**Meeting of the Senatus Curriculum and Progression Committee
to be held at 2.00pm on Thursday 22 March 2018 in the Raeburn Room, Old College**

A G E N D A

1. **Minutes of the meeting held on 25 January 2018**   Enclosed

2. **Matters Arising**

    a) **Concessions arising from industrial action approved by correspondence**

    b) **Special Circumstances and Coursework Extensions: harassment/assault**

    c) **Postgraduate Taught Assessment and Progression Task Group Update**

    For discussion

3. **Service Excellence - Student Administration and Support Update**   CSPC 17/18 4 A

4. **Service Excellence - Special Circumstances and Coursework Extensions Update**   CSPC 17/18 4 B

5. **Service Excellence - Work and Study Away Update**   CSPC 17/18 4 C

6. **Authorised Interruption of Study Policy - Update**   CSPC 17/18 4 D

7. **CAHSS: Anthusia**   CLOSED (E)

8. **Undergraduate Degree Regulations 2018/19**   CSPC 17/18 4 F

9. **Postgraduate Degree Regulations 2018/19**   CSPC 17/18 4 G

10. **Higher Degree Regulations 2018/19**   CSPC 17/18 4 H

    For information and formal business

11. **Senate Committee Planning 2018/19**   CSPC 17/18 4 I

12. **Progress with Committee Priorities 2017/18**   CSPC 17/18 4 J

13. **Knowledge Strategy Committee Report**   CSPC 17/18 4 K

14. **Any Other Business**

Academic Services 15 March 2018

H/02/27/02
CSPC: 25.01.18

<u>The University of Edinburgh</u>

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)
held on Thursday 25 January 2018 in the Cuillin Room, Charles Stewart House**

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Professor Graeme Reid	Dean of Learning and Teaching (CSCE)
Dr Paul Norris	Associate Dean (Academic Progress), CAHSS
Dr Lisa Kendall	Head of Academic and Student Administration (CAHSS)
Ms Alexandra Laidlaw	Head of Academic Affairs (CSCE)
Dr Sheila Lodge	Head of Academic Administration (CMVM)
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Dr Jeremy Crang	Dean of Students (CAHSS)
Ms Bobi Archer	Vice President Education Students' Association
Ms Gin Lowdean	Advice Place Manager, Students' Association
Dr Neil Lent	Institute for Academic Development
Dr Adam Bunni	Head of Governance and Regulatory Framework Team
Mrs Lisa Dawson	Director of Student Systems
Ms Anne-Marie Scott	IS Learning, Teaching and Web

In attendance:

Mrs Jackie Barnhart	Service Excellence Programme
Mr Neil McGillivray	Service Excellence Programme
Ms Ailsa Taylor (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	Director, Academic Services
Mr Stephen Warrington	Service Excellence Programme

Apologies for absence:

Dr Antony Maciocia	Dean of Students (CSCE)
Dr Juliette MacDonald	Edinburgh College of Art
Professor Susan Rhind	Assistant Principal, Assessment and Feedback

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 23 November 2017 were
approved as an accurate record.

2. Matters Arising

a) Timing of Assessment/Semester 1 Examination Boards

At the last CSPC meeting in November 2017, the Committee had agreed that Boards of
Examiners were to be held following the end of Semester, 1 to ratify results for all
courses whose assessment was complete during or immediately following Semester 1.
The deadline for entry into EUCLID of ratified course results for Semester 2 courses

would be adjusted from 2018/19 to accommodate those PGT programmes struggling to meet the current deadline of 31 January 2018.

31 January 2018 was also the Student Administration deadline for students withdrawing from the University to be entitled to a partial refund of fees. Dr Adam Bunni reported that Academic Services had consulted Student Administration about this. Student Administration had agreed to allow some flexibility in considering refund requests from students in the few weeks after the deadline, where students could demonstrate that they received their Semester 1 course results after 31 January.

The College of Arts, Humanities and Social Science raised a related query about the timing of assessment in relation to Semester 1 examination boards. Some Schools had stated that they had a substantial number of Semester 1 courses that were not currently assessed until the Semester 2 summer examination diet. The Committee felt that it was desirable for Semester 1 courses to complete their assessment during, or immediately following Semester 1 where possible, but accepted that there may be pedagogical reasons for a different approach. The Committee requested that College representatives seek further information from Schools and subject areas affected by this issue, and report back to CSPC in March 2018.

ACTION: College representatives to consult with the relevant areas to see what their rationale is for the assessment of some Semester 1 courses at the end of Semester 2, and report back to the next meeting of CSPC in March 2018.

b) Overseas Resits

At its September meeting, CSPC had agreed that the Overseas Examination Service should be offered on a more consistent basis, with some Schools currently opting out from offering the service. Academic Services had sought feedback from Schools regarding challenges relating to use of the service. Dr Adam Bunni updated the Committee on this feedback, which primarily related to difficulties scheduling overseas examinations synchronously with Edinburgh sittings. The Committee agreed that this issue would continue to place limits on the volume of students to whom the service could be offered. However, the Committee reiterated its position that it continued to be of benefit to offer the service as widely as possible, even if time zones would place restrictions on its use. The Committee therefore agreed that all Schools should be asked to offer the service where possible.

3. Service Excellence Programme - Student Administration and Support Update (CSPC 17/18 3 A)

Mr Neil McGillivray presented this paper, which provided an update on the work being undertaken by the Student Administration and Support strand of the Service Excellence Programme. The relevant Programme Board last met in November 2017, and was expected to meet on 15 February 2018 to analyse the fully developed business case and blueprint documentation for the following projects:

- Special circumstances, extensions and concessions
- Working and study away
- Student Immigration Service.

Further blueprint recommendations relating to student finance and timetabling would be submitted to the April 2018 Student Administration and Support Board.

4. **Service Excellence Programme - Working and Study Away Update (CSPC 17/18 3 B)**

    Mr Neil McGillivray and Mrs Jackie Barnhart updated the Committee on developments with the working and study away strand of the Service Excellence Programme, and presented some proposals for policy change that were currently being explored. A detailed current state assessment and detailed process design discussions had identified a range of existing issues and challenges.

    Emerging recommendations included the establishment of a professional specialised team that would work in close collaboration with Schools to manage the administration associated with study away, reducing the administrative burden on academic members of staff. Committee members raised a query about how learning agreements would be managed by this team; members were keen to see greater clarity about how the team would ensure appropriate levels of academic input into learning agreements.

    The Committee noted the requirement for a continued emphasis on the importance of the Personal Tutor role in relation to support for students who were away from the University. Personal Tutors should continue to keep strong relationships with their tutees whilst they were away, as they would still be the first point of contact for academic support, and Student Support Offices and Teaching Organisations would continue to provide support to students too.

    During discussion by the Committee, it was emphasised that there should continue to be academic scrutiny of proposals for new exchange agreements, and due diligence would still rest with the academic areas concerned, even if the new team were involved in the final sign off.

    It was understood that more detailed policy proposals in relation to this strand would be brought to the next CPSC meeting in March 2018.

5. **Service Excellence Programme - Special Circumstances and Coursework Extensions Update (CSPC 17/18 3 C)**

    Mr Neil McGillivray and Mr Stephen Warrington presented this paper, which gave early sight of a range of policy proposals in relation to coursework extensions and special circumstances, in advance of the Student Administration and Support Programme Board meeting, which would be held on 15 February 2018. CSPC would be invited to approve any policy adjustments at its March 2018 meeting.

    Coursework extensions

    The paper included proposals to amend policy in relation to coursework extensions, with the proposed new default being that students could self-certify for requests for coursework extensions of up to seven days, with no requirement for the provision of supporting evidence. This represented a change to the current regulation, which assumed the submission of supporting evidence alongside the case, and stated that self-certification would only provide sufficient evidence in some circumstances. If this change was approved, then the Taught Assessment Regulations would need to be amended for 2018/19 to clarify this. It was anticipated that the coursework extension application process would be actioned by professional services staff.

    CSPC noted that the current regulation (Taught Assessment Regulation 28 Late submission of coursework) referred to assessed coursework "including research projects

and dissertations". The Committee would welcome clarity from Service Excellence about whether or not it was intended that the new arrangements for self-cerification for up to seven working days would also apply to Master's projects and dissertations.

The Online Distance Learning community in the College of Medicine and Veterinary Medicine (CMVM) had previously suggested to the Committee that extensions of over seven working days could be more routinely available for part-time online distance learning students. This was something that had been raised by Programme Directors within CMVM, and raised with CSPC in in Semester 1. At that previous discussion, CSPC had noted that it could be problematic to attempt to legislate for part-time students separately in this way, and had not recommended any change to the current position. Any further comments from the Online Distance Learning community about this aspect of the coursework extensions process were to be submitted to the Service Excellence Programme directly.

Special Circumstances

Committee members raised significant concerns about some of the proposals for special circumstances, as presented. The most pressing concerns raised related to the following:

a) <u>The proposed constitution, membership, volume and timing of Special Circumstances Committees meetings (SCCs).</u> Given that the Special Circumstances Policy defined the composition of Special Circumstances Committees, CSPC needed to agree to any future changes to their composition. The proposal suggested that Special Circumstances Committees would be held at College level, with academic membership drawn from Schools. An agreed composition had yet to be established, but there was a possibility that it could include 2-3 members of academic staff, and these staff could be based anywhere e.g. they would not be specifically drawn from the subject area of the course that any particular special circumstances (SC) application related to. As long as the remit of the revised SCC was **not** extended beyond that currently set out in the Policy (ie the revised SCC would only make decisions about whether or not special circumstances existed or not, and what the impact of those circumstances are likely to have been), then the Committee did not raise any fundamental issues regarding holding SCCs at College level, without relevant subject-level expertise on each case. However, whilst it was recognised that extensive modelling was still underway, there was some concern about the volume of cases that would need to be considered at each meeting, and the scrutiny each case would receive under these circumstances.

b) The proposal also suggested that <u>the remit of SCCs be extended to allow them to make recommendations that would be binding on a Board of Examiners, as long as the student was not disadavantaged</u>. This would represent a significant departure from current Policy (where the SCC can make recommendations to the Board, but the recommendations are not binding) and would require careful consideration. Members of the Committee were unanimous in their agreement that it would not be possible to consider extending the remit of SCC unless the proposed composition of the College SCC allowed for relevant subject-specific expertise in relation to each case. Since this was not understood to be compatible with the current proposals for College-level SCCs, some re-modelling would be required by Service Excellence to consider options that provided for at least one member of the SCC to have subject-specific expertise (most likely at discipline rather than at School level). As an alternative, it was suggested that College-level SCCs could restrict their binding recommendation to specifying the timing and severity of a student's SCs (in line with the current Policy). School-level Boards could then, with full understanding of the context for the

SCs, be empowered to determine a course of action (eg "remove lateness penalty") to account for the SCs.

It was agreed that, if the Committee was to approve any related policy adjustments at the next meeting on March 2018, then proposals would need to be adjusted in order to address these issues and to provide reassurance regarding the benefits and practicalities of the proposals. In addition to these two major issues, the Committee highlighted a number of other matters in relation to special circumstances that were believed to be less pressing, but nevertheless needed to be taken into account by the Service Excellence Programme going forward:

- The requirement to ensure procedures allow for electronic Special Circumstances Committee meetings to be held, rather than tailoring processes towards an expectation that all SCCs would meet in person. The volume and timing of meetings was expected to demand flexibility in processes here.

- The workflow process to allow Personal Tutors to submit documentation for Special Circumstances cases should ensure that variations in the levels of proactivity of different Personal Tutors do not raise any equity issues. Members agreed that the optimum arrangement would include workflow design which sought to avoid students being advantaged or disadvantaged by any variation of support, and also encouraged Personal Tutors to submit any relevant evidence on their tutee's behalf as soon as possible.

- The introduction of rolling SCCs meeting during the Semester could lead to an increase in additional SC submissions, particularly where students have ongoing conditions (since an individual student could make multiple submissions in relation to circumstances affecting an individual course), and it was important to consider alternate ways of handling ongoing conditions.

Consultation arrangements

The Committee noted that it was essential that sufficient consultation across the University was held about the proposals for special circumstances and coursework extensions, including the proposed policy changes, in advance of the next CSPC meeting in March 2018. The Committee heard that there were further planned College and School consultation meetings coming up, which was welcomed, and would form a useful element of the consultation process.

6. Coursework Extensions and Employment Commitments (CSPC 17/18 3 D)

The Committee had requested further guidance for Schools regarding how to determine whether a request for a coursework extension based on employment commitments would be acceptable. The paper contained draft guidance, and it was proposed that this guidance should be published in a condensed form on the University's web pages for Personal Tutors and Student Support Teams. The Committee indicated that they were happy with the guidance and the proposed approach for its publication. However, it was agreed that further thought should be given to our approach to requests for coursework extensions from students experiencing financial pressures. Currently the Taught Assessment Regulations explicitly stated that students could not apply for extensions based on financial issues, and the Committee were keen to explore whether or not this was a common position within the sector. It was agreed to carry out some benchmarking on this issue, for consideration at a future meeting.

> **ACTION: Dr Adam Bunni to conduct benchmarking with comparator institutions in relation to their approach re: applicatons for coursework extensions from students experiencing financial pressures, and report back to the Committee.**

7. **Acceptable grounds for Special Circumstances and Coursework Extensions: Sexual harassment or assault (CSPC 17/18 3 E)**

The Committee approved the amendments to relevant policy and regulations as proposed in the paper (subject to a further amendment to list experience of harassment separately to sexual harassment or assault, as relevant grounds for seeking special circumstance/coursework extensions).

8. **Postgraduate Taught Assessment and Progression Task Group Update (CSPC 17/18 3 F)**

Dr Adam Bunni introduced this paper, which provided a brief summary of the emerging proposals from the Postgraduate Taught Assessment and Progression Task Group. Committee members confirmed that they were content for the Task Group to begin consulting on what was proposed. A final report of the Task Group, containing the relevant recommendations, was expected at the March 2018 meeting of CSPC.

9. **Knowledge Strategy Committee Report (CSPC 17/18 3 G)**

This item was received by the Committee for information.

> **ACTION: Lisa Dawson agreed to provide Committee members with further information about the findings of the bulk email investigation referred to in the report.**

10. **Programme and Course Approval and Management Documentation (CSPC 17/18 3 H)**

Mr Tom Ward presented this paper, which proposed a consolidation of exisiting documentation on programme and course approval, which consisted of both University policy and guidance in each College, into a single University suite of documents. This would support planned University-wide training for Conveners of Boards of Studies, and assist with other objectives e.g. compliance with Competition and Markets Authority requirements.

The Committee approved the paper, and welcomed the plans to consolidate the documentation, which was expected to simplify processes further.

11. **Any Other Business**

Representatives from the Students' Association raised a query about the Student Appeal Regulations. These regulations referred to the strict deadlines governing the submission of academic appeals, and undergraduate students who were not in their final year were required to submit an appeal within 10 working days of being informed of the decision. It was believed by the Students' Association that this timescale could be quite challenging for some students, and a query had been raised about whether there was any flexibility in the system. It was confirmed that there was some flexibility, within reason, and that it was crucial that the student get in touch with Academic Services ahead of the intended submission date to notify the University of any difficulties. This would enable staff to

make a judgement about whether the request was reasonable, and to calculate whether a short extension would be possible.

Mr Tom Ward updated colleagues on the position regarding the proposed University and College Union (UCU) strike action, which was currently expected to involve an escalating wave of strikes over a four-week period, during late February and March 2018. During the time of the most recent industrial action, the Committee had agreed to a series of temporary concessions in relation to assessment processes, which had allowed Boards of Examiners to operate. It was possible that the Committee would be asked to agree similar concessions this time around. The approach taken would be intended to minimise the impact upon students without compromising academic standards.

