsory and core modules as progression and award calculations will depend on this
 - DPRS and DPT data will drive these processes and needs to be accurate (links with Path, CMA requirements too);
 - Course assessment structure (split between in-course and final exam structure) live from 1 April each year and signed off by Boards of Studies 4 weeks before start of term;
 - With detail of summative in-course assessment being in the system before the start of the course to publish to students and PTs.

Semester 1

- The next two slides show the following breakdown:
 - When semester 1 courses have an exam in semester 1 and when these are in semester 2;
 - When a course is examined in semester 1 and when these results are published through EUCLID (ratified)
- Recommendation: Discussions opened with Schools regarding the variation in approach to semester 1 examinations and semester 1 boards.
- Recommendation: Ratified course marks published after semester 1 boards and non-ratified component marks for in course assessment and exams are published after semester 1 prior to any future exam boards

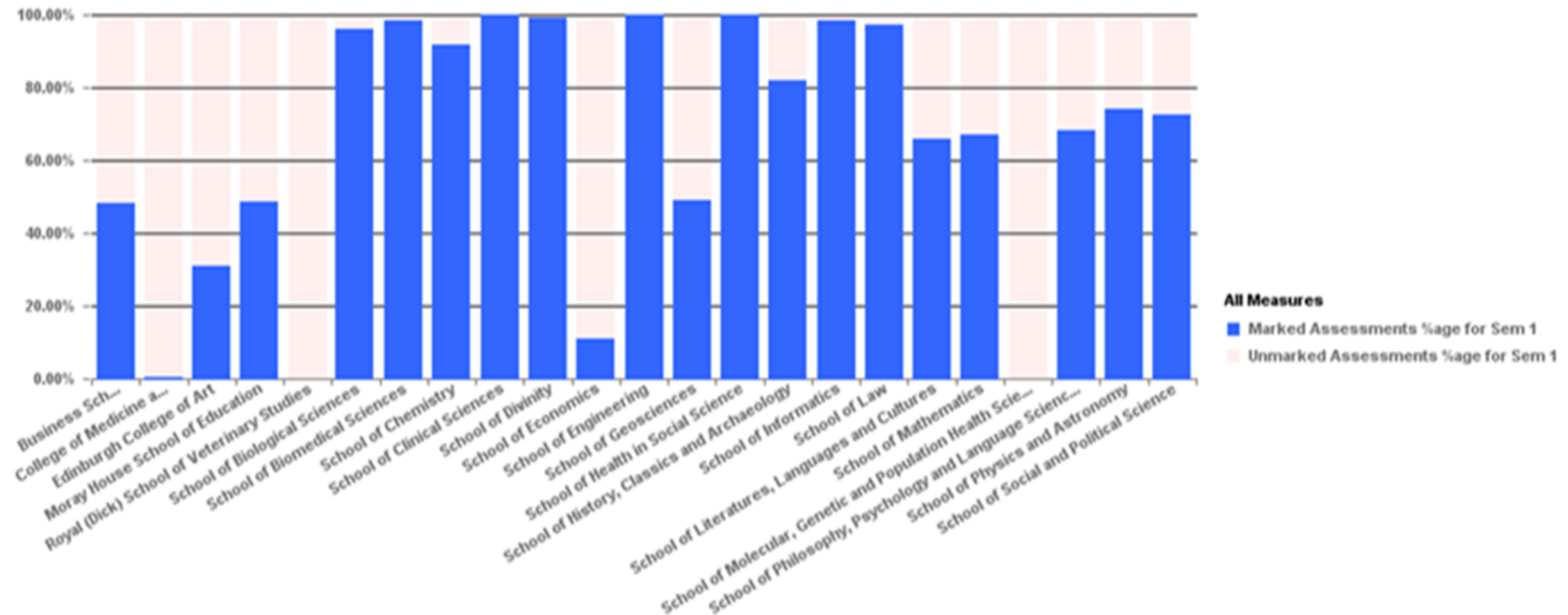
Semester 1 Courses – When exams take place

2014/5



Semester 1 Courses – When results are published

2014/5



Exam boards

- Recommendation: work to clarify the stages, roles and responsibilities of exam boards, timelines and publication of outcomes:
 - Clarify the scope, roles and responsibilities of exam boards based on the key stages of the process (although the UG Progression Board Policy came into effect in 2015, the Principles for Board of Examiners and the Overarching Remit for Board of Examiners were approved in 2007 by Academic Policy Committee and confirmed by CSPC in 2010);
 - Deadlines introduced for ratified honours course marks, then non-honours course marks entered into the system. This enables exam boards to run on ratified marks across Schools;
 - Publish award and course marks together and course and progression marks together.