Ailsa Taylor, Academic Policy Officer, 2 February 2018

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

22 March 2018

Service Excellence, Student Administration & Support Update

Executive Summary
Dated 22nd February 2018, this paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these projects.

How does this align with the University / Committee's strategic plans and priorities?
The Service Excellence Programme has been identified as a strategic priority.

Action requested
To note (no requested action at this stage).

How will any action agreed be implemented and communicated?
Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Future SA&S project proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   N/A at this stage.

2. **Risk assessment**
   SA&S aren't identifying risks for consideration at this stage.

3. **Equality and Diversity**
   N/A at this stage.

4. **Freedom of information**
   Open

Key words
Service Excellence Programme / Student Administration & Support / Special Circumstances

Originator of the paper
Neil McGillivray
Student Administration & Support Programme Lead
22nd February 2018

MAR 2018: UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

The Student Administration & Support (SA&S) Programme's proposed programme of work (emerging from previous CSA and OBC phases) has been endorsed by the Service Excellence (SEP) Board.

The SA&S Board last met on 20th November 2017. That meeting endorsed the work of the following projects, asking the SA&S team to return with fully developed business case and blueprint documentation:

- Special Circumstances, Coursework Extensions and Concessions
- Working & Study Away
- Student Immigration Service

Members of the SA&S team attended the 25th January CPSC meeting to highlight emerging policy recommendations, in advance of the completion of the final SA&S Board proposals. This meeting provided thorough feedback on the Special Circumstances proposal, particularly focussing on:

- the feasibility of administering the volume of SC cases at peak periods, if located at College level.

- the necessary role of academic colleagues in decision SC making, and the complexity of the interface between SCC and BoE meetings.

Following CSPC, and a series of recent consultation and feedback sessions (including academic colleagues from all three Colleges, the Students' Association and The Advice Place), the Special Circumstances proposal is being revised to include:

- professional services validation of Special Circumstances submissions; limited to the checking of dates, documentation and assessing severity of impact.

- the expectation that academic staff will be responsible for all Special Circumstances decision making, routinely as part of the Board of Examiners meeting.

In order to provide time to complete blueprint and final business cases for Working & Study Away and Student Immigration, whilst also making sure that we allowed for sufficient time to respond to the Special Circumstances feedback, the order of SA&S Board meetings has been adjusted to:

9th March 2018
- Working & Study Away
- Student Immigration Service

10th April 2018
- Special Circumstances, Coursework Extension and Concessions
- Course Timetabling

SA&S testing of an Office 365 Examination Timetabling solution continues, with progress meetings planned for March and April 2018.

Work has begun on the scoping of the Programme and Course Information Management work, working closely with colleagues in the Student Recruitment & Admissions programme, Academic Services and Internal Audit.

The development of a Target Operating Model continues and will be considered at the 28th February SEP Board, and likely the 9th March SA&S Board. Once approved, scoping of the final detailed design phase of the programme will begin - ready for the next series of workshops in early 2018/19.

More detail is available on the SA&S wiki:
https://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=346121562

<u>The University of Edinburgh</u>

Senatus Curriculum and Student Progression Committee

22 March 2018

Service Excellence - Special Circumstances & Coursework Extensions Update

Executive Summary
This document provides up update on recent activity, in response to feedback received at the 25th January CSPC and subsequent meetings across all three Colleges.

How does this align with the University / Committee's strategic plans and priorities?
The Service Excellence Programme has been identified as a strategic priority.

Action requested
For initial discussion (not approval at this stage).

How will any action agreed be implemented and communicated?
Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Final proposals and recommended policy adjustments for Special Circumstances and Coursework Extensions will be considered at the 10th April 2018 SA&S Programme Board. Consequential actions will be routed through Curriculum & Student Progression Committee for approval as necessary.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   To be confirmed after 10th April SA&S Programme Board.

2. **Risk assessment**
   To be confirmed after 10th April SA&S Programme Board.

3. **Equality and Diversity**
   N/A at this stage.

4. **Freedom of information**
   Open

Key words
Service Excellence Programme / Student Administration & Support
Special Circumstances / Coursework Extensions

Originator of the paper
Neil McGillivray
Student Administration & Support Programme Lead
12th March 2018

Service Excellence Programme
Special Circumstances, Coursework Extensions and Concessions
Summary for CSPC – March 2018

In response to useful feedback provided last month, the SA&S team have redefined the proposal for managing Special Circumstances, in consultation with academic and professional services colleagues, and student representatives, in order to allow Boards of Examiners to take full account of the academic context of the SCs in making a decision.

Key Changes

- The major change following feedback is that **decisions regarding the validity, level of impact and timing of Special Circumstances will be made by professional services staff in a University-level unit, while decisions about the appropriate outcome of approved Special Circumstances applications will continue to be made by Boards of Examiners**.

- **Decisions on extensions will similarly be made by professional services staff in a University-level unit.**

- The other main changes remain as previously communicated i.e.:

  o Development of a University-wide **online application form and system** to support the processing and management of cases. This will link to student and course records (EUCLID), so the application will be partially pre-populated, and there will be reduced duplication of data.
  o There will be **improved reporting** as the system will generate case reports with minimal administration, and better management of internal evidence requests for Special Circumstances e.g. Disability Service and Personal Tutors.
  o There will be **enhanced training and guidance** materials for staff including case studies, decision matrices to support staff, and in turn students, and improve consistency of decision making / application of policy.
  o There will be **no external evidence requirements for coursework extensions**.
  o Academic (assessment) requirements, at a course level, will be recorded up-front as part of the course record. This enhanced EUCLID data will be used by staff to aid their decisions on extensions, and the validity and impact of Special Circumstances cases.
  o In response to very clear student demand, much quicker decisions on Special Circumstances applications. **Defined turnaround time** of 2 working days for extensions (with late applications re-routed to the Special Circumstances process), and 7 working days for Special Circumstances, recognising that decisions on outcomes will not be made until the relevant Board of Examiners meet.

Schools will continue to provide students with front-line pastoral support before and after they apply for Special Circumstances, and assist them with their application if required. The Personal Tutor role remains as is.

Concessions
Consideration of all concessions (including interruptions) is ongoing and will be folded into relevant future SA&S activity in the areas of **Student Services and Support, Curriculum, Assessment & Progression and PGR Lifecycle**.

Policy
Many changes are dependent upon changes to exiting University policy. The SA&S programme is working closely with Curriculum and Student Progression Committee (CSPC) regarding changes to policy. Any agreed changes would not come into effect until 2018/19 at the earliest.

Consultation
Via a series of workshops, interviews, visits and other events the SA&S team have consulted with students, the Students' Association, 18 Schools and Deaneries (both academic and professional services staff), all College Offices, Student Disability Service, Student Counselling Service, Academic Services, and Student Systems. These discussions will continue in support of system specifications; operating framework and future training/guidance. A more detailed breakdown is available on the wiki, at: http://edin.ac/2DjYZvg

Further Information

Project Wiki:	http://edin.ac/2DDumlc
Feedback:	http://edin.ac/2D63Gsp
Key Contacts:	Stephen Warrington (Director of Teaching, School of Engineering) Olwen Gorie (Head of UG Teaching Organisation, Edinburgh College of Art)

Further Information

<u>The University of Edinburgh</u>

Senatus Curriculum and Student Progression Committee

22 March 2018

Service Excellence – Work & Study Away Update

Executive Summary

The Service Excellence Programme's Student Administration and Support Board met on 9th March and approved proposals relating to Work and Study Away (WSA), and creation of a Student Immigration Service.

In relation to WSA, the proposal was based upon the creation of a single Work and Study Away Service, with supporting processes and systems. The WSA Service will offer dedicated, specialist support to students undertaking both mandatory and optional WSA opportunities as part of their Programme of study, and will offer expert advice and guidance to staff on these matters. A number of proposed changes to existing policy formed part of this proposal, including changes to the DRPS UG Degree Regulations 2018/19. These are being presented for consideration by CSPC in Paper F.

There are no policy changes resulting from the proposals in relation to the creation of a student immigration service.

How does this align with the University / Committee's strategic plans and priorities?
The Service Excellence Programme has been identified as a strategic priority.

Action requested
The policy changes to the DRPS UG Degree Regulations 2018/19 resulting from the WSA project are presented to CSPC for approval in Paper F.

How will any action agreed be implemented and communicated?
Policy changes to the UG DRPS will be implemented for the 2018/19 session via standard policy update procedures.

Policy changes will be communicated in line with the implementation plan for creation of the WSA Service approved by the Student Administration and Support Sub-Programme Board on 9th March 2018. A detailed communications, people transition and training plan is currently being developed by the SA&S Team using the agreed SEP Communications Strategy. Relevant leaders from affected areas of the business will be involved in the development and dissemination of this communications strategy.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   There are no resource implications for CSPC to consider as relevant resourcing implications are being managed by the Student Administration and Support Sub-Programme Board.

2. **Risk assessment**
   There are no identified risks relating to governance. Risks identified in relation to the implementation of the proposed operating model are being managed by the Student Administration & Support Sub-Programme Board.

3. **Equality and Diversity**
   An EqIA checklist has been completed and an EqIA Assessment is required. This is being completed in line with the Service Excellence People Transition Strategy to assess impact in relation to role-holders and this will be carried out during People Transition activity, as agreed by the Service Excellence Board.

4. Freedom of information
Open

Key words
Service Excellence Programme / Student Administration & Support Working & Study Away / Edinburgh Global

Originator of the paper
Jackie Barnhart, Service Excellence Programme, 14 March 2018

The University of Edinburgh

Curriculum and Student Progression Committee

22 March 2018

Authorised Interruption of Study Policy – Update

Executive Summary

This paper provides an overview of the Authorised Interruption of Study Working Group's work to date and outlines the key points of the policy.

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

This paper aligns with the University strategic objective of leadership in learning through fostering diversity and inclusion.

Action requested

For discussion – Committee members are invited to discuss and provide their views on the draft policy. The group also requests consent from the committee to consult more widely with students and student support staff on the proposals outlined within the paper.

How will any action agreed be implemented and communicated?

The working group will provide a draft communication and implementation plan in addition to any final proposals for CSPC approval.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   This paper has no resource implications as it has been submitted for discussion purposes at this time.

2. **Risk assessment**
   The proposals present no significant risks.

3. **Equality and Diversity**
   Equality and diversity issues will continue to be addressed in future discussions and in advance of producing a final policy for approval.

4. **Freedom of information**
   Open

Key words   Authorised Interruption of Study, Concession

Originator of the paper

Ms Roshni Hume, Academic Services 06 March 2018

Authorised Interruption of Study – Update

Overview:

A working group was set up in response to a recommendation, resulting from the Review of Support for Disabled Students to develop a University- wide policy for Authorised Interruption of Study.

There is currently minimal regulation of Authorised Interruption of Study at University level. An initial survey of the information the University provides regarding Authorised Interruption of Study highlighted the following:

- There is a lack of information at University-level regarding acceptable grounds for requesting an Authorised Interruption of Study.

- There is a lack of clarity regarding the status and rights of students who are interrupted.

- There is a lack of guidance or information for staff and students regarding the reintegration of interrupted students.

- There are varying practices between Colleges particularly in relation to the consistence of advice and guidance provided to students across the University and the level at which applications are considered and approved.

Progress:

The Authorised Interruption of Study working group met on two occasions in November 2017 and December 2017 and a draft policy has been developed which encompasses both taught and research students (Appendix 1).

The key points from the draft policy are as follows:

- Authorised Interruptions of Study will be approved where the request supports successful completion of a student's programme, or supports a student's career aspirations.

- Students may not apply for an Authorised Interruption of Study during examination periods as there is an expectation that any issues which arise during this time will be managed through the Special Circumstances procedure or under existing regulations relating to religious observance and elite sporting participation.

- Students may be asked to provide evidence to determine whether an Authorised Interruption of Study is in the best interest of a student.

- Personal Tutors and Supervisors will be asked to provide a supporting statement on a student's application for an Authorised Interruption of Study.

- Decisions on requests from Taught students will be **devolved to Schools**, with the Senior Tutor (usually) making the decision. This is currently managed at College level across the University. It is anticipated that wider consultation will help to determine whether Schools have the capacity to implement this change.

- Decisions on requests from Research students will remain at College level.

- The policy provides clarity that students who are on an interruption of study are entitled to access support services, libraries etc. Students are also able to request access to learning materials but are not obliged to engage with their studies whilst interrupted.

- Students are able to request an extension to their period of interruption if they are unable to return to their studies at the originally authorised date.

- Personal Tutors and Supervisors are asked to make contact with students prior to their return to discuss and implement any support required ahead of their return to study.

- Students may also be asked to provide evidence of fitness to return where a student has taken an interruption due to ill health.

Committee members are invited to discuss and provide opinion on the draft policy and the key points outlined above.

Outstanding issues for consideration

Committee members are also invited to discuss and provide opinion on the following issues relating to applications for interruption from Taught students during semester time:

- Should applications from taught students applying mid-semester be subject to further scrutiny or should it be more difficult for students to gain approval where pieces of assessment have already been submitted?

- Should students resume their studies at the same point of the semester upon return, or restart the semester?

- If a student has already sat/submitted a piece of assessment, should this be marked as normal and retained until the following year? Students are able apply for Special Circumstances if they would like null sits.

Proposed Next Steps:

Consultation

The working group agreed that it would be useful to consult more widely on the proposed policy. It was agreed that it would be beneficial to consult with students via the Students' Association and with Senior Tutors and Student Support Teams within Schools.

Final Report & Draft Policy

A final report and draft policy to be submitted for approval at the May 2018 meeting of CSPC.

Roshni Hume

March 2018

Authorised Interruption of Study

Purpose of Policy

The policy ensures that consistency is applied to all requests from students wishing to take an authorised interruption of study and ensures that students are provided with a consistent level of support upon return to study.

Overview

The policy provides a definition of authorised interruption of study, outlines the application, consideration and approval processes. It also provides information on the status of student whilst they are interrupted and the return to study process.

Scope: Mandatory Policy

The policy is relevant to all undergraduate and postgraduate students seeking or taking an authorised interruption of study. The policy also applies to staff who are involved in supporting, considering and approving requests for students wishing to interrupt their study.

Contact Officer	Roshni Hume	Academic Policy Officer	Roshni.hume@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 (CSPC)			
Consultation undertaken		Curriculum and Student Progression Committee (CSPC)			
Section responsible for policy maintenance & review		Academic Services			
Related policies, procedures, guidelines & regulations		DRPS			
UK Quality Code		UK Quality Code Chapter B4: Enabling Student Development and Achievement			
Policies superseded by this policy		Authorised Interruption of Study or Extension of Study – Postgraduate Research			
Alternative format		If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.			
Keywords		Authorised Interruption of Study, Suspension of Study, Leave of Absence			

Authorised Interruption of Study

1. Introduction

1.1 The University is committed to supporting students who require time away from their studies, where this will assist them in gaining the best possible outcome in their studies, or support their career aspirations.

2. Definition of Authorised Interruption of Study

2.1 Where a student is temporarily unable to engage with their studies, they may apply for an authorised interruption of study. Common reasons for authorised interruption include, but are not limited to:

- Health reasons (including mental health)
- Maternity/Paternity/Adoption/Family Leave
- Extra-curricular pursuits e.g. elite sport, art/music related opportunities
- Employment Opportunities
- Financial circumstances
- Personal reasons
- Military Service

2.2 During a period of interruption, students are not enrolled on courses at the University. Students are not obliged to engage with their studies whilst interrupted. Students who are interrupted can request to maintain access to study materials via their Personal Tutor/Supervisor.