Assessment results in EUCLID

- Recommendation that the following approach is taken regarding student marks in the student record, recognising other marks will be held in various systems:
 - Ratified component marks: EUCLID is the golden copy
 - At the minimum marks for individual pieces of in-course assessment and the overall exam mark must be stored in EUCLID.

Appendix 1

Draft Proposed Key Dates – 2016/17 Academic Year

For consultation

Semester 1

Week	Event	Week Beginning	Activity & Note
-3		22-Aug-16	Deadline for publishing Course Assessment Structure for year – link to mainstream learning adjustments.
1	S1 Teaching starts	19-Sept-16	
11	S1 teaching ends	28-Nov-16	Ends on 2-Dec-16
12	S1 Exams	05-Dec-16	Starts on 8-Dec-16
14	S1 Exams End	19-Dec-16	Ends 19-Dec-16

Semester 2

Week	Event	Week Beginning	Activity & Note
18	S2 Teaching starts	16-Jan-17	Course roll forward (including assessment structures) for 2017/18
21	Publish	06-Feb-17	Deadline for publishing S1 exam results (on Monday or Tuesday): <ul style="list-style-type: none">- Ratifies if these have been through a boards, otherwise- Provisional- Provisional overall course results not published.
29	S2 teaching ends	03-April-17	Ends on 7-April-17
33	S2 Exams	01-May-17	Starts on 01-May-17
36	S2 Exams End	22-May-17	Ends 26-May-17

Post-exam period

Week	Event	Week Beginning	Activity & Note
37	Post exam period	29-May-17	
38	Deadline for ratified honours course marks (excluding MBChB and BVM&S)	05-Jun-17	Friday 09-June-17. This enables internal sharing of ratified course marks for honours exam boards.
39	Deadline for upload of awards and publication of course marks excluding MBChB/BVM&S Deadline for ratification of non-honours course marks excluding MBChB/BVM&S.	12-June-17	Friday 16-June-2017 Assume exams marked and results entered after S1 boards, reducing S2 volumes. Different software and processes in place. This enables internal sharing of ratified course marks for non-honours exam boards.
40	Deadline for upload and publication of MBChB and BVM&S awards and course marks,	19-June-17	Friday 23-June-2017
41	Deadline for communication of progression decisions for continuing students.	26-June-17	Wednesday 28-June-2017

Re-sit period

Week	Event	Week Beginning	Activity & Note
47	Re-sit exams	07-Aug-17	
48	Re-sit exams End	14-Aug-17	End 19-Aug-2017
50	Deadline for internal ratification of re-sit marks.	28-Aug-2017	Friday 01-Sept-2017 This enables internal sharing of ratified marks.
53	Deadline for communication of progression decision for continuing students	18-Sept-2017	Monday 18-Sept-2017

The University of Edinburgh

Curriculum and Student Progression Committee

19 November 2015

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy

Executive Summary

This paper is a draft University Policy on Scottish Credit and Qualifications Framework (SCQF) Third Party Credit Rating. It outlines both the University's approach to and procedure for SCQF Third Party Credit Rating.

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

Excellence in Education; Partnerships.

Action requested

For discussion and approval.

How will any action agreed be implemented and communicated?

The new Policy will be publicised via the Senate Committees' Newsletter and in Academic Services' annual notification of changes to University Policies and Regulations.

Resource / Risk / Compliance

1. Resource implications (including staffing)

SCQF Third Party Credit Rating will involve a significant amount of University staff time. The Credit Rating School will charge a fee to cover or offset the cost of this.

2. Risk assessment

The Policy stipulates performing due diligence prior to entering into any Third Party Credit Rating agreement and carrying out ongoing review of arrangements to minimise risk.

3. Equality and Diversity

The paper does not have any major equality impacts.

4. Freedom of information

The paper is open.

Originator of the paper

Philippa Ward, Academic Services, November 2015

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Purpose of Policy

This Policy on Scottish Credit and Qualifications Framework (SCQF) Third Party Credit Rating ensures that the University provides Third Parties with a robust Credit Rating service that satisfies SCQF requirements.

Overview

This Policy outlines the University's approach to and procedure for SCQF Third Party Credit Rating.

Scope: Mandatory Policy

This policy applies to all subject areas and staff undertaking SCQF Third Party Credit Rating. It is overseen by the Curriculum and Student Progression Committee.

Contact Officer Philippa Ward Academic Policy Officer Philippa.ward@ed.ac.uk

Document control

Dates	Approved: DD.MM.YY	Starts: DD.MM.YY	Equality impact assessment: DD.MM.YY	Amendments: DD.MM.YY	Next Review: YYYY/YYYY
Approving authority	Curriculum and Student Progression Committee				
Consultation undertaken	Curriculum and Student Progression Committee				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations					
UK Quality Code					
Policies superseded by this policy	N/A				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.				
Keywords	SCQF Third Party Credit Rating				

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Background

- The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national credit recognition and transfer system covering all levels of qualifications.
- The Framework uses two measures to position and compare Scottish qualifications and programmes of learning:
 - the 'Level' of the qualification or learning programme (difficulty);
 - and the number of 'Credit Points' awarded (length of time it takes to complete: one SCQF Credit Point represents an average of ten hours of learning time).
- 'Credit Rating' is the process of allocating an SCQF Level and Credit Points to a qualification or learning programme. SCQF Credit Rating can only be carried out by SCQF Credit Rating Bodies (CRB).
- All Higher Education Institutions were given authority to act as CRBs during the initial setting up of the Framework. As such, the University of Edinburgh is a CRB. It can Credit Rate both its own provision and that of other organisations in a process known as 'Third Party Credit Rating'.
- (Third Party Credit Rating differs from delivery of jointly awarded degree programmes or Accreditation: Credit Rating by the University does not constitute an award in the University's name.)
- The University carries out Third Party Credit Rating in accordance with the SCQF Principles laid out in the SCQF Handbook: http://scqf.org.uk/wp-content/uploads/2014/05/SCQF_handbook_WEB_FINAL_2015.pdf.
- Principles 12 to 19 are of particular relevance to Third Party Credit Rating:

Principle 12 - *Credit Rating Bodies must assure themselves, as far as is practically possible, of the good standing and credibility of the Third Party organisation prior to any submission for credit rating.*

Principle 13 - *Credit Rating Bodies must establish rigorous and appropriate systems for credit rating Third Party submissions.*

Principle 14 - *Credit Rating Bodies must ensure that Third Party organisations submit information and documented evidence of their assessment processes, including arrangements relating to their internal and external quality assurance of assessment decisions.*

Principle 15 - *The Credit Rating Body must ensure that the Third Party provides details of auditing / quality assurance systems including appropriate externality.*

Principle 16 - *Credit Rating Bodies must ensure that the Third Party Organisation submits regular (eg. annual) reports of progress in the delivery of any credit rated qualifications / learning programmes and is aware that they must inform the CRB if any significant changes to these are made which may affect the SCQF level or credit points.*

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Principle 17 - Credit Rating Bodies should agree an appropriate review date for the credit rated qualifications / learning programmes(s) with the Third Party organisation.

Principle 18 - Credit Rating Bodies are responsible for uploading the details of all Third Party qualifications / learning programmes which they have credit rated to the SCQF Database.

Principle 19 - Credit Rating Bodies are responsible for issuing the SCQF logo and Brand Guidelines to the Third Party organisation and ensuring that they are aware of the requirements for certification as outlined in Principle 10.

- The University's procedure for Third Party Credit Rating takes full account of Principles 12 to 19 as outlined below:

Procedure for Third Party Credit Rating

1. Lead School and Lead Contact

The School wishing to establish the Third Party Credit Rating agreement will have lead responsibility for initiating the arrangements (steps 2 to 7) and for ongoing management and review (steps 9 and 10). The School appoints a Lead Contact (who should not be the person responsible for the final Credit Rating decision) to be the principal link with the Third Party.