2.3 Any one period of interruption of study will not exceed one academic year, unless authorised by the College due to exceptional circumstances. The total period of authorised interruption of study permitted for an individual student is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study for the relevant programme (for example, four years for an undergraduate Honours degree).

2.4 Students should note that there are separate regulations for those wishing to take a laigh year:

https://www.ed.ac.uk/files/atoms/files/laigh_year_regulations.pdf

2.5 Students are expected to re-engage with their studies following their return from an interruption.

3. Initial Considerations

3.1 Students should be aware that taking an authorised interruption of study may have financial and visa implications.

3.2 The Edinburgh University Students' Association Advice Place can provide independent advice to students regarding requests for authorised interruption of study and the potential

implications. Further information is available at:
https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/

3.3 The International Student Advisory Service can provide advice and guidance to students in relation to any visa implications which may arise as a consequence of taking an authorised interruption of study. Further information is available at:
https://www.ed.ac.uk/global/student-advisory-service

3.4 The University's Scholarships and Student Funding department can provide advice and information to students in relation to any finance and funding issues which may arise as result of taking an authorised interruption of study. Further information is available at:
https://www.ed.ac.uk/student-funding

3.5 Postgraduate Research students studying with the support of a Research Council or other funding body should contact their funder to ensure that the student is aware of any implications of taking an authorised interruption of study upon their funding.

4. Requesting an Authorised Interruption of Study

4.1 Students are strongly advised to liaise with their Personal Tutor or Supervisor before completing an application for an authorised interruption of study.

4.2 Undergraduate and postgraduate taught students may only apply for an authorised interruption of study during periods of teaching or vacation periods (i.e. not during examination periods). Where undergraduate or taught postgraduate students are unable to study due to circumstances beyond their control during an examination period, they should request consideration through the Special Circumstances process (https://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf).

4.3 Postgraduate research students may apply for an authorised interruption of study at any stage during the academic year.

4.4 In order to apply for an authorised interruption of study, a student should complete the relevant form and submit this to their Personal Tutor (undergraduate and postgraduate taught students) or Postgraduate Supervisor (postgraduate research students). The form is available at:

5. Evidence

5.1 Schools and Colleges may require students to submit evidence to support applications for authorised interruption of study. The relevant School or College will advise students where this is the case.

6. Confidentiality

6.1 All requests will be treated as confidential in accordance with the University's Data Protection Policy, and information will only be shared with individuals who have a legitimate reason for being informed.

7. Consideration and Approval

7.1 The relevant Personal Tutor or Supervisor should provide comments in support of the application or state why they do not believe that an authorised interruption of study would be in the best interest of the student.

Undergraduate and Postgraduate Taught students

7.2 The Personal Tutor will submit the form to the Senior Tutor (or other authorising officer appointed by the relevant Head of School) in the School which owns the student's programme who will determine whether or not an authorised interruption of study will be offered to the student.

Postgraduate Research students

7.3 The Postgraduate Supervisor will submit the form to the relevant College Office for consideration and decision by the relevant Dean or Committee with responsibility for postgraduate research students.

All students

7.4 The relevant School or College will notify the student and their Personal Tutor or Supervisor of the decision via e-mail within 10 working days of the application being received and if approved, ensure that the student record is updated.

8. Student Status/Rights and Responsibilities

8.1 Students taking an Authorised Interruption of Study continue to be regarded as current students of the University during the period of interruption. During an interruption, students have the right to access campus facilities, e-mail and student support services including the Students' Association, Library Services, Chaplaincy, Student Counselling and Student Disability Services.

8.2 The relevant Personal Tutor or Postgraduate Supervisor will continue to provide support and guidance on request while a student is interrupted.

8.3 Students wishing to return to their studies earlier than originally planned should submit a request via the relevant School or College Office for consideration. Requests will be considered on a case-by-case basis.

8.4 Students remain subject to the Code of Student Conduct during a period of interruption.

9. Return to Study

9.1 The relevant Personal Tutor or Postgraduate Supervisor will make contact with an interrupted student 6 weeks before their scheduled return to study in order to arrange and facilitate any support which may be required upon return.

9.2 The University has a responsibility to ensure that students are able to return to study after a period of interruption. Therefore, to ensure that a return to study is in the best interest of the student, students may be asked to provide evidence of their ability to return to study. The relevant School or College will be able to advise on whether evidence is required, in general or on a case-by-case basis.

9.3 Students who are unable to return to study after a period of authorised interruption are able to request an extension to the period of authorised interruption of study, provided that this does not exceed the maximum allowable total period of interruption (see section 2.3). Students should contact their Personal Tutor or Supervisor to arrange this.

10. Changes to Programme

10.1   Students taking an authorised interruption of study should be aware that courses and programmes may be subject to change while they are interrupted and that they may return to an altered programme structure.

10.2   In interrupting their studies, students consent to any programme changes which may occur while they are interrupted.

10.3   Students should be aware that in exceptional circumstances if their programme is to be discontinued, it may not be possible to grant an authorised interruption of study.

11. Further Guidance

11.1   Further guidance on authorised interruption of study and the relevant application form is available on the following webpage:

Insert latest date approved/amended

<u>The University of Edinburgh</u>

Senatus Curriculum and Student Progression Committee

22 March 2018

Undergraduate Degree Regulations 2018/19

Executive Summary
This paper contains the draft Undergraduate Degree Regulations 2018/19. A "Key Changes" section is included to draw the Committee's attention to the key changes.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the Committee's priority of "good housekeeping" in updating and maintaining the regulatory framework.

Action requested
CSPC is invited to discuss the draft Undergraduate Degree Regulations for academic year 2018/19.It is proposed that, following the CSPC meeting, the draft regulations are amended to take account of any CSPC comments and a paper is sent to the University Court, presenting the draft "Resolution" for its 23 April 2018 meeting and final Resolution at its 18 June 2018 meeting.

How will any action agreed be implemented and communicated?
Approved regulations will be communicated by Academic Services' annual update on regulations and policies. Academic Services will also cover any changes to regulations in Boards of Examiners briefings and other relevant briefing events for staff in Schools and Colleges.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources and is not expected to have a major impact on Schools/Colleges.

2. **Risk assessment**
   A risk assessment is not included, however the University's Statement on Risk Appetite provides no risk appetite in relation to compliance. There are only very minor edits to the undergraduate degree regulations to clarify the existing position so there is not judged to be any significant risk.

3. **Equality and Diversity**
   There are only very minor edits to the undergraduate degree regulations.

4. **Freedom of information**
   The paper is **open.**

Originator of the paper
Adam Bunni, Head of Governance and Regulatory Team, Academic Services and Ailsa Taylor, Academic Services 14 March 2018

Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations 2018/19

A   General Undergraduate Degree Regulations

Compliance

Mode of Study

Study Period

Recognition of Prior Learning (RPL)

Degree Regulations and Programmes of Study
Undergraduate Degree Programme Regulations
2018/19

Degree Regulations and Programmes of Study
Undergraduate Degree Programme Regulations
2018/19

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Awards and Qualifications

B   College of Arts, Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations

C   College of Medicine and Veterinary Medicine Undergraduate Degree Regulations: Degree Specific Regulations

**Degree Regulations and Programmes of Study
Undergraduate Degree Programme Regulations
2018/19**

Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations 2018/19

A   General Undergraduate Degree Regulations

Compliance

1.   These regulations apply to all categories of undergraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Every undergraduate student must comply with these regulations. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College. Where the Head of College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession.

2.   Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Personal Tutor or Student Support Team as to the appropriate point of contact, and must not approach the Head of College directly.

3.   Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations specified in sections B, C and D below and the University's Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

4.   Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the Student Fitness to Practise Appeal Committee. See the Student Appeal Regulations at: www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf

5.   Students must inform their Personal Tutor if they have been charged or convicted of a relevant criminal offence since matriculating at the University.

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'Relevant' offences are as defined in the University's Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership .The Student Support Team (or equivalent) will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.

6.   The University awards the following types of undergraduate degrees, diplomas and certificates. The University's undergraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/), unless an exemption has been approved by the Curriculum and Student Progression Committee. The credit levels required for each programme are specified within the appropriate Degree Programme Table (DPT).

I	Undergraduate Certificate of Higher Education	At least 120 credits of which a minimum of 90 are at level 7 or higher.
Ii	Undergraduate Diploma of Higher Education	At least 240 credits of which a minimum of 90 are at level 8 or higher
A.	Single Honours (in a named subject/discipline)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
B.	Single Honours (with a subsidiary subject)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
C.	Combined Honours (in two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
D.	Group Honours (more than two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
E.	Non-Honours Degrees	At least 360 credits of which a minimum of 60 is at level 9.
F.	General and Ordinary	At least 360 credits of which a minimum of 60 is at level 9.
G.	Intercalated Honours Degrees	See appropriate Degree Programme Table
H.	Integrated Masters with Honours (in named subject/discipline)	At least 600 credits of which a minimum of 120 is at level 11.
	Integrated Masters (with a subsidiary subject)	At least 600 credits of which a minimum of 120 is at level 11.
	Integrated Masters (with combined honours in two disciplines)	At least 600 credits of which a minimum of 120 is at level 11.
I.	MBChB (5 year programme)	720 credits
	MBChB (6 year programme)	780 credits

J.	BVM&S Graduate Entry Programme	560 credits
	BVM&S 5 Year Programme	640 credits

7.   Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study.

8.   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 relevant Head of College.

9.   Students should commence their degree programme at the start of the academic year, and should commence the courses that they are enrolled on at the start of semester in which the courses are taught. 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 Head of College. 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 Head of College. A student who leaves a course after six weeks from the start of the relevant semester will be deemed to have withdrawn from the course and the course enrolment remains on the student's record.

Mode of Study

10.   Programmes are offered on a full-time or part-time basis. Students' mode of study is defined when they are admitted to the degree programme.

11.   Only in exceptional circumstances, and with the permission of the Head of College, is a student allowed to change mode of study. For academic reasons, the University may require a student to change their mode of study.

Study Period

12.   A student must complete the requirements of the degree programme within the period of study specified in the Degree Programme Table, unless given a concession with the approval of the Head of College.

13.   The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an Honours degree programme is 10 years. This maximum period includes any concessions and any authorised interruptions of study.

14.   With the annual permission of the Head of College, a student may take longer than the study period specified in the Degree Programme Table to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points are undertaken in each year of study.

15   Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.

16.   Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.

17.   For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.

18.   A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of their Honours programme.

19.   A student may apply for an authorised interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students must provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, unless authorised by the Head of College. The total period of authorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study**.**

20.   Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.

21.   Students registered for the 5-year MBChB programme or the BVM&S may elect to take an intercalated Honours year, or undertake a postgraduate degree programme during their period of enrolment. This is not categorised as interruption of study.

Recognition of Prior Learning (RPL)

22.   RPL can only be recognised at the point of admission to the University. The Head of College has the power to recognise up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. RPL can potentially be granted for programmes taken at the University of Edinburgh, as well as those from elsewhere. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. The University RPL policy for admissions is available.

23.   University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.

Attendance and Participation

24.   Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting Personal Tutors face to face and electronically. The Degree Programme Table and programme handbook sets out programme requirements for engagement. Certain students' visa requirements may require the University to monitor attendance and engagement in specific ways.

25.   It is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by their funding or grant authority, are met. All students are required to check their MyEd and University email account frequently for communications from the University and respond where appropriate. University policy on contacting students by email:www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf

26.   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 have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Personal Tutor. Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. This regulation does not apply to students on a recognised distance learning programme.

Optional Study Abroad

27.   Students may be eligible to undertake Optional Study Abroad as part of their undergraduate degree programme, providing they meet the selection criteria. Periods of Optional Study Abroad must only be undertaken at a higher education institution with which the University of Edinburgh has a formal exchange agreement. Students are not permitted to arrange their own opportunities to study at another higher education institution. Periods of Optional Study Abroad may be for one academic year, or one semester depending on the exchanges offered in each discipline.

28.   Students must have achieved 240 credits before participating in Optional Study Abroad in year 3. All year 2 courses must be passed at the first attempt; resits during the summer diet are not permitted. Students must have achieved 360 credits before participating in Optional Study Abroad in year 4 of a 5 year programme.

29.   Students undertaking Optional Study Abroad are required to complete a Learning Agreement in consultation with the Work and Study Away Service their School Exchange Coordinator prior to departure. Learning Agreements must be agreed and signed by the student, the Work and Study Away Servicetheir School Exchange Coordinator, and, for Erasmus students only, the partner university. In the case of joint degree programmes, the Learning Agreement must be representative of the requirements of both Schools. be approved by both Schools, but the School which owns the programme is ultimately responsible for the Learning Agreement. If any amendments are required to the Learning Agreement at any time, including on arrival at the partner university, students must liaise with the School Exchange CoordinatorWork and Study Away Service. The Exchange Coordinator Work and Study Away Service is responsible for confirming that the amended Learning Agreement corresponds appropriately with the University of Edinburgh degree curriculum for the relevant year of study.

30. Schools which own the programme of study are ultimately responsible for the Learning Agreement. School Exchange Co-ordinators will work closely with the Work and Study Away Service, ensuring that academic requirements are conveyed accurately and in a timely manner.

31. The Work and Study Away Service will adhere to the specified academic requirements from the relevant School(s) when approving Learning Agreements. The Work and Study Away Service will work closely with relevant School Exchange Co-ordinators to ensure that their decisions are based on accurate, up to date information.

320.   Students who undertake Optional Study Abroad must undertake the equivalent volume of credits and level of courses at the partner university to that which they would study if they were remaining in Edinburgh. Credit achieved at a

partner university is converted to University of Edinburgh credit, and counts towards the total credit required for the award of an Edinburgh degree. Individual marks/grades achieved at a partner university are not converted to University of Edinburgh marks/grades.

- Students studying abroad for one semester must enrol in the equivalent of 60 University of Edinburgh credits;
- Students studying abroad for an academic year must enrol in the equivalent of 120 University of Edinburgh credits.
- For students studying at European institutions, 60 Edinburgh credits are equivalent to 30 ECTS (European Credit Transfer System) credits and 120 Edinburgh credits are equivalent to 60 ECTS.
- For students studying at non-European institutions, the credit load and level required to be undertaken at the chosen partner university will be as approved by Senate Curriculum and Student Progression Committee, in consultation with the Work and Study Away ServiceInternational Office.

33⁴.   Students who attempt but do not achieve the required credit at the partner university may be eligible for the award of Credit on Aggregate (CA). CA can only be awarded when the student has enrolled in and attempted assessment for the equivalent to a full University of Edinburgh credit load at an appropriate level, and in accordance with the regulations and guidance available in the Taught Assessment Regulations for awarding credit on aggregate. Progression decisions for students returning from Optional Study Abroad are the responsibility of the appropriate College Study Abroad Progression Board. Terms of Reference for the College Study Abroad Progression Boards are available here:

[DOCUMENT TO FOLLOW]

www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards_termsofreference.pdf

34².   In cases where assessment is optional at a partner university, students are required to undertake assessment. Credit awarded on a "pass/fail" basis will only be accepted in exceptional circumstances or where the partner institution confirms there is no alternative, and with advance approval of the Work and Study Away Serviceappropriate College.

Withdrawal and Exclusion

35³.   Any student may withdraw permanently from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:
www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

Progression and Permissible Credit Loads

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3~~6~~4. To gain a specific degree award, students must achieve the Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) credit point and level requirements of the particular programme, as set out in the appropriate Degree Programme Table.

3~~5~~7. Full-time undergraduate study comprises 120 credit points in each year of study. Part-time study is defined on a pro-rata basis in the relevant Degree Programme Table.

3~~6~~8. Students must attain the credits and other requirements for each stage of study, as outlined in the relevant Degree Programme Table and Programme Handbook. In addition, students must meet any other requirements set out in their Programme and/or Course Handbook.