2. Due Diligence

The University performs due diligence to assure itself:

- of the good standing and credibility of the Third Party organisation requesting Credit Rating;
- that there will be no reputational risk to the University as a result of its association with the Third Party;
- and that it will be possible for the organisation to provide continuity of the provision in question for the period of the Third Party Credit Rating agreement.

The University also ensures that a Memorandum of Understanding (MoU) exists between the University Court and the Third Party. There are already MoUs in place for many institutions, but where this does not exist, the document is drafted and approved in advance of the Credit Rating being undertaken.

The University of Edinburgh only provides a Third Party Credit Rating service in cases where:

- there is alignment with University and subject area strategies;
- and a clear rationale can be provided for the relationship.

3. Memorandum of Agreement

A Memorandum of Agreement (MoA) specific to the Credit Rating service to be provided is produced. This provides detailed information on the arrangements agreed with the Third Party organization, and is legally binding. The Director of Legal Services can advise the lead School regarding the formal arrangements for signing the MoA. A template MoA for Third Party Credit Rating is available at: [insert link](#)

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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The MoA covers a fixed period, agreed by the relevant School on a case by case basis, but which is no longer than 3 years.

4. Fees

Fees are detailed within the MoA and are for the period covered by the MoA. They are agreed on a case by case basis by the relevant School, and a clear rationale for the level of the fee is provided.

5. Credit Rating Panel

A Credit Rating Panel of University subject specialists is formed to consider documentation on the provision to be Credit Rated. The documentation is provided by the Third Party in formats and within timescales agreed with the Lead Contact.

The Panel:

- considers the suitability of the Third Party's assessment processes;
- assures itself of the appropriateness of the Third Party's internal quality assurance arrangements;
- ensures that the Third Party has appropriate external quality assurance arrangements in place. (Where this is not the case, the University may provide these as a separately negotiated service.)
- Credit Rates the provision in question by assigning it an SCQF Level and number of Credit Points.
- Submits a recommendation to the relevant School Board of Studies for approval.

6. Board of Studies

The relevant School Board of Studies is the approving body for Third Party Credit Rating. The Credit Rating Panel submits a recommendation to the Board for consideration and approval.

7. Senate Curriculum and Student Progression Committee

The Board of Studies' decision is reported to Curriculum and Student Progression Committee (CSPC) to maintain institutional oversight of Third Party Credit Rating.

8. Recording Internally and on SCQF Database

CSPC informs Governance and Strategic Planning (GaSP) of the Third Party Credit Rated provision. An internal record of the provision is generated, and GaSP also ensures that the provision is recorded within the SCQF Database.

9. Annual Reporting

The Third Party reports to the University annually as a minimum on progress in the delivery of the Credit Rated provision. The format of these reports is agreed in advance with the Lead Contact, and they are reviewed by the Credit Rating Panel. The findings of the Credit Rating Panel are included in the School Annual Quality Assurance and Enhancement Report.

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



THE UNIVERSITY
of EDINBURGH

(Ongoing development of the content of the provision is anticipated to ensure that it remains current and relevant. In the event that the annual report signals changes to the provision that are likely to impact on the assigned Credit Level or Points, the revised provision is submitted for further review and revalidation by the Credit Rating Panel. This incurs an additional charge that is agreed between the parties.)

10. Review

Third Party Credit Rating arrangements are reviewed ahead of the end of the period covered by the MoA. A new MoA is produced if the arrangement is to continue.

11. Conferment of Awards / Certification

The Third Party organisation is responsible for the conferment of awards and qualifications and for the production of certificates. Certificates carry the SCQF logo and details of the SCQF Level and Credit Points awarded, accompanied by appropriate wording indicating that the provision has been Credit Rated by the University. (The Third Party is responsible for ensuring that learners are aware that Credit Rating by the University does not constitute an award in the University's name.)

13 November 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

Thursday 19 November 2015

Semester 1, 2015 Examination Timetable

Executive Summary

This briefing paper is to inform CSPC as to the outcome of its previously agreed actions in terms of the scheduling of the timetable and to raise awareness of the impact of other constraining factors on the scheduling of examinations.

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

Outstanding Student Experience

Action requested

For information

How will any action agreed be implemented and communicated?

n/a

Resource / Risk / Compliance

1. Resource implications (including staffing)

n/a

2. Risk assessment

n/a

3. Equality and Diversity

n/a

4. Freedom of information

Open

Key words

Semester 1 Examination Diet Timetable

Originator of the paper

Craig Shearer, Head of Student Administration Services, Student Administration, 07/11/2015.

2015/16 Semester 1 Examination Timetable

This briefing paper is to inform CSPC as to the outcome of its previously agreed actions in terms of the scheduling of the timetable and to raise awareness of the impact of other constraining factors on the scheduling of examinations.

The following constraints have proved challenging when scheduling the 2015/16, Semester 1 Examination Timetable:

- 1) **Compression of diet.** The diet has been compressed due to the alteration in the start date of Semester 1. Following discussions at CSPC (23/01/14 and 20/11/14) the 2015 diet was shortened by 2 slots and brought forward to commence on the Thursday of revision week. To minimise the impact from the utilisation of the later part of the revision week, Colleges agreed to try to minimise the amount of teaching in the latter part of week 11. In addition, Schools could request that certain exams be scheduled at the end of the diet to cater for courses with teaching up to the end of week 11 (i.e. to ensure at least 1 week gap until the exam). Requests have been on a small scale (mainly from College of Science and Engineering) and have not affected the balance of exams across the diet.
- 2) **Venue availability.** Similar to the teaching timetable the Estates and Buildings maintenance and refurbishment schedule, in the Central Area, has removed key, large venues from the timetable i.e. Adam House (590 desks); Appleton Tower (200 desks); McEwan Hall (200 desks) and David Hume Tower (100 desks). This equates to a reduction of 21,800 desks across the diet i.e. 48% of the space required to accommodate the exams.
- 3) **Increased numbers.** The number of exams and sittings has increased from 696 exams in 2014 to 746 in 2015 i.e. 40,900 sittings in 2014 to 43,500 in 2015. This increase follows a decrease from 2013 to 2014.

All examinations have been successfully scheduled and the timetable is clash. All concessions for students with special arrangements will be met. There may however be some implications for individual students.

- 1) The gap between exams may not be optimised (as it normally is) and there may be an increase in the incidences of “clumping” of exams. However the potential likelihood of this occurring has been reduced due to the fragmentation of the diet in terms of consecutive days i.e. the 2015 diet has 3 consecutive days, followed by 6, then a single day (as opposed to the normal 6 then 5). In 2014 30% of students sitting more than 1 exam in 2 days in 2015 it's 33%.
- 2) Clumping has however occurred in terms of students required to sit 2 exams in 1 day. In 2014 1.3% of students had 2 exams in 1 day this has risen to 3% in 2015¹.
- 3) Due to the unavailability of the traditional large exam venues we will be utilising more smaller venues. This also includes the use of lecture theatres which we normally don't utilise. These are all teaching rooms and meet the basic requirements for accommodating exams however they would not be our or students' first choice of venue.
- 4) The number of exams split across multiple venues has increased tenfold compared to previous years due to the usage of smaller venues.

¹ This figure does not include where Schools have specifically require students to sit 2 in 1 day.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee (CSPC)

19 November 2015

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 September 2015. This information will also be reported to Senate and the other Senate committees.

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.

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, October 2015



Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. The Committee met on 29 September 2015.

Action Required

3. Senate committees are invited to note the key points discussed at the meeting.

Key points

4. *Student Data Project*

A project investigating the use of student data to support the enhancement of learning and teaching, the student experience and operational effectiveness was presented. The likely prioritisation of six broad areas identified were discussed – with understanding of applications and admissions, understanding the student cohort and analytics/predictive work linked to learning & teaching (benchmarking, survey data) highlighted. Connecting the project to existing work on learning analytics, consistent dashboards that can work with different data sources and using student data to identify areas for improvement were all suggested.

5. *Information Security Audit*

Summary results of an external information security assessment were considered. Top level challenges identified as priorities were discussed and the intention to establish an information security team to respond to the assessment, strongly supported.

6. *Data Architecture Review*

An external scoping study of the University's Enterprise Architecture capability was reviewed. Links with the student data project, e.g. avoiding creating dashboards that sit above an old data architecture of disparate systems, were discussed and the intention to establish a data architecture practice and a data dictionary noted.