3~~7~~9. Any student who has not attained the full volume of credit points for their year of programme by the end of the relevant session (e.g. 120 credits for full-time students) may be required to take resit exams, supplementary or alternative assessments, or additional courses to make good the deficit.

40~~38~~. In order to progress to the next year of programme, a student must attain the following minimum number of credits:

- 80 credit points by the end of Year 1 of programme;
- 200 credit points by the end of Year 2 of programme;
- 360 credit points by the end of Year 3 of programme;
- 480 credit points by the end of Year 4 of programme;
- 600 credit points by the end of Year 5 of programme for Integrated Masters

41~~39~~. Where a programme requires students to attain more than the minimum number of credits in order to progress, this will be specified in the relevant Degree Programme Table and Programme Handbook.

4~~0~~2. Where students are allowed to progress with a credit deficit, they will be required to obtain the missing credits in order to qualify for the relevant award.

4~~1~~3. Students who do not attain sufficient credits to progress within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies: www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

4~~2~~4. The College may offer students who are unable to progress due to a credit deficit the opportunity to return to study the following year in order to seek to address this deficit. Such a return to study without progression may be offered on a full-time, part-time, or assessment-only basis.

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4~~5~~3.   In pre-Honours years, a student may be allowed to take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the student's Personal Tutor.

4~~6~~4.   Exceptionally, students in their honours years, with College approval, may take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 7 or 8 credit and, more rarely, up to 10 credits at levels 9-11 in the Honours years.

4~~7~~5.   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.

4~~8~~6.   A student who has previously submitted work for one course at the University must not submit the same work to attempt to achieve academic credit at the University through another course.

4~~9~~7.   Students can only be ~~concurrently~~ registered for one full-time award at the University of Edinburgh at any given time.

Transfer to Different Degree Programme

50~~48~~.   A student may be allowed to transfer to a different degree programme in the University by permission of the receiving College.

51~~49~~.   Unless granted a concession by the Head of the receiving College, students must comply with the pre-requisite and co-requisite requirements of the new programme shown in the Degree Programme Table.

Awards and Qualifications

52~~0~~.   In order to achieve the award of the Undergraduate Certificate of Higher Education students must have attained a minimum of 120 credit points (of which a minimum of 90 are at level 7 or higher) gained from passes in courses of this University which count towards graduation.

53~~1~~.   In order to achieve the award of the Undergraduate Diploma of Higher Education students must have attained a minimum of 240 credit points. At least 120 credit points must be gained from passes in courses of this University counting towards graduation and at least 90 of the 120 credit points gained from courses passed at this University must be in courses at level 8 or above.

54~~2~~.   The attainment requirements for students for General and Ordinary degrees are specified in the relevant College regulations below.

13

Commented [TA1]: Wording reviewed as you can't do one thing concurrently

53. The attainment requirements for students for MBChB and BVM&S degrees and the BSc in Oral Health Sciences are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).

54. The award of Honours is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

55. 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 II and Third Class.

56. Students who have been assessed, classed or failed for Honours may not present themselves for re-assessment in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.

57. During a single period of continuous registration, a student may be awarded only the University qualification with the highest status for which they have attained the required credits.

58. A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than three ~~five~~ years have elapsed between their first graduation and acceptance as a candidate for the subsequent degree with Honours. Candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table.

59. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with unclassified Honours if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where they are 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 of Examiners.

14

Commented [TA2]: Recent discussions in the College of Science and Engineering have suggested a consensus that this regulation should only apply to students who decide to exit with an Ordinary for personal or other reasons such as those relating to health, family, finances (but who are in good academic standing when they exit) e.g. it should not be a mechanism for students who have exited with an Ordinary through lack of academic progress to apply to return. The College of Science and Engineering have also identified an issue with the current regulation permitting reapplication up to five years after graduation, which conflicts with admissions requirements for recent study e.g. results achieved within three years.

CAHSS admissions 05/03/2018 - three years would be in line with the recent relevant study requirements.
Currently this only appears in both the Adult returner and RPL policies although is mentioned throughout the admissions pages. See the recent study requirements section near the bottom of this page:
https://www.ed.ac.uk/studying/undergraduate/entry-requirements/our-requirements

6~~0~~2. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the 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.

6~~1~~3. In exceptional circumstances Senatus may authorise the conferment of aegrotat degrees, which are unclassified. Each such conferment requires a proposal from the College concerned 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 circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree aegrotat.

B   College of Arts, Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations

6~~2~~4. These degree programme requirements relate to undergraduate programmes in the College of Arts, Humanities and Social Sciences. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

6~~3~~5. The College Fitness to Practise policy is available at: www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise

General and Ordinary Degrees

6~~4~~6. BA (Arts, Humanities and Social Sciences)

To qualify for the award of the degree of BA (Arts, Humanities and Social Sciences) students must have obtained 360 credit points from passes (or accreditation of prior learning) normally at the rate of 120 credit points per year.

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points should be at SCQF level 8, 9 or 10, comprising:

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.
- 140 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credit points listed in the point above) comprising related and consecutive courses in this subject over three years of which 60 credit points must be at SCQF level 9 or 10.

In addition, there must be at least two other subjects of study defined as 40 credits at SCQF levels 7-10.

Students have a free choice of the remaining credits at SCQF levels 7-10.

> BA (Arts, Humanities and Social Sciences) in a designated discipline:

To qualify for the award of the BA (Arts, Humanities and Social Sciences) in a designated discipline students must have obtained 360 credit points (or accreditation of prior learning) normally at the rate of 120 credit points per year.

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points should be at SCQF level 8, 9 or 10, comprising:

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.
- 160 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credits listed in the point above) comprising related and consecutive courses in this subject over three years of which 80 credit points must be at SCQF level 9 or 10.

In addition there must be at least two other subjects of study defined as 40 credits at SCQF levels 7-10.

Students have a free choice of the remaining credits at SCQF levels 7-10.

Merit and Distinction

6~~5~~7.   General and Ordinary degrees may be awarded with Merit or Distinction.

For Merit a student must achieve grade B or above at first attempt, in courses totalling 180 credit points, of which at least 40 credits points must be at level 9 or 10, and at least 80 of the remaining credit points must be at level 8 or higher.

For Distinction, a student must achieve grade A at first attempt, in courses totalling at least 160 credit points, of which at least 40 credit points must be at level 9 or 10, and at least 80 of the remaining credit points must be at level 8 or higher.

6~~6~~8.   The LLB Ordinary, Graduate Entry degree may be awarded with Merit or Distinction.

For Merit a student must achieve grade B or above at first attempt, in courses totalling 120 credit points.

For Distinction, a student must achieve grade A at first attempt, in courses totalling at least 100 credit points.

69~~7~~.   Students of the MA Fine Art with Honours degree will be awarded a Distinction in either Art or History of Art if their performance in the subject is of first class standard but their overall degree result is lower than first class. Students are eligible for distinction in History of Art or Art Practice.

Distinction in Oral Language

70~~68~~. Students of the MA with Honours which includes an Honours oral examination in any one of the following languages will be awarded a Distinction in Oral Language if their performance at the oral examination is of first-class standard: Arabic, Chinese, Danish, French, Gaelic, German, Italian, Japanese, Norwegian, Persian, Portuguese, Russian, Spanish and Swedish.

Degree of Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science with Honours

71~~69~~. The degree programme requirements of the Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science are in the College Undergraduate Degree Regulations of the College of Medicine and Veterinary Medicine (Section C).

C   College of Medicine and Veterinary Medicine Undergraduate Degree Regulations: Degree Specific Regulations

72~~0~~.   These degree programme requirements relate to undergraduate programmes in the College of Medicine and Veterinary Medicine. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

73~~1~~.   The College Fitness to Practise policy is available at ~~http://docstore.mvm.ed.ac.uk/Committees/Fitness-to-Practise.pdf~~www.ed.ac.uk/files/atoms/files/cmvm_ftp_regulations_2017.pdf

MBChB

Compliance

74~~2~~.   Students should refer to the Programme Handbook and appropriate Course Handbooks on the Virtual Learning Environment for detailed curriculum and assessment information.

75~~3~~.   Students entering the first year of the MBChB programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the medical profession is excepted from the

provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the MBChB programme are therefore not entitled to withhold information about any conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

76~~4~~.   Students are subject to blood borne virus checks as they are admitted to the MBChB programme. Students declining testing or found to be infected by a blood borne virus will be allowed to continue on their degree programme leading to full Medical Registration, provided that they formally accept the requirement they will not be allowed to perform Exposure Prone Procedures (EPPs), and recognise that careers in some specialties may not be open to them if their infection persists.

Attendance and Participation

77~~5~~.   Students on the MBChB programme are required to attend compulsory teaching throughout the year. Students should consult Course Handbooks on the Virtual Learning Environment for detailed attendance and timetable information.

78~~6~~.   Students in the final three years of study are required to undertake placements in hospitals outside Edinburgh and the Lothians.

79~~7~~.   In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such 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. Approved study for an intercalated degree does not constitute interrupted progress.

Progression

80~~78~~. MBChB students are only entitled to two assessment attempts for courses which are part of the MBChB programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

81~~79~~. A student who fails the attendance requirements may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.

82~~0~~.   A student who fails the professionalism requirements may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.

83~~1~~.   No student may proceed to the next year of study for the MBChB programme until they have passed all components of the previous year of the programme.

84~~2~~.   Students on the 6-year MBChB programme may omit Year 3 of the MBChB Programme if they enter with an approved BSc degree. In this situation students proceed directly from Year 2 to Year 4 of the 6-year MBChB Programme.

Awards

Passes with Distinction

85~~3~~.   MBChB Distinctions are awarded for outstanding performance over a whole year of the programme.

Honours at Graduation

86~~4~~.   The award of MBChB with Honours may be conferred upon students who have performed at an outstanding level in the Professional Examinations throughout the degree programme.

BVM&S

Compliance

87~~5~~.   Students should refer to the appropriate Course Books for detailed curriculum and assessment information. Students should refer to the Animal Husbandry and Clinical Extramural Studies (EMS) Handbooks for all detailed EMS information and arrangements.

88~~6~~.   Students are subject to health clearance as they are admitted to the BVM&S programmes. Failure to comply with this regulation may result in exclusion from a programme of studies.

Attendance and Participation

89~~7~~.   In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such 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. Approved study for an intercalated degree does not constitute interrupted progress.

Progression

90~~88~~. Students are required to complete 12 weeks of animal husbandry extramural studies (EMS) and 26 weeks of clinical EMS. Students must submit satisfactory evidence of completion of a minimum of 12 weeks of approved animal husbandry extramural studies (EMS) by the submission deadlines provided by the School. Students who fail to satisfy the animal husbandry EMS requirement will be unable to progress into third year of the BVM&S programme and will be reported to the BVM&S Progression Committee. Students who have not completed 26 weeks of approved clinical EMS prior to the end of final year will be unable to graduate.

91~~89~~. Clinical EMS can be started in the summer vacation between second and third year, provided all animal husbandry EMS has been signed off as complete in line with the arrangements and deadlines approved by the School, and provided the Clinical EMS Driving License has been completed.

92~~0~~. Students who fail to submit required clinical EMS evidence by the deadline set by the School each year will not have that EMS added to their total and will be reported to the BVM&S Progression Committee. The deadline for each preceding year is 31st January, e.g. deadline for all EMS submissions for 2017 is 31st January 2018.

93~~1~~. No student may proceed to the next year of study for the BVM&S programme until they have passed all components of the previous year of the programme, unless a concession is awarded by the Head of College. Students failing to complete all components will be reported to the BVM&S Progression Committee and exclusion from further attendance at courses and examinations may be recommended.

Awards

Passes with Distinction

94~~2~~. Students who have attained a sufficiently high standard in any of the Professional Examinations will be recorded as having passed that examination 'with distinction'.

Distinction at Graduation

95~~3~~. Students who have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation. Awards are made based on calculations equally across all years and are weighted by course credit value.

Bachelor of Medical Sciences

Honours Degree

9~~6~~4.   Every student admitted for the degree must also be a student for the degree of MBChB. A student in another University studying for a recognised primary medical undergraduate qualification may be admitted as a student for the degree of Bachelor of Medical Sciences with Honours, subject to the approval of the College of Medicine and Veterinary Medicine.

9~~5~~7.   In addition, every student must pursue studies for at least one academic year in the University of Edinburgh in one of the Honours Degree Programmes available at www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours

9~~6~~8.   For students on the 5-year MBChB programme, the Bachelor of Medical Sciences degree is intercalated after Year 2. For students on the 6-year MBChB programme, the course marks gained in Year 3 determine their classification for the Bachelor of Medical Sciences degree. Students entering the 6-year MBChB programme in Year 4 who do not already hold an Honours degree may exceptionally be permitted to take the Bachelor of Medical Sciences degree after Year 4, subject to the approval of the College of Medicine and Veterinary Medicine. The BMedSci (Hons) will be awarded to students who have attained 480 credits and met the other requirements for Honours degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations above. This may include credits awarded on aggregate.

9~~7~~9.   Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

100~~98~~.   The Ordinary degree of Bachelor of Medical Sciences may be offered as an exit award to students on the 5-year or 6-year MBChB programme who have attained 360 credits and met the other requirements for Ordinary degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations. This may include credits awarded on aggregate.

101~~99~~.   The compliance, attendance and participation, and progression requirements for the degrees of MBChB apply.

BSc in Veterinary Science

Honours Degree

102~~0~~.   Every student admitted for the degree must also be a student for the degree of BVM&S, or have obtained the BVM&S degree not more than five years before the date of admission as a student for the Honours Degree. A student in another

University studying for a recognised primary veterinary undergraduate qualification may be admitted as a student for the degree of BSc in Veterinary Science, subject to the approval of the College of Medicine & Veterinary Medicine.

103~~1~~. Every student for the degree must normally attend in the University of Edinburgh during not less than two academic years the courses of instruction in the classes of the first two years of the curriculum for the BVM&S degree and pass the assessments prescribed for these courses.

104~~2~~. In addition every student must pursue studies for at least one year in the University of Edinburgh in one of Honours Degree Programmes available at: www.eevec.vet.ed.ac.uk/secure/page.asp?ID=in0000id

105~~3~~. The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

106~~4~~. Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

107~~5~~. No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5 year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5 year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.

BSc in Oral Health Sciences

Compliance

108~~6~~. Students should refer to the Programme Handbook and appropriate Course Handbooks for detailed curriculum and assessment information

109~~7~~. Students entering the Oral Health Sciences programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable

Groups legislation. Admission to the profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the BSc in Oral Health Sciences programme are therefore not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

11008. Students are subject to a Hepatitis B, Hepatitis C and HIV status check prior to entering the BSc in Oral Health Sciences. Failure to comply with this regulation or a positive result will lead to admission being refused or to exclusion from studies.

Attendance and Participation

11109. Except in exceptional circumstances, the maximum period of enrolment on the BSc in Oral Health Sciences may not exceed five years, including any period of leave of absence.

Progression

1120. BSc in Oral Health Sciences students are only entitled to two assessment attempts for courses which are part of the Oral Health Sciences programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

1131. A student whose progress in any year is unsatisfactory may be required to undertake a period of remedial study before being permitted to resit.

1142. No student may proceed to the next year of study for the BSc programme in Oral Health Sciences until they have passed all components of the previous year of the programme.

Bachelor of Science

Honours Degree

1153. Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional

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Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the Personal Tutor.

Where a student takes level 9 courses in year 2, such courses should be regarded as part of the non-Honours curriculum and, if failed, may be repeated as a resit in Junior Honours. These courses will not be included in the degree classification.

Students intending to graduate with an Ordinary degree may resit a failed level 9 course for the purposes of gaining the required number of credits, as specified in the Undergraduate Assessment Regulations.

Students in Junior Honours are permitted also to take up to 40 credit points of level 7/8 courses, which do not count towards the Honours assessment, as specified in the Undergraduate Assessment Regulations.

Students in Junior Honours must take 60 credit points of level 9/10 courses in semester 1 and 60 credit points of level 9/10 courses in semester 2.

Bachelor of Science General Degree

1164. To qualify for the award of the degree of BSc (General) students must have obtained 360 credit points from passes (or recognition of prior learning), normally at the rate of 120 credit points per year: 240 credit points in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 200 credit points at Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 8, 9 or 10; 80 credit points at SCQF level 8, 9, 10 in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 60 credit points at SCQF level 9 or 10.

Bachelor of Science Ordinary Degree

1175. To qualify for the award of the degree of BSc Ordinary Degree in a Designated Discipline students must have obtained 360 credit points from passes (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must have met the requirement for entry to Senior Honours in that Discipline as indicated in years 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the appropriate School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours).

1186. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the

titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

a. subject specialisations for the BSc Biomedical Sciences, where the Designated Discipline will be Biomedical Sciences, i.e. without the subject specialisation

D   College of Science and Engineering Undergraduate Degree Regulations: Degree Specific Regulations

11~~9~~7. These degree programme requirements relate to undergraduate programmes in the College of Science and Engineering. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

Qualifications

Bachelor of Science Ordinary Degree in a Designated Discipline or Combined Disciplines

1~~20~~18.   To qualify for the award of the BSc Ordinary Degree in a Designated Discipline or Combined Disciplines students must have obtained 360 credit points (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must include at least:

- 360 credit points, of which at least 60 credit points should be at SCQF 9 or above.
- 180 credit points in the subject area or in a cognate discipline of the designated degree.

1~~21~~19.   The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc, BEng, MA, or Integrated Masters Honours degree offered by the College of Science and Engineering, with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

- subject specialisations for the BSc Biological Sciences, where the Designated Discipline will be Biological Sciences, i.e. without the subject specialisation;
- subject specialisations within the School of Chemistry, where the Designated Discipline will be either Chemical Sciences or Chemical Sciences with Industrial Experience. The latter may be awarded to students who successfully complete the industrial experience component of the corresponding MChem programme;

- subject specialisations within the discipline of Ecological Science, where the Designated Discipline will be Ecological Science, i.e. without the subject specialisation.

12<u>2</u>0. In the case of Combined Degree programmes, the Examiners will recommend the award of the BSc Ordinary Degree in single (as above) or combined disciplines in order to best reflect the achievements of the individual student.

Degree of Bachelor of Medical Sciences

12<u>3</u>1. The Degree Programme Requirements of the Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences) are in the College Undergraduate Regulations of the College of Medicine and Veterinary Medicine.

Professional requirements: School of Engineering

12<u>4</u>2. An Honours student who is eligible for progression or for the award of an Honours degree by the University regulations but who fails an Honours course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to "resit for professional purposes" the examination and/or resubmit the course work at the next available opportunity. However, the first (fail) mark will be recorded for the Honours degree classification.

12<u>5</u>3. Should the resit or resubmission still fail to achieve a pass, the student will not be eligible to progress or graduate with Honours. In such cases, the student will be required to interrupt for a year and take a further "resit for professional purposes". A final year student requiring "resit(s) for professional purposes" will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours until such time as the necessary passes at "resit for professional purposes" are achieved, but may be eligible for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline. The maximum number of attempts will be the same as the number normally allowed by undergraduate assessment regulations.

12<u>6</u>4. It will be for each Discipline within the School of Engineering to identify "courses for which a pass is required…". This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the Degree Programme Handbook.

The University of Edinburgh
Degree Regulations and Programmes of Study (DRPS)

Key Changes to Undergraduate Degree Regulations 2018/19

Links within the regulations to other information have been updated as necessary.

Regulation	What has changed
Updated	
27-34 Optional Study Abroad	Updated to reflect new proposed arrangements under the Service Excellence Programme in relation to work and study away.
60 Use of General or Ordinary Degree to apply for Honours admission	Clarification that candidates who already hold a General or Ordinary degree may be permitted by the Head of College to apply for Honours if not more than **three** years has elapsed between their first graduation and acceptance as an Honours candidate. This regulation previously referred to a period of five years between graduation and acceptance for Honours, but has been updated to be in line with admissions requirements for recent study. www.ed.ac.uk/studying/undergraduate/entry-requirements/our-requirements.
	Clarification that candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis.

<u>The University of Edinburgh</u>

Senate Curriculum and Student Progression Committee

22 March 2018

Draft Postgraduate Degree Regulations 2018/19

<u>Executive Summary</u>

This paper contains the draft Postgraduate Degree Regulations 2017/18. A "Key Changes" section is included to draw the Committee's attention to the key changes.

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

The paper aligns with the Committee's priority of "good housekeeping" in updating and maintaining the regulatory framework.

<u>Action requested</u>

CSPC is invited to discuss the draft postgraduate degree regulations for academic year 2018/19. It is proposed that, following the CSPC meeting, the draft regulations are amended to take account of any CSPC comments and a paper is sent to the University Court, presenting the draft "Resolution" for its 23 April 2018 meeting and final Resolution at its 18 June 2018 meeting.

<u>How will any action agreed be implemented and communicated?</u>

Approved regulations will be communicated by Academic Services in their annual email update to Schools and Colleges on regulations and policies. Academic Services will also cover any changes to regulations in Boards of Examiners briefings and other relevant briefing events for staff in Schools and Colleges.

<u>Resource / Risk / Compliance</u>
1. **Resource implications (including staffing)**
   There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.
2. **Risk assessment**
   A risk assessment is not included as changes are non-material and clarify existing practice and policy.
3. **Equality and Diversity**
   As changes are non-material and clarify existing practice and policy, no equality and diversity implications are anticipated.
4. **Freedom of information**
   The paper is **open**.

Originator of the paper
Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team, Academic Services
8 March 2018

Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 2017/18/19

Introduction

Commented [HS1]: See comment re Code of Practice below

1

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
20~~17/~~18/19

B   **College of Arts, Humanities and Social Sciences Postgraduate Degree Regulations: Degree Specific Regulations**

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
20~~17/~~18/19

C   College of Medicine and Veterinary Medicine Postgraduate Degree
      Regulations: Degree Specific Regulations

4

Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 20~~17/~~18/19

Introduction

Compliance

1.   The degree programme regulations define the types of award, their key characteristics, and their grounds for award. These regulations apply to all categories of postgraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Assessment Regulations for the current academic session:
www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment

2.   Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study.

3.   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 relevant College.

Authority Delegated to Colleges

4.   Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Personal Tutor, Student Support Team, Supervisor or School as to the appropriate point of contact, and must not approach the College directly. Where the College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession.

Code of Practice

5.   The degree regulations are supported by the Code of Practice for Supervisors and Research Students:
www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf
The Code of Practice, although not regulatory, provides essential information for staff and students.

> **Commented [HS2]:** This may need to change if REC approves a new name for the Code of Practice. I will try to get agreement for this on 13 March

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Fitness to Practise

6.   Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the University's Student Fitness to Practice Appeal Committee. See the Student Appeal Regulations at: www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf

Disclosure of Criminal Offences

7.   Students must inform their Personal Tutor or supervisor if they have been charged or convicted of a relevant criminal offence since matriculating at the University. 'Relevant' offences are as defined in the University's Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership:

The Personal Tutor or supervisor will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.

Postgraduate Awards and Degree Programmes

8.   The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF: ~~www.scqf.org.uk/~~ http://scqf.org.uk/) unless an exemption has been approved by the Curriculum and Student Progression Committee, or the award is not included in the SCQF. The SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11
Masters in a named subject discipline Master of a named discipline	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the research project (for example, a portfolio of artefacts, artworks and other practice-based outputs) or dissertation.
MPhil, MMus	At least 240 credits of which a minimum of 150 are at SCQF Level 11
ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
PhD with Integrated Study	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
MD,DDS,DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 20~~17/~~18/19

A   General Postgraduate Degree Regulations

Late Admission

9.   No student will be admitted to a postgraduate degree, diploma or certificate programme or a course that is part of their programme more than two weeks after their given start date without the permission of the College. A student who leaves a course after six weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

Part-time Study

10.   Some postgraduate degree programmes may be pursued by part-time study on either a continuous or intermittent basis. Requirements for progression through individual programmes of study are shown in the relevant Degree Programme Table for taught postgraduate programmes and/or programme handbook for postgraduate taught and research programmes. Conditions for part-time study will be set out in the programme handbook.

Registration for University Staff

11.   Members of the University staff may only be registered for part-time study. Exceptions may be approved by the College.

Conflicting Studies

12.   Students registered on a programme of study at this University m~~ust~~ay not ~~, except in exceptional cases and with the permission of the College,~~ undertake any other concurrent credit bearing studies in this (or in any other) institution, unless the College has granted permission ~~other than the one for which they are registered in this University~~. The College must be satisfied that any additional credit-bearing studies will not restrict the student's ability to complete their existing programme of study.

Applicants Awaiting Results

13.   Applicants for postgraduate study may be studying at this or another institution just prior to the start of their postgraduate studies. Such applicants must have finished these studies before the start of the programme to which they have an offer.

> **Commented [HS3]:** The key thing here would be about ensuring that any concurrent study would not restrict the student's ability to successfully complete the programme (or course) of study they're applying for; this should still be at the discretion of the College. AB email to SP 3/10/17

14.   If successful completion of this prior study is a requirement of admission, applicants are expected to provide evidence of achievement before the start of the programme.

Consecutive Registration

15.   At the time of application, MSc by Research applicants may be invited to be registered for consecutive MSc by Research, followed by PhD study within the same School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:
   a. Start First Year of Doctoral Programme. If successful in the MSc by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme; or
   b. Start Second year of Doctoral Programme. Prior to the completion of the masters research project or dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No research project or dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
   c. Graduate with MSc by Research Degree and Exit.   If successful in the MSc by Research programme, the student graduates and permanently withdraws.

 Recognition of Prior Learning (RPL)

16.   ~~At the point of admission to the University, the College has the authority to recognise a student's prior learning. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table.~~

~~University RPL policy for admissions~~

16. At the point of admission to the University, the College has the authority to recognise a student's credit previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table. The maximum number of credits that the Colleges will grant RPL for taught programmes is one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters. For research programmes, the maximum number of credits that the Colleges will grant RPL is 360 credits.

17. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to RPL will not count towards the student's degree programme.

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18. The University can also consider prior learning in admissions processes. University RPL policy for admissions. ~~At the point of admission to the University, the College has the authority to recognise a student's credit previously gained either at the University or another institution. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table. The maximum number of credits that the Colleges will grant RPL for taught programmes is one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters. Colleges can approve RPL for research programmes up to a maximum of 360 credits.~~

Commented [HS4]: Content from TW email 3/3/18

~~Colleges may also grant transfer of credit gained by students during their programme of study at the University. The maximum number of credits that the Colleges will grant RPL for taught programmes is one third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters.~~

~~Colleges can approve RPL for research programmes up to a maximum of 360 credits.~~

~~17. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.~~

~~18. The University can also consider prior learning in admissions processes University RPL policy for admissions~~

Commented [TA5]: https://www.ed.ac.uk/files/imports/fileManager/Recognition%20of%20prior%20learning%20policy%20Sept%202014.pdf

Permissible Credit Loads

19~~8~~.   Exceptionally, with College approval, students may take up to 20 credits of additional study at Scottish Credit and Qualifications Framework (SCQF) levels 7-11 during each year of study. ~~Results for additional credit-bearing study are not considered when determining a student's progression or award status.~~

20~~19~~.   Students may attend courses on a class-only basis (i.e. not for credit), with the approval of the Programme Director and, where relevant, the supervisor or Personal Tutor. Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. The additional credits must not be more than one-third of the scheduled number of credits for the year.

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
20~~17/~~18/19

Credit Award

21~~0~~.   A student who has submitted work for one course or programme at the University must not submit the same work to attempt to achieve academic credit through another course or programme.

22~~1~~.   A student cannot, except under recognition of prior learning or application for associated postgraduate diploma or masters, or a formally approved collaborative programme of study, achieve an award comprising academic credit that contributed (or will contribute) to another award.

Transfer to Another Programme

23~~2~~.   A student may be allowed to transfer to a different degree programme from another within the University by permission of the receiving College. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require.

Attendance and Participation

24~~3~~.   Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting, Personal Tutors, Programme Directors or supervisors face-to-face and/or electronically. The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation. Certain students' visa conditions may require the University to monitor attendance and participation in specific ways.

25~~4~~.   It is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by their funding or grant authority, are met. All students are required to check their University email account frequently for communications from the University and respond where appropriate. See the University policy on Contacting Students by Email: www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf

Study Period

26~~5~~.   A student must complete the requirements of the degree programme within the prescribed period of study, plus any permitted submission period, unless given a concession with the approval of the College.

**Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
20~~17~~/18/19**

The Prescribed Period of Study

2~~6~~7.   The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Curriculum and Student Progression Committee (CSPC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission. See the Study Period Table: www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Reductions to the Prescribed Period of Study

2~~7~~8.   The College may reduce the prescribed period of study as indicated below:
- Postgraduate Certificate:
    - for **part-time continuous** students by up to 4 months.
    - for **part-time intermittent** by up to 8 months.
- Postgraduate Diploma:
    - for **part-time continuous** students by up to 8 months.
    - for **part-time intermittent** students by up to 16 months.
- Postgraduate Masters:
    - for **part-time continuous** students by up to 12 months.
    - for **part-time intermittent** students by up to 24 months.
- MPhil:
    - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.
    - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
    - For full-time students the College may reduce the prescribed period by up to two months. The College may reduce the prescribed period by up to 24 months for part-time students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 24 months.

- Doctorate:
    - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.

- o Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time.
- o For full-time students the College may reduce the prescribed period by up to three months. The College may reduce the prescribed period by up to 36 months for part-time PhD students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 36 months.

Submission Period

2~~9~~8.   The submission period for doctoral and MPhil degrees begins three months prior to the end of the prescribed period of study. In addition, some research degree programmes permit students to have a submission period following the prescribed period of study. This is for a maximum of a year, for either full-time or part-time students. The MSc by Research does not have a submission period.

Leave of Absence

30~~29~~. 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 have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Personal Tutor. Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. This regulation does not apply to students on a recognised distance learning programme.

Withdrawal and Exclusion

31~~0~~.   Any student may withdraw permanently from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:
www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

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Collaborative Degrees

3~~1~~2. The University of Edinburgh and one or more partner universities can collaboratively offer an approved degree programme. This can be awarded jointly or dually. The University maintains a record of approved collaborative degrees.

Authorised Interruptions of Study

3~~2~~3. A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is a good reason for approving the interruption. Students must provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one year, unless authorised by the College. The total period of Authorised Interruption of Study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study.