7. *Other Issues*

The Committee discussed the development of the 2016-21 Strategic Plan, received reports on the activities of its three Thematic Committees (IT Committee, Library Committee and University Collections Advisory Committee) and granted delegated authority to the Chief Information Officer to progress with planned IT and Library expenditure in excess of £200,000.

Dr Lewis Allan, Head of Court
Services, October 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

19 November 2015

**Academic Year Dates 2017/18 and Provisional Academic Year
Dates 2018/19**

Executive Summary

This paper provides the proposed academic year dates for 2017/18 and provisional academic year dates for 2018/19, for approval.

The 2016/17 academic year dates have already been approved by CSPC and can be found at:

<http://www.ed.ac.uk/news/semester-dates/201617>

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 approval

How will any action agreed be implemented and communicated?

The information will be conveyed to Communications and Marketing who will publish formally at:

<http://www.ed.ac.uk/news/semester-dates>

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications.

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

Calendar, academic year, dates

Originator of the paper

Ailsa Taylor, Academic Services, 5 November 2015

**Academic Year Dates
2017/18**

Week	Week commencing	Activity	Teaching Block
1	11 September 2017	Induction*	
2	18 September 2017	T1	1
3	25 September 2017	T2	1
4	02 October 2017	T3	1
5	09 October 2017	T4	1
6	16 October 2017	T5	1
7	23 October 2017	T6	2
8	30 October 2017	T7	2
9	06 November 2017	T8	2
10	13 November 2017	T9	2
11	20 November 2017	T10	2
12	27 November 2017	T11	2
13	04 December 2017	Revision	
14	11 December 2017	Exams	
15	18 December 2017	Exams/Vac	
16	25 December 2017	Winter vac 1	
17	01 January 2018	Winter vac 2	
18	08 January 2018	Winter vac 3	
19	15 January 2018	T1	3
20	22 January 2018	T2	3
21	29 January 2018	T3	3
22	05 February 2018	T4	3
23	12 February 2018	T5	3
24	19 February 2018		
25	26 February 2018	T6	4
26	05 March 2018	T7	4
27	12 March 2018	T8	4
28	19 March 2018	T9	4
29	26 March 2018	T10	4
30	02 April 2018	T11	4
31	09 April 2018	Spring vac 1	
32	16 April 2018	Spring vac 2	
33	23 April 2018	Revision	
34	30 April 2018	Exams	
35	07 May 2018	Exams	
36	14 May 2018	Exams	
37	21 May 2018	Exams	
38	28 May 2018	Summer vac 1	
39	04 June 2018	Summer vac 2	
40	11 June 2018	Summer vac 3	
41	18 June 2018	Summer vac 4	
42	25 June 2018	Summer vac 5	
43	02 July 2018	Summer vac 6	
44	09 July 2018	Summer vac 7	
45	16 July 2018	Summer vac 8	

46	23 July 2018	Summer vac 9	
47	30 July 2018	Summer vac 10	
48	06 August 2018	Summer vac 11	
49	13 August 2018	Summer vac 12	
50	20 August 2018	Summer vac 13	
52	27 August 2018	Summer vac 14	
53	03 September 2018	Summer vac 15	

Provisional Academic Year Dates 2018/19

Week	Week commencing	Activity	Teaching block
1	10 September 2018	Induction*	
2	17 September 2018	T1	1
3	24 September 2018	T2	1
4	01 October 2018	T3	1
5	08 October 2018	T4	1
6	15 October 2018	T5	1
7	22 October 2018	T6	2
8	29 October 2018	T7	2
9	05 November 2018	T8	2
10	12 November 2018	T9	2
11	19 November 2018	T10	2
12	26 November 2018	T11	2
13	03 December 2018	Revision	
14	10 December 2018	Exams	
15	17 December 2018	Exams	
16	24 December 2018	Winter vac 1	
17	31 December 2018	Winter vac 2	
18	07 January 2019	Winter vac 3	
19	14 January 2019	T1	3
20	21 January 2019	T2	3
21	28 January 2019	T3	3
22	04 February 2019	T4	3
23	11 February 2019	T5	3
24	18 February 2019		
25	25 February 2019	T6	4
26	04 March 2019	T7	4
27	11 March 2019	T8	4
28	18 March 2019	T9	4
29	25 March 2019	T10	4
30	01 April 2019	T11	4
31	08 April 2019	Spring vac 1	
32	15 April 2019	Spring vac 2	
33	22 April 2019	Revision	
34	29 April 2019	Exams	
35	06 May 2019	Exams	
36	13 May 2019	Exams	
37	20 May 2019	Exams	
38	27 May 2019	Summer vac 1	
39	03 June 2019	Summer vac 2	
40	10 June 2019	Summer vac 3	