Extensions of Study

3~~3~~4. In exceptional circumstances, a student may apply through the supervisor or school postgraduate director to the College for an extension and it may be authorised by the College if there is good reason. Colleges may authorise individual extensions of up to 12 months . The total maximum of permitted extensions is 24 months. See Authorised Interruption of Study or Extension to Study – postgraduate research:
www.ed.ac.uk/files/atoms/files/pgrinterruption.pdf

> **Commented [HS6]:** May change – going to CSPC in May

Maximum Degree Completion Periods

3~~4~~5. The maximum periods for completion of research degree programmes are the total of the prescribed period of study, any submission period, any interruptions of study, any extensions of study, and any other concessions. The maximum period includes any concessions. The Study Period Table sets out maximum degree completion periods. See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Additional Regulations for Doctoral and MPhil Research Degrees

Supervision

3~~5~~6. Each student will work under the guidance of at least two supervisors appointed by the College. Supervision continues until the final thesis is submitted. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one), and Co-Supervisors, one of whom is

> **Commented [HS7]:** Inclusion from CoP agreed at REC 16/1/18

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designated the Lead Supervisor.   The former option is the usual arrangement, but the latter option may be chosen when it is clear that the student's work involves interdisciplinary research.

    a. At least one supervisor (the Principal/Lead Supervisor) must be appointed prior to registration, and the other should be appointed within two months of the programme start date.

    b. The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:

- a salaried member of the academic staff of the University; or
- a non-academic member of staff employed by the University who has appropriate expertise in research; or
- an honorary member of staff
  - The nomination of non-academic or honorary members of staff to act as Principal/Lead Supervisor for a stated period must be specifically approved by the College. In appropriate cases the other supervisor(s) may not need to be a member of the staff of the University, provided they assume their supervisory duties in accordance with University regulations and requirements. Supervisors must maintain regular contact with their students who, in turn, have a responsibility to make themselves available at times agreed with their supervisors.

    c. In certain circumstances when the student is studying full time in an Associated Institution the Principal/Lead Supervisor may, if the College approves, be a full-time employee of the Associated Institution. In such a case the assistant supervisor(s) must be a University employee. A Principal/Lead Supervisor who is a member of an Associated Institution has exactly the same responsibilities as one working within the university.

    ~~c.~~d. If the Principal/Lead Supervisor is absent for more than six weeks, the College will ensure alternative arrangements are in place.

    ~~d.~~e. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period.

- Attendance and Engagement Policy:
- www.ed.ac.uk/files/atoms/files/tier_4_student_engagement_and_attendance_policy_feb_2017_update.pdf

- Code of Practice for Supervisors & Research Students www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf

- QAA UK Quality Code Chapter B11: Research Degrees

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Commented [HS8]: This may change if a new title is approved by REC – see comment above

Commented [HS9]: Proposed inclusion from CoP agreed at REC 16/1/18

Commented [HS10]: Further consultation required on clarification of minimum number of meetings. Suggested that this is two per three month period with shared responsibility for formal meetings. Retain statement on student responsibility to maintain contact.

Commented [HS11R10]: No consensus across Colleges on frequency of minimum number of supervision meetings and some concern about prescribing this in regulation

Commented [HS12]: Check that this is the current link

Commented [HS13]: See comments above re Code of Practice

www.qaa.ac.uk/en/Publications/Pages/Quality-Code-Chapter-B11.aspx#.VUIc92Mt3lY

Changes to supervision

3~~6~~. In order to ensure that postgraduate research students are provided with appropriate supervision for the duration of their programme, it may be necessary on occasion to make changes to supervisory arrangements. The College is responsible for decisions on changes to supervisory arrangements and for notifying students of any changes to their supervisory arrangements at the earliest opportunity. The College reserves the right to:

- make variations to supervisory arrangements; and / or
- alter the approach to methods of delivery of supervision.

Termination of supervision

3~~7~~. In the event that the College considers that it is necessary to make changes to supervisory arrangements, and the College has not been able to provide alternate supervision despite having undertaken all reasonable endeavours, the College may request that the Senate Curriculum and Student Progression Committee consider terminating supervision of the student. Where the Senate Curriculum and Student Progression Committee is satisfied that it is necessary for the College to make changes to supervisory arrangements, and that no alternate supervision can be provided to the student, supervision of the student will be terminated, and the student required to withdraw from the University.

Transfers from Another Institution

3~~8~~. The research studies of students who apply to transfer from another institution in order to study for a doctoral or MPhil degree of the University of Edinburgh may be counted towards the prescribed period of study for the degree. In such cases the prescribed period of study at the University of Edinburgh must be at least 12 months.

Request for Reinstatement

40~~39~~. A student who has been excluded for lapse of time may ask the College to reinstate their registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as the passage of time and its implications for the topic of study will be taken into account. The student must provide good reason for the previous failure to complete. If, exceptionally, reinstatement is approved, the student's thesis will be

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examined in accordance with the Postgraduate Assessment Regulations for Research Degrees, subject to payment of a reinstatement and examination fee.

Vacation Leave for Research Students

4~~0~~. Research Students are entitled to up to six weeks' vacation leave in a year without applying for an interruption of study. Students must seek approval for vacation leave from their supervisor and the School Postgraduate Office. Visa restrictions may also apply in the case of International students.

Grounds for the Award of Doctoral and MPhil Research Degrees

Demonstration by Thesis and Oral Exam for the Award of PhD

4~~1~~. The student must have demonstrated by the presentation of a thesis and/or portfolio, which presents a coherent body of work, and by performance at an oral examination that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

PhD Thesis Length - Word Count

4~~2~~. The thesis must not exceed a maximum word count of 100,000. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

Additional Thesis Considerations

4~~3~~. Taught professional doctorates will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students will be required to successfully complete the taught component, submit the thesis and/or portfolio and fulfil any placement requirements.

MPhil by Research

4~~4~~. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count.

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The student must have demonstrated by the presentation of a thesis and/or portfolio containing a significant amount of material worthy of publication or public presentation, and by performance at an oral examination, that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

PhD (by Research Publications)

4~~5~~6.   Applicants must be either graduates of the University of Edinburgh of at least five years' standing; or members of staff of the University of Edinburgh or of an Associated Institution of not less than three years' standing. Permission to register will not be granted to applicants who are in a position to submit ~~for the~~ a PhD thesis for examination~~by dissertation~~ or who already possess a ~~PhD~~doctoral degree. Applicants must have been active postgraduate researchers in their field of expertise for a minimum of five years, and they must not submit material published more than ten years prior to the date of registration.

> **Commented [HS14]:** Is this term problematic? We usually refer to a PhD thesis rather than dissertation.

4~~6~~7.   The portfolio submitted for the PhD by Research Publications must demonstrate a substantial and coherent body of work which would have taken the equivalent of three years of full-time study to accomplish. The portfolio must demonstrate original research and make a significant contribution to knowledge or understanding in the field of study, and is presented in a critical and scholarly way.

4~~7~~8.   Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit their published work, together with a 500-word abstract, their CV and a self-critical review of all their submitted work. If College approves registration, it will appoint an adviser to assist the applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

4~~8~~9.   The portfolio of published work must consist of either one or two books or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

- The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also critically assess how the work contributes significantly to the expansion of knowledge, indicate how the publications form a coherent body of work and what contribution the student has made to this work. The critical review must be at least 10,000 words, but not more than 25,000 words in length.
- Students must either be the sole author of the portfolio of published work or must be able to demonstrate in the critical review of the submitted work that they have made a major contribution to all of the work that has been produced by more than one author.

**Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
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Additional Regulations for Postgraduate Taught Degrees and MSc by
Research, Postgraduate Diplomas and Postgraduate Certificates

Programme-Specific Regulations

50~~49~~. These regulations may be supplemented by certain programme-specific
regulations for degrees offered in collaboration with other institutions.

Period of Study

51~~0~~. The prescribed period of study is defined in the Degree Programme Table.
This period may not be reduced, and may be extended only in exceptional
circumstances.

Assessment

52~~1~~. Students must comply with any assessment requirements specific to their
degree programme and the University's taught or research (as appropriate)
assessment regulations for the current academic session:
www.ed.ac.uk/schools-departments/academic-
services/staff/assessment/assessment-regulations

MSc by Research Degrees only

53~~2~~. In addition to any requirements as detailed in the relevant Degree Programme
Table, the student must have demonstrated by the presentation of a research project
or dissertation that they are capable of pursuing research, or a critical survey of
knowledge in the field of study, or both combined with a satisfactory plan for a more
advanced research project. The research must demonstrate competence,
knowledge and be presented in a critical and scholarly way. The assessed work,
including the research project or dissertation must not exceed 30,000 words.

Application for Associated Postgraduate Diploma or Masters

54~~3~~. A candidate who already holds a postgraduate certificate or diploma from the
University of Edinburgh may be permitted by the appropriate College to apply for
candidature for the associated postgraduate diploma or masters degree, provided
that not more than five years have elapsed between their first graduation and
acceptance as a candidate for the subsequent award.

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Posthumous Awards

5~~4~~5.   Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the 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.

Aegrotat Awards

5~~5~~6.   In exceptional circumstances Senatus may authorise the conferment of *aegrotat* degrees to postgraduate students. Each such conferment requires a proposal from the relevant 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 circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

B   College of Arts, Humanities and Social Sciences Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Clinical Psychology (DClinPsychol)

5~~6~~7.   The degree specific regulations are:
   a. **Grounds for Award**. Awarded on successful completion of supervised clinical practice, written examination, assessed essay and research portfolio, including thesis, small-scale research projects and experimental case reports.
   b. **Mode of Study and Prescribed Period of Study**. The programme can be taken on a full-time or mixed full-time/part-time basis, but the first year is taken on a full-time basis only. The prescribed period of study is 36 months full-time, or between 48 and 60 months on a mixed full-time/part-time basis.
   c. **Thesis Length**. The thesis must not exceed 30,000 words unless, in exceptional cases, the College has given permission for a longer thesis.

Doctor of Psychotherapy and Counselling (DPsychotherapy)

5~~7~~8.   The degree specific regulations are:
   a. **Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.

b. **Thesis Length.** The thesis will be between 35,000 and 55,000 words in length unless in exceptional cases the College has given permission for a longer thesis.
c. **Prescribed period**. The prescribed period of study for students undertaking the programme on a full-time basis is 48 months, and for students undertaking the programme on a part-time basis is 84 months.
d. **Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
e. **Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at Scottish Credit and Qualifications Framework (SCQF) level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

Doctor of Education (EdD)

5~~9~~8. The degree specific regulations are:
a. **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed coursework, a research project and a thesis.
b. **Prescribed Period of Study**. The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.
c. **Thesis Length**. The thesis length should be no more than 75,000 words.

PhD in Musical Composition

60~~59~~. **Grounds for Award**. The student must compose to a high creative level as demonstrated both by the student presenting a portfolio of compositions as well as attendance at an oral examination. The portfolio of compositions must comprise original work which:
a. is suitable for professional performance and worthy of publication;
b. shows competence in the ancillary technical skills appropriate to the chosen style;
c. contains material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study;
d. is presentationally satisfactory and intelligible to any musician who might have to use it.

61~~0~~. The portfolio of compositions should include at least one major and extended work, except where a shorter submission may be accepted in the case of electronic

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compositions. If a substantial part of the portfolio was completed before registration for the degree, the student should indicate this and identify the part of the portfolio so completed.

PhD(eca) - Submission by Portfolio

6~~1~~2. The degree specific regulations, when a student is submitting for award of PhD(eca) by means of a portfolio of artefacts, artworks and other practice-based outputs, are:
   a. The portfolio of artefacts or artworks must comprise original work of a high creative level which is worthy of public exhibition and also an integral part of the contribution to knowledge made by the overall work of the candidate submitted in fulfilment of the requirements of the PhD. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
   b. The portfolio of artefacts and artworks will be accompanied by a thesis of not more than 50,000 words (including bibliography and footnotes but excluding appendices).

MPhil(eca) - Submission by Portfolio

6~~2~~3. The degree specific regulations, when a student is submitting for award of MPhil(eca) by means of a portfolio of artefacts, artworks and other practice-based outputs, are:
   a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
   b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

Master of Fine Art

6~~3~~4. The Master of Fine Art is gained upon the successful completion of 240 Credits of study. A maximum of 30 credits can be taken below Scottish Credit and Qualifications Framework (SCQF) Level 11. The degree specific regulations are:

a. **Grounds for Award.** Students will be assessed by a combination of practical studio work with theoretical and written studies, including professional practice elements.
b. **Prescribed Period of Study.** The period of study will be 21 months full-time.

Master of Social Work/Diploma in Social Work (MSW/DipSW)

6~~5~~4. The degree specific regulations are:
a. **Grounds for Award**. Students will undertake two practice placements
b. **Prescribed Period of Study**. The period of study will be 21 months full-time.
c. **Re-Sit Options.** A student who fails a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment requirements. A student who fails a practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement.

Master of Chinese Studies (MCS)

6~~6~~5. The degree specific regulations are:
a. **Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Students must work in the University of Edinburgh and in a Chinese institution approved by the Programme Director.
b. **Prescribed Period of Study**. The period of study will be between 24 and 36 months, full-time.

Master of Teaching

6~~7~~6. The degree specific regulations are:
a. **Mode of Study and Prescribed Period of Study**. The period of study is between 36 and 60 months part time.
b. **Recognition of Prior Learning.** The total number of exemptions which may be granted for any student is 90 credits.
~~c.~~ **Grounds for Award**. Students will be assessed directly or synoptically on each course taken. In accordance with the national guidelines, courses are assessed on a pass/fail basis. Students who fail a course will be permitted a further attempt to pass the assessment of that course within three months of the result being made known to the student.
~~d.~~c.

Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme

6~~7~~8. The degree specific regulations are:
   a. **Grounds for Award**. Students will be assessed on each course through coursework (assignments, portfolios, reports and oral assessments) and through school visits by SQH field assessors in the case of course 5. In accordance with the national agreement all courses are assessed only on a pass/fail basis. Students who fail a course will be permitted one further attempt to pass the assessment of that course within six weeks of the result being made known to the student.
   b. **Mode of Study and Prescribed Period of Study**. The programme is available by part-time study only, and the period of study is between 27 and 60 months.

Master of Counselling/Diploma in Counselling (MCouns/DipCouns)

6~~8~~9. The degree specific regulations are:
   a. **Grounds for Award**. Students will undertake a practice placement, consisting of at least 150 hours of supervised counselling practice and 30 hours of counselling supervision.
   b. **Mode of Study and Prescribed Period of Study**. The period of study will be 24 months full time or 48 months part-time. Each student must complete the requirements of the degree before the expiry of a further 12 months.
   c. **Re-Sits.** Students who fail a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment. A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 24 months.

MSc in Transformative Learning and Teaching

70~~69~~. The degree specific regulations are:
   a. Prescribed period. The prescribed period of study for students undertaking the programme is 21 months.
   b. Assessment. As part of the assessment of the programme, students are required to submit a portfolio of work and undertake a professional viva to provide evidence that they have met the GTCS Standard for Provisional Registration. The portfolio and professional viva comprise one 30 credit assessment.

MSc in Middle Eastern Studies with Arabic

7~~0~~1. The degree specific regulations are:

a. **Collaboration**. The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.
b. **Progression**. Progression from Year 1 to Year 2 will be decided by the University of Edinburgh's Board of Examiners, after completion of the taught element, and before the students commence their summer placement in an Arab country. Decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

Postgraduate Certificate in Democracy and Public Policy (Edinburgh Hansard Research Scholars Programme)

7~~1~~2.   The degree specific regulations are:
a. **Mode of Study and Prescribed Period of Study.** The period of study is 13 weeks full time.
b. **Assessment Type.**   Students will be assessed on each unit through coursework, examination and a research project linked to a placement. All units are assessed only on a pass/fail basis. Students who fail a unit will be permitted one further attempt to pass the assessment of that unit within six weeks of the result being made known to the student.

MSc in Architectural Project Management

7~~2~~3.   **Mode of Study and Prescribed Period of Study.** The programme is delivered by distance learning over a period of 48 to 84 months. Each institution will provide 60 credits of teaching material in addition to a dissertation of 60 credits.

MSc in Advanced Sustainable Design (mixed mode)

7~~3~~4.   **Mode of Study and Prescribed Period of Study.** The programme is delivered on campus and by distance learning over a period of 24 months (mixed mode).