41	17 June 2019	Summer vac 4	
42	24 June 2019	Summer vac 5	
43	01 July 2019	Summer vac 6	
44	08 July 2019	Summer vac 7	
45	15 July 2019	Summer vac 8	
46	22 July 2019	Summer vac 9	
47	29 July 2019	Summer vac 10	
48	05 August 2019	Summer vac 11	
49	12 August 2019	Summer vac 12	
50	19 August 2019	Summer vac 13	
51	26 August 2019	Summer vac 14	
52	02 September 2019	Summer vac 15	

*Formal induction dates TBC

Academic Services
5 November 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

19 November 2015

Student Discipline Officers 2015/16

Executive Summary

This paper makes a minor amendment to the Student Discipline Officer list for 2015/16. This list was initially approved at the September 2015 meeting of the Committee.

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 approval

How will any action agreed be implemented and communicated?

The Student Discipline Officer list will be updated at:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentDisciplineOfficers.pdf>

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications.

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

Conduct, discipline

Originator of the paper

Ailsa Taylor, Academic Services, 6 November 2015



THE UNIVERSITY *of* EDINBURGH

List of Student Discipline Officers 2015/16

College of Humanities and Social Science

Professor Dorothy Miell, Vice Principal and Head of College
Professor Richard Coyne, Dean of Postgraduate Studies – Research
Professor Alexis Grohmann, Associate Dean (Academic Progress)
Professor Pete Higgins, Dean of Students
Professor Lloyd Llewellyn-Jones, Associate Dean (Student Conduct)
Dr John Lowrey, Dean of Undergraduate Studies
Dr Gale MacLeod, Dean of Postgraduate Studies - Taught
Dr Catherine Martin, College Registrar

College of Medicine and Veterinary Medicine

Professor Sir John Savill, Vice Principal and Head of College
Professor Jeremy Bradshaw, Assistant Principal Researcher Development
Professor Philippa Saunders, Director, Postgraduate Research
Professor David Weller, Director, Postgraduate Taught
TBA, Deputy Director, Postgraduate Taught
Professor Allan Cumming, Dean of Students
Professor Neil Turner, Director of Undergraduate Learning and Teaching
Dr Catherine Elliott, College Registrar

College of Science and Engineering

Professor Lesley Yellowlees, Vice Principal and Head of College
Professor Graeme Reid, Dean of Learning and Teaching
~~Dr Antony Maciocia~~ ~~Professor Alan Murray~~, Dean of Students
Dr Bruce Nelson, College Registrar

Corporate Services Group

Mr Hugh Edmiston, Director of Corporate Services
Mr Richard Kington, Director, Accommodation Services
Ms Lynne Duff, Assistant Director Residence Life, Accommodation Services
Mr James Jarvis, Warden Grant House, Accommodation Services
Mr Abdul Majothi, Warden Mylne's Court, Accommodation Services
Mr Jim Aitken, Director, Centre for Sport and Exercise
Ms Louise Campbell, Depute Director, Centre for Sport and Exercise

Information Services Group

Mr Gavin McLachlan, Chief Information Officer and Librarian to the University
Mr Simon Marsden, ISG Deputy
Mr Jeremy Upton, Director Library and Collections

University Secretary's Group

Ms Sarah Smith, University Secretary
Mr Gavin Douglas, Deputy Secretary Student Experience
Ms Tracey Slaven, Deputy Secretary and Director of Planning

Designated Vice Principals

Professor Mary Bownes, Vice Principal Community Development
Professor Chris Breward, Vice Principal Creative Industries & Performing Arts
Professor Jeff Haywood, VP Digital Education
Professor Charlie Jeffery, Senior Vice Principal

Professor Richard Kenway, Vice Principal High Performance Computing
Professor Jane Norman, Vice Principal Equality and Diversity
Dr Sue Rigby, Vice Principal Learning and Teaching

| Academic Services, ~~21 October~~ 6 November 2015