PhD in Creative Music Practice

7~~4~~5.   **Grounds for Award**. The degree is assessed on a single output that consists of two components:
a. A text of not more than 50,000 words; and
b. A portfolio, performance(s), recording(s), and/or other musical output containing original or interpreted pre-existing works such as composition, installation, sound design, interactive music software etc. Such work would be supported by documentation of the process (e.g. video, photographs, recordings, sketches, studies, web pages) by which it was made.

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PhD in Trans-Disciplinary Documentary Film

7~~6~~5.   **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:
   a. audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or
   b. audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
   c. audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

PhD in Architecture by Design

7~~7~~6.   The thesis for the PhD in Architecture by Design must not exceed 50,000 words. In addition to the thesis the student will be required to submit a body of design work including studies, sketches and maquettes, which will be in addition to and fully integrated with the text and presented in a format which can be archived.

Master of Architecture

7~~8~~7.   **Grounds for Award.** The programme will be delivered by a series of advanced level design exercises and projects, engaging with structural, environmental, cultural, theoretical and aesthetic questions. Students must pass the Academic Portfolio for exemption from ARB/RIBA Part 2.

Master of Public Policy (MPP/DipPP), PG Dip and PG Cert of Public Policy

7~~9~~8.   The degree specific regulations are:
   a. **Prescribed Period of Study – Master.** The period of study is 12 months.
   b. **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over four months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over nine months or part-time over a four year period. On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).
   c. **Grounds for Award.** Students will complete a compulsory programme of courses in the first and second semesters, comprising eight 15-credit courses, and a three-month placement in a policy organisation on which the Capstone Project/dissertation will be based. Students who decide not to complete the

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Capstone Project may, at the discretion of the College, be awarded a
Postgraduate Diploma in Public Policy.
   d. **Resits.** Students who fail a unit of academic assessment other than the
      Capstone Project on the first occasion may be allowed one further attempt to
      complete the assessment.
   e. **Placement.** A student who fails the placement component of the Capstone
      Project may, on the recommendation of the Board of Examiners, be offered a
      second opportunity to undertake the placement. A repeat placement must be
      completed within a further 12 months.

Diploma in Professional Legal Practice

80~~79~~. The degree specific regulations are:
   a. **Grounds for Award.** Students must pass all of the core courses and three
      elective courses to be awarded the Diploma in Professional Legal
      Practice. Attaining a mark of 50% or more in the assignments, participation
      and attendance gives exemption from sitting the examination in Company and
      Commercial, Financial Services and Related Skills and Professional
      Responsibility.
   b. **Assessment Type**. Students will be assessed in writing in each course of
      the curriculum. Students may only present themselves for examination in a
      course if they have been certified as having given regular attendance and
      having successfully completed the requisite work of the class in that course.
      Students may be permitted a single re-sit examination for each course of the
      curriculum in which they have failed.

PhD in Creative Writing

81~~0~~.   Grounds for award. The programme is assessed via a portfolio of writing
which should include:
   a. A substantial piece or pieces of creative work of no more than 75,000 words
      of creative prose; or 75 page of verse; or a dramatic composition of no more
      than three hours length and
   b. An extended critical essay of no more than 25,000 words reflecting on the
      work's aims and context(s).

The balance between creative and critical elements should be 75% Creative, 25%
Critical.

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**C   College of Medicine and Veterinary Medicine Postgraduate Degree
Regulations: Degree Specific Regulations**

Professional Masters

**Master of Clinical Dentistry (MClin Dent) (~o~Orthodontics/Paediatric
Dentistry/Prosthodontics/Oral Surgery)**

8~2~1.   Students will pursue an integrated programme of teaching and taught clinical
practice. Work for an independent research dissertation will commence during the
first year and will be spread over the duration of the programme. The independent
research component will be assessed by examination of the written dissertation and
subsequent oral examination~~Students will pursue an integrated programme of
teaching and taught clinical practice. Work for an independent research dissertation
will commence during the first year and will be spread over the duration of the
programme. Students may be given the opportunity of one resit attempt for the
theoretical and practical components. Students who, after resit examinations, have
an aggregate mark of less than 40% for the first year will be excluded. The
independent research component will be assessed by examination of the written
dissertation and subsequent oral examination. The opportunity to resit does not
apply to the dissertation~~.

Masters in Surgical Sciences (MSc)

8~3~2.   Students may be given the opportunity of one resit attempt for their final
written examinations at the end of their year 1 and /or year 2, if they have failed their
first attempt. If they pass the resit they will be awarded the Postgraduate Certificate
(Year 1) or Postgraduate Diploma (Year 2); they will not progress into Year 3
(Masters Year).

Master of Surgery (ChM)

8~4~3.   The ChM suite of programmes are two year Scottish Credit and Qualifications
Framework (SCQF) level 12 programmes worth 120 credits. In order to be awarded
the ChM students must:
   a. pass at least 80 credits at SCQF level 12 with a mark of at least 50% in each
      of the courses which make up these credits; and
   b. attain an average of at least 50% for the 120 credits at SCQF level 12 and;
   c. satisfy any other specific requirements for the ChM degree programme, that
      are clearly stated in respective handbooks.

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There is only one named award (ChM) for the programme; no named Certificate or named Diploma exit awards will be made if the requirements for the award of ChM are not fulfilled.

Masters in Transfusion, Transplantation and Tissue Banking (MSc)

8~~5~~4.   Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 2, if they have failed their first attempt.

Professional Higher Degrees

Doctor of Medicine (MD)

8~~6~~5.   An applicant for the degree of Doctor of Medicine (MD) must:
   a. hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will be performing their work in the South East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment
   b. all applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.

8~~7~~6.   The grounds for the award of the degree of MD are:
   a. a student must have demonstrated by the presentation of a thesis, a significant amount of material worthy of publication or public presentation, and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
   b. the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made;

show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

8~~7~~8. Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland* postgraduate deanery.

8~~8~~9. Registration may be full-time or part-time.
   a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
   b. Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

MD Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MD full time	Prescribed Period		submission period			
MD part time 60%	Prescribed Period			submission period		
MD part time 40%	Prescribed Period				submission period	

90~~89~~. A student who is registered for a MD may apply to the College for conversion to an alternative degree, including abbreviating the prescribed period to 1 year full

time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed period to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur fees applicable for the new degree.

9~~10~~.   A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

*for this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.

Doctor of Dental Surgery (DDS)

9~~2~~1.   An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform their research work in the South-East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.

All applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.

9~~3~~2.   The grounds for the award of the DDS are that:
   a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
   b. the thesis must deal with one or more of the subjects arising directly from contemporary dental or surgical practice relevant to oral health. It must be an original work that:
   • makes a significant contribution to knowledge in or understanding of the field of study;

- contains a significant amount of material worthy of publication or presentation;
- shows a comprehensive knowledge and a critical appreciation of the field of study and related literature;
- shows that the student's observations have been carefully made;
- shows the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field;
- contains material which presents a unified body of work;
- is satisfactory in its literary and general presentation, gives full and adequate references and has a coherent structure;
- is understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

 A concise and informative summary should be included with the thesis.

9~~43~~.   The supervisors must undertake that they will accommodate the student and the project within their research facilities, and obtain permission from line managers as required.

9~~54~~.   Registration may be full-time or part-time.
   a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the DDS project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their DDS project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
   ~~b.~~ Part-time registration will apply to students who are in employment unrelated to their DDS project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the DDS research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is three years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

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DDS Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DDS full time	Prescribed Period		Submission period			
DDS part time 60%	Prescribed Period			Submission period		
DDS part time 40%	Prescribed Period				Submission period	

9~~6~~5.   The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

*for this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.

Doctor of Veterinary Medicine and Surgery (DVM&S)

9~~6~~7.   A thesis for the degree of DVM&S must deal with one or more of the subjects of study in the curriculum for the degree of BVM&S of the University or with subjects arising directly from contemporary veterinary practice.

9~~8~~7.   The grounds for the award of the degree of DVM&S are:
  a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
  b. the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a

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scholar in the same general field with regard to intentions, background, methods and conclusions.

9~~8~~.   Registration is five years part-time. An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (including the first year) and an examination fee is paid at the time of thesis submission. After formal acceptance of the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

100~~99~~.   The thesis length should be no longer than 60,000 words.

Doctor of Vet~~erinary~~ Medicine (DVetMed) ~~Progression requirements~~

101~~0~~. DVet Med students will undertake courses to obtain 180 credits in each year of the four year programme. In order to progress to the next year of the programme students must attain:

   a. An average of at least 50% for 180 credits
   b. 50% pass in at least 120 credits
   c. Not less than 40% in the remaining 60 credits

102~~1~~. At the end of four years, to obtain the doctoral~~te~~ degree students must attain:

   a. An average of at least 50% for 720 credits
   b. 50% pass in at least 480 credits
   c. Not less than 40% in the remaining 240 credits
   d. 50% pass in at least 500 level 12 SCQF credit bearing courses

103~~2~~. For level 12 courses one re-sit attempt is permitted.

104~~3~~. Exit awards are available ~~at the completion of specific stages of the programme~~to students leaving the programme without qualifying for award of the DVetMed.

~~Students can be awarded a:~~

   • PGCert (VetMed) upon completion of 60 credits

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- PGDip (VetMed) upon completion of 120 credits
- MSc (VetMed) upon completion of 180 credits ~~(where research components [minimum 80 credits i.e. Research Proposal plus Research Project 1 courses] have been completed).~~

In order to be awarded the certificate students must:

(a) pass at least 50 credits with a mark of at least 50%; and

(b) attain an average of at least 50% for the 60 credits of study examined for the certificate; and

(c) satisfy any other specific requirements for the named certificate that are clearly stated in respective programme handbooks.

In order to be awarded the diploma students must:

(a) pass at least 80 credits with a mark of at least 50%; and

(b) attain an average of at least 50% for the 120 credits of study examined for the diploma; and

(c) satisfy any other specific requirements for the named diploma that are clearly stated in respective programme handbooks.

In order to be awarded a masters degree students must:

(a) have satisfied any requirements for progression, as laid out in taught assessment regulation 56, and

(b) pass at least 100 credits with a mark of at least 50%; and

(c) attain an additional 80 credits, by achieving a mark of at least 50% in the Research Proposal and the Research Project 1 courses.

(d) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective Programme Handbooks.

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Degree Regulations and Programmes of Study (DRPS)

Key Changes to Postgraduate Degree Regulations 2018/19

Links within the regulations to other information have been updated as necessary.

Regulation	What has changed
Updated **12 Conflicting Studies**	Clarification that College may grant permission for students to take concurrent, credit-bearing studies, but any concurrent study must not restrict the student's ability to complete their existing programme of study.
Updated **16 & 18 Recognition of Prior Learning (RPL)**	Clarified to separate points on recognition of credit at admission and consideration of prior learning at admission, and that College must be satisfied prior learning provides adequate current basis for the programme of study.
Updated **19 Permissible Credit Loads**	Clarification that approved additional credit is not considered when determining progression or award status.
Updated **34 Extensions of Study**	Clarification on maximum extension period per request and total maximum permitted extension period.
Updated **36 Supervision**	Clarification that supervision continues until final thesis submission and College responsibility for alternative supervision if Principal Supervisor is absent for more than six weeks.
Updated **46 PhD by Research Publications**	Clarification that applicants holding a doctoral degree are not eligible to apply for a PhD by Research Publications and update for consistent terminology (PhD thesis).
Updated **82 Master of Clinical Dentistry**	Clarification provided by College of Medicine and Veterinary Medicine regarding non-standard programme requirements.
NEW **101-104 Doctor of Veterinary Medicine (DVetMed)**	Content provided by College of Medicine and Veterinary Medicine regarding non-standard programme requirements– previously approved by CSPC in September 2017.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

22 March 2018

Higher Degree Regulations 2018/19

Executive Summary
This paper contains the draft Higher Degree Regulations 2018/19.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the Committee's priority of "good housekeeping" in updating and maintaining the regulatory framework.

Action requested
For approval.

How will any action agreed be implemented and communicated?
Approved regulations will be communicated by Academic Services annual update on regulations and policies.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

2. **Risk assessment**
   A risk assessment is not included, however the University's Statement on Risk Appetite provides no risk appetite in relation to compliance.

3. **Equality and Diversity**
   No new equality and diversity implications.

4. **Freedom of information**
   *The paper is **open***

Originator of the paper
Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team, 8 March 2018

Degree Regulations and Programmes of Study

Higher Degree Programme Regulations 2018/19

General Regulations DArts, DD, DLitt, LLD, DSc, DMus

1   Criteria

Higher degrees are awarded to eligible candidates who demonstrate through the submission of work within the public domain which represents an original, rigorous and significant contribution to advancement of knowledge, one which is of international distinction and sustained over a period of at least seven years.

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2   Eligibility

The following are eligible to apply for candidature for a higher degree:

a.   graduates of The University of Edinburgh of not less than seven years standing;

b.   graduates of other universities of not less than seven years standing who are members of staff of the University of Edinburgh of not less than four years standing.

3   Application process

The College is responsible for oversight of the application process. Application for a higher degree is a two stage process. Firstly, candidates must apply to the Higher Degrees Committee of the relevant School for approval of their candidature.

The application form for approval of candidature, together with guidance on the form of submission, may be obtained from the Secretary to the relevant School Higher Degrees Committee.

Applicants must submit the completed application form, and:

- a statement of no more than 500 words explaining how the submission meets the criteria and makes a significant contribution to the field

- their CV

The Committee will decide whether a prima facie case for examination has been made.

If candidature is approved, the candidate will be invited to move to the second stage of the application process and lodge a submission (three copies) for examination. There is no oral examination for a higher degree.

Candidates must submit within six months of application approval.

4   Form of submission

Candidates must submit work in support of their candidature to be considered within the criteria for the relevant academic discipline which may include, for example; images, books, papers, records of performance, records of exhibitions.

The submission will also include:

- a critical appraisal of how the submission meets the criteria and makes a significant contribution to the field. (No more than 10,000 words.)

- a CV

Additional information is available in the University's Standards for the Format and Binding of a Theses.

5   Certification

All works submitted must be accompanied by a statement, signed by the candidate certifying, for each piece of work submitted, the contribution to the output from the candidate.

6   Lodging and retention of submissions

Submissions (three copies) must be lodged within six months of the approval of candidature. Two copies of successful submissions will remain the property of the University and one will be returned to the candidate.

7   Examination fee

At the time of lodging a submission, the examination fee must be paid. Candidates must also matriculate, but no matriculation fee is charged.

8   Appointment of examiners

The University shall, in the case of each submission, appoint one internal, and two external examiners. Each examiner should be of recognised eminence in the subject of the submission.

9   Award of the degree

The degree shall be awarded only if the relevant committee of Senatus, on the recommendation of the examiners, is satisfied that the criteria for the award of the degree have been met (as specified above).

10   Re-application

A candidate whose application for candidature has not been approved or whose submission has not been recommended for the award of the degree may not reapply for the degree within five years of his/her first candidature unless the period is specially reduced by the relevant committee of Senatus on the recommendation of the examiners.

11   Graduation

Successful candidates will be awarded the degree at the next available graduation ceremony. Candidates for higher degrees may, at the discretion of the University, be permitted to graduate *in absentia.*

12   Appeals

The process for appeal for unsuccessful candidates is described in the University's Student Appeal Regulations

Field Code Changed

<u>The University of Edinburgh</u>

Senatus Curriculum and Student Progression Committee

22 March 2018

Senate Committee Planning 2018-19

<u>Executive Summary</u>
In Semester One 2017 the Committee had an opportunity to identify:
- Student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round; and
- Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

The Committee is now being invited to identify its full set of priorities for the coming session. The Committee is also asked to note that further priorities may emerge from the consideration of planning round submissions.

<u>How does this align with the University / Committee's strategic plans and priorities?</u>
Aligns with University Strategic Objective of Leadership in Learning, and with the University's Learning and Teaching Strategy.

<u>Action requested</u>
The Committee is now being invited to identify its priorities for the coming session.

<u>How will any action agreed be implemented and communicated?</u>
Academic Services will submit the plans to Senate on 30 May 2018, and will communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

<u>Resource / Risk / Compliance</u>
1. **Resource implications (including staffing)**
   Yes. The paper will assist the University to use its resources strategically. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late in the planning round for 2018-19 to make a case for new projects.

2. **Risk assessment**
   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.

3. **Equality and Diversity**

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.

4. Freedom of information
For inclusion in open business

Tom Ward, Director of Academic Services, 1 March 2018

Senate Committee Planning
2018-19

1   Background - 2017-18 plans

At its meeting on 31 March 2017, Senate endorsed the Senate Committees' plans for 2017-1, see Paper E at:

https://www.ed.ac.uk/files/atoms/files/20170531agendaandpapers.pdf

2   Approach to 2018-19 planning cycle

The Senate Committees' input into the current planning involves the following:

- At their meetings in Semester One, the Senate Committees identified student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round. This informed the Senior Vice-Principal's input into Governance and Strategic Planning's initial guidance to Schools / Colleges / support groups regarding priorities for the planning round. See attached Annex A.

- At their meetings in Semester One, the Senate Committees also had an opportunity to identify major institutional projects that they would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

- In Semester Two, the Committees will identify their own priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval. This stage of the planning process will be considered at this meeting.

3   Reference points for identifying priorities for 2018-19

3.1   Task groups and projects that will continue into 2018-19

Some Senate Committee task groups / projects already underway will continue into 2018-19. These activities are the baseline for planning for 2018-19.

3.2   Learning and Teaching Strategy

The Senate Learning and Teaching Committee has agreed which aspects of the University's Learning and Teaching Strategy should be prioritised in 2018-19, see Paper H:

www.ed.ac.uk/files/atoms/files/20171115agendapapers.pdf

The Learning and Teaching Policy Group has developed a detailed implementation plan for each of these priority areas, including some actions involving action from the Senate Committees.

3.3   Student Partnership Agreement

On 4 October 2018, Senate approved the University's first Student Partnership Agreement (SPA). The Senate Learning and Teaching Committee will be considering an implementation plan for the SPA at its meeting on14 March 2018.

3.4   Themes from Colleges' annual quality reports

In their 2018 Annual Quality Reports (on 2016-17) the Colleges have highlighted some general themes for annual planning, which the Committee should take account of when identifying priorities for the coming session. See Annex C.

4   For discussion – identifying priorities

Annex B sets out a range of proposed priorities for the Senate Committees for 2018-19, taking account of the reference points set out in section 3. **The Committee is invited to confirm whether it is content with these priorities, and to identify any other potential priorities for the coming session.** When identifying any additional priorities, the Committee should set out a clear rationale and reflect on the resource requirements involved (taking account of the point regarding capacity and headroom – see 5 below). The Senior Vice-Principal will then liaise with the Director of Academic Services, and with the Conveners of the Senate Committee, to agree a final set of priorities to present to Senate in May 2018 for approval.

5   Capacity and headroom

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 will enable all the Senate Committees to undertake a reasonable volume of projects activities. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late to take account of them during the planning round for 2018-19. In addition, 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.

The proposed priorities set out in Annex B represents a significant body of work, and it is unlikely that capacity is available to deliver many additional priorities. Given this, and that that the Senate Committees will need to be in a position to respond to any new priorities highlighted by the new Principal in 2018-19 (as well as to engage with any policy issues highlighted by the Student Administration and Support strand of the Service Excellence Programme), the Committees are encouraged not to add many new priorities at this stage. The Committee is also asked to note that further priorities may emerge from the consideration of planning round submissions.

Annex A: Senior Vice-Principal's initial thematic input into 2017-18 planning round guidance

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;

- Enhancing the academic and pastoral support we give to students;

- Developing new and innovative approaches to online learning that can provide an excellent student experience to large numbers of students;

- Enhancing the development of employability skills through the curriculum;

- Developing high quality learning, teaching and social spaces for taught and research students.

Annex B – Initial proposals for Senate Committee priorities for 2018-19

The following includes:

- Senate Committee projects and related activities already underway which are likely to continue into 2018-19

- Proposed activities associated with the implementation of the Learning and Teaching Strategy

- Other activities proposed or scheduled for 2018-19 (including scheduled reviews of policies)

Senate Learning and Teaching Committee

- Oversee implementation of University Learning and Teaching Strategy

- Implement new institutional policy to support the University's Lecture Recording service

- Develop an institutional vision for Digital Education (the 'Near Future Teaching' programme)

- Distance Learning at Scale project – contribute to learning, teaching and student experience dimensions

- Oversee and guide work to support students' Careers, Employability and Graduate Attributes

- Monitor implementation of the Student Mental Health Strategy

- Oversee and guide the implementation of recommendations from the task group on research-led learning and teaching

- Assessment and Feedback - strands of work regarding the Leading Enhancement in Feedback and Assessment (LEAF) project, and the role of curriculum design in facilitating quality assessment and feedback models

- Strengthen the University's understanding of retention and continuation rates for different student groups

Researcher Experience Committee

- Excellence in Doctoral Training and Career Development programme -
  - o Supervisor training and support strand
  - o Mentorship and wellbeing

6

- Oversee the introduction of the Enlightenment Scholarships scheme

- Evaluate the implementation of the new Policy for the Recruitment, Support and Development of Tutors and Demonstrators

- Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

Senate Curriculum and Student Progression Committee

- Complete the Assessment and Progression Tools project

- Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the Study Away and Special Circumstances, Extensions and Concessions strands

- Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements (complete any elements outstanding from 2017-18 and oversee introduction of any changes in policy)

- Review the Code of Student Conduct

- Review the Support for Study Policy

- Strengthen support for course and programme design and development – consolidate the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators

Senate Quality Assurance Committee

- Work with the Students' Association to enhance the Class Representation System

- Oversee and evaluate the effectiveness of the Personal Tutor system

- Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)

- Oversee initial preparations for the University's next ELIR

- Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation

- Thematic review of student support services (topic to be confirmed)

Other relevant projects

- Work with Students' Association to promote and implement the Student Partnership Agreement

- Implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016

- Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations

- Engage with further development of Teaching Excellence Framework

- Policies and Codes – Ongoing programme of review of policies

Annex C – main themes for forward planning identified in College Annual Quality Reports

- **Learning and teaching spaces** – address ongoing challenges regarding the availability of high quality teaching space and social spaces for students, particularly in regard to the impact that lack of space has on further development of innovative learning and teaching strategies. In addition, address issues associated with current development work eg the impact of noise. (Referring to Space Strategy Group, and the Timetabling and Modelling team)

- **Student systems and data issues** - support for: further development of the Student Data Dashboard, particularly in regard to PGR data; training and guidance for Schools to help utilise the data effectively; and addressing discrepancies between centrally held Dashboard data and local School data. (Referring to Director of Student Systems)

- **Course Enhancement Questionnaires (CEQs)** - addressing low response rates and the impact this has on school confidence in the accuracy of the results. (Referring to Director of Student Systems)

- **Personal Tutor system** - Opportunities remain to enhance the system, eg opportunities for greater clarity and guidance in regard to support available to Personal Tutors and Student Support Teams and for more opportunities to share practice. (Referred to Assistant Principal Academic Support)

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

22 March 2018

Progress with Committee Priorities 2017/18

Executive Summary

The paper details Curriculum and Student Progression Committee's progress to date against its agreed priorities for 2017/18, which were approved by Senate in May 2017.

How does this align with the University / Committee's strategic plans and priorities?
Strategic objective, 'Leadership in Learning'.

Action requested
For information.

How will any action agreed be implemented and communicated?
This paper is for information only.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The resource implications associated with the individual areas of activity have been considered separately.

2. **Risk assessment**
   Not included. The paper is for information.

3. **Equality and Diversity**
   Any equality and diversity implications associated with the individual areas of activity have been considered separately.

4. **Freedom of information**
   The paper is **open**.

Originator of the paper
Ailsa Taylor, Academic Services, 7 March 2018

Progress with Committee Priorities 2017/18

The table summarises Curriculum and Student Progression Committee's progress to date against the priorities for 2017/18 agreed by Senate in May 2017.

Area of Activity/Progress
Activity: Complete the Assessment and Progression Tools project **Progress:** The Steering Group has reformed. This group is chaired by Susan Rhind with representation from all Colleges, Academic Services and Service Excellence. The Steering Group will ensure: The project resolves critical and non-critical issues that will stabilise the application and address key business processes that rely on the effective working of the assessment and progression tools. The project consolidates the use of the tools across all Schools, including the newly added group 3 Schools. The project provides training and quality support documentation for School professional services staff. Oversight of the project on behalf of different stakeholder groups and effective communication with stakeholders across the University. **Key milestones** 14 May 2018: Delivery - End of phase 1 fixing all critical issues. 7 November 2018: Delivery - End of development phase 2 4 January 2019: Closure report 11 January 2019: Project closure A further phase will be proposed to provide flexibility for resits. **Work packages between now and April Steering Group:** Continuation of system development Training and support for group 3 Schools (progression and awards) Progression and award rule set up for phase 3 Schools Updates to training and support documentation

Activity: Evaluate the impact of the revised Special Circumstances Policy and Coursework Extensions regulation

Progress: CSPC has been working closely with the Service Excellence Special Circumstances, Extensions and Concessions (SCEC) project to consider the impact of policy and regulations relating to Special Circumstances and coursework extensions in consultation with Schools, Colleges, and the Students' Association. While the SCEC project focuses on developing proposals for changes to the process of handling requests for Special Circumstances and coursework extensions, CSPC has also considered feedback from stakeholders regarding other aspects of relevant policy and regulation. This feedback largely related to the range of circumstances considered acceptable for consideration under the coursework extensions and Special Circumstances processes. Following detailed consultation and discussion, CSPC agreed to allow requests for coursework extensions based on exceptional employment commitments (where these are beyond a student's control), and has approved guidance to support this. CSPC also supported requests from the Students' Association to make specific reference both to exceptional caring responsibilities and experience of sexual harassment or assault as acceptable for coursework extensions and Special Circumstances requests.

CSPC will consider final proposals for changes to policy resulting from the SCEC project, and will work closely with the project to develop guidance for Schools regarding any revised process.

Activity: Develop an institutional policy for Authorised Interruption of Studies encompassing both taught and research students (this is a recommendation of the University's review of support for disabled students)

Progress: The Authorised Interruption of Study Working Group has met on two occasions to date. An initial draft of the policy and accompanying guidance was circulated to members of the working group for consideration and comment in January 2018.

A subsequent draft has been developed and will be presented alongside an update paper at the March 2018 meeting of CSPC. The Working Group is seeking consent to consult more widely on the latest draft of the policy with a view to presenting a final draft for approval at CSPC in May 2018.

Activity: Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements

Progress: The Postgraduate Assessment and Progression Task Group has met three times to date. A document outlining proposals was sent out for consultation on the 9 February 2018 to Heads of School, School Postgraduate Directors, College Postgraduate Deans, College Postgraduate Administrators, and Heads of College Academic Administration, with a deadline for responses on the 8 March 2018. The Task Group met on the 9 March 2018 to discuss these proposals and any next steps prior to beginning to formulate a final report on findings and proposals to be presented to CSPC for approval in due course.

Activity: Review Programme and Course Approval and Management Policy, to take account of recent Competition and Markets Authority rulings, and to provide additional information on business planning and on implementation

Progress: There are plans to strengthen support for course and programme design and development – with consolidation of the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators.

Ailsa Taylor, Academic Services, 14 March 2018

<u>The University of Edinburgh</u>

Senatus Curriculum and Student Progression Committee

22 March 2018

Knowledge Strategy Committee Report

Executive Summary

To update Senate committees on certain matters considered by the Knowledge Strategy Committee at its meeting in January 2018.

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

Not applicable.

Action requested

The Committee is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

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

   Where applicable, as covered in the report.

2. **Risk assessment**

   Where applicable, as covered in the report.

3. **Equality and Diversity**

   Where applicable, as covered in the report.

4. **Freedom of information**

   This paper is open.

Key words

Knowledge Strategy Committee

Originator of the paper

Dr Lewis Allan, Head of Court Services, March 2018

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

19 January 2018

1   Information Services Planning: Strategic Programmes

The Chief Information Officer presented the emerging key components for the Information Services Group's annual planning round submission. The proposed strategic programmes are: Learning, Teaching and Student Experience; Digital Research Services; Core Systems Strategy; Digital Transformation; Information Security; and, Library: National and International Leadership. The following points were raised in discussion:
- Important to prioritise while recognising challenges in doing so;
- Assess the appropriate level of information security standards required for different areas of the University;
- Sub-divide the student experience programme into projects intended to benefit current students and future students;
- A project planning unit is assessing likely staffing requirements to deliver the programmes;
- Moving towards an integrated model for planning and improving references to the University's strategic objectives in the submission.

2   Information Services Capital Envelope

A review of the capital expenditure for 2016/17 and a forecast of capital expenditure for the period 2017/18 to 2025/26 was reviewed. It was noted that new equipment for automated library lending may be required, with the Committee to be kept updated.

3   Core Systems Strategy – Procurement Update

Stages for the Core Systems (Phase 1) procurement project and associated governance engagement plan and timeline were reviewed. The intent to prioritise the replacement of the HR, Finance, Payroll and Procurement management systems with a single vendor Software-as-a-Service (SaaS) solution was noted. Approval for the procurement award will be sought from Court, with delegated authority requested for the detailed competitive dialogue phase prior to the issue of the Invitation to Submit Final Tender.

The Committee noted the procurement timeline summary, approved the procurement governance engagement plan and timeline and noted the intention to seek delegated authority for budget approval.

4   Lecture Capture Consultation

The Assistant Principal Online Learning summarised the draft Lecture Recording Policy, currently the subject of an open consultation. Noting the intent for the new policy to come into effect for the 2018/19 session, coinciding with an integration of the lecture recording service with the timetabling system and an expansion of the service provision to cover nearly 300 rooms, members made the following points:
- The proposed move from an 'opt-in' to an 'opt-out' system, with Head of School agreement required for an 'opt-out' was welcomed;

- Lecture recording can reduce the likelihood of lectures over-running, assisting students who have successive lectures scheduled;
- Longer term, lecture recording could assist in improving lecture quality;
- The proposed policy and large-scale implementation can place the University as a leader in the field.

5   Library Materials

The Head of Library Academic Support outlined a business case for an uplift to the Library materials budget to be considered within the annual planning round. Members discussed the above inflation price increases set by publishers offering journals on a 'bundled' basis, increasing student demand for library materials, taking a University-wide approach to the Library budget including managing currency fluctuations, incorporating philanthropic support into the business case and setting the business case in the context of the University's Strategic Plan.

6   Library Committee Governance

Following Court's agreement in principle in June 2017 to revoke two outdated Ordinances governing the Library Committee and their replacement by a new Resolution, a new draft Resolution and Terms of Reference for the Library Committee were considered. Noting the intent for the draft Resolution to contain general principles and for the Terms of Reference to contain specific details on the operation of the Library Committee, the draft Resolution was endorsed and the Terms of Reference approved.

7   Distance Learning at Scale

An update on the Distance Learning at Scale programme was reviewed. The Committee discussed work underway to develop governance and quality assurance structures, the size and scope of existing distance learning courses, and the use of student support services by distance learning students compared with on-campus students.