H/02/27/02

Meeting of the Senatus Curriculum and Progression Committee to be held at 2.00pm on Thursday 24 January 2019 in the Cuillin Room, Charles Stewart House

AGENDA

1.	**Minutes of the meeting held on 22 November 2018**	Enclosed
2.	**Matters Arising** **a) Electronic Business – Distance Learning at Scale Background Paper** **b) Senate Committee Planning**	
	For Discussion	
3.	**Academic Year Dates**	CSPC 18/19 3 A
4.	**Proposed amendments to the Code of Student Conduct**	CSPC 18/19 3 B
5.	**Postgraduate Assessment and Progression**	CSPC 18/19 3 C
6.	**Extension to PUC Chile Collaboration Agreement**	Closed – D
7.	**Collaborative provision: assessment requirements for ANTHUSIA Joint PhD candidates**	Closed – E
8.	**Collaborative provision: use of Edinburgh credits to award a Master's degree (University of Lucerne)**	Closed – F
9.	**'New route to MBChB' - MBChB for Healthcare Practitioners, HCP-MBChB**	Closed – G
10.	**Degree Classification Outcomes**	CSPC 18/19 3 H
11.	**Enhancement-led Institutional Review (ELIR) 2020 – Update and Discussion of Contextualised Themes**	CSPC 18/19 3 I
12.	**Programme and Course Information Management (PCIM) Project**	CSPC 18/19 3 J
13.	**Support for Study**	CSPC 18/19 3 K
	For information	
14.	**Service Excellence, Student Administration & Support (SA&S) Update**	CSPC 18/19 3 L
15.	**Assessment and Progression Tools Update**	CSPC 18/19 3 M

The University of Edinburgh

Minutes of the Senatus Curriculum and Student Progression Committee (CSPC) held on Thursday 22 November 2018 at 2.00pm in Room 235, Joseph Black Chemistry Building, Kings' Buildings

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSE)
Dr Paul Norris	Associate Dean (Academic Progress), CAHSS
Stephen Warrington	Dean of Students (CSE)
Dr Antony Maciocia	Representative of Researcher Experience Committee
Philippa Burrell	Head of Academic Administration (CMVM)
Lisa Kendall	Head of Academic and Student Administration (CAHSS)
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Dr Jeremy Crang	Dean of Students (CAHSS)
Ellie Tudhope	Advice Place Senior Academic Adviser
Dr Adam Bunni	Head of Governance and Regulatory Framework Team
Anne-Marie Scott	IS Learning, Teaching and Web
Lisa Dawson	Director of Student Systems and Administration
Diva Mukherji	Vice President Education Students' Association

In attendance:

Tom Ward	Director, Academic Services
Miss Theresa Sheppard	Academic Policy Officer, Academic Services
Heather Tracey	Deputy Head of Academic Affairs (CSE)

Apologies for absence:

Dr Juliette MacDonald	Edinburgh College of Art
Professor Lesley McAra	Assistant Principal, Community Relations
Dr Geoff Pearson	Dean of Students (CMVM)
Professor Susan Rhind	Assistant Principal, Assessment and Feedback
Alexandra Laidlaw	Head of Academic Affairs (CSE)
Dr Cathy Bovill	Institute for Academic Development

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 20 November 2018 were **approved** as an accurate record.

2. Matters Arising

a. Code of Student Conduct

Dr Bunni informed the Committee that students and colleges were engaging in a consultation on the proposed changes to the Code of Student Conduct. CSPC is due to consider the proposed changes at its meeting in January 2019.

b. Programme and Course Handbook Policy

Tom Ward noted that, following the approval of the Lecture Recording Policy, a minor change to the Programme and Course Handbook Policy was required: Schools would need to update their handbooks in order to inform students which of their lectures would be recorded. In practice, since handbooks were now in a finalised state for the current year, this would involve notifying students in an appropriate way for the remainder of 2018/19, and in handbooks thereafter.

After a brief discussion, the Committee agreed that it would not be necessary to amend the description of the Course Organiser in the handbook to include a reference to stewarding the lecture recording process, but that this would be kept under review as part of the implementation of the Policy.

c. Postgraduate Assessment and Progression

Tom Ward updated the Committee on the discussion held at Senate Learning and Teaching Committee (LTC) on modifications to pass marks for Master's degrees. LTC had agreed that further scoping work was necessary to make significant changes in the future. The Committee agreed to consider a paper in January which would set out a range of options for changes which could be made in the shorter term.

3. Service Excellence Programme – Special Circumstances & Coursework Extensions (CSPC 18/19 2 A)

Gavin Douglas provided an overview of the proposed policy changes to the Special Circumstances and Coursework Extension process, following endorsement at the Service Excellence Programme Student Administration and Support (SEP SA&S) Board.

The SEP SA&S Board had approved a single, centrally-run special circumstances and coursework extensions service, which would review, process and make binding decisions on the validity and impact of cases through an online system. School Boards of Examiners would continue to make the final academic decision on the outcome for the student and the academic and professional services staff would continue to provide frontline pastoral support to students.

The new process would improve the student experience by providing consistency, administrative efficiency and data quality, while reducing the time spent on administrative work by academic and professional services staff. The service was currently projected to commence in August 2019.

The Committee, having asked whether it would be possible to run a pilot of the proposal, was informed that this would not be possible, because of the practicalities and the cost involved in building the system, which could not be arranged on a small scale.

In discussion, committee representatives provided feedback on the proposals from each part of the University as follows:

- In the College of Arts, Humanities and Social Sciences, Schools generally supported proposals for a streamlined, online system and centralised service, with dissent from one School.
- In the College of Medicine and Veterinary Medicine, Schools/Deaneries were very supportive of an online 'fit for purpose' system, involving one University process in which students would submit an application in one place. The College

raised concerns, however, that Schools/Deaneries would not be making decisions on impact under the new system, and requested that they be involved in writing guidance for a central team, if the proposal were approved. The College was also concerned about the additional workload involved for Schools/Deaneries in inputting information into the system, the tight timeframe for implementation, the fact that the proposed Policy did not fully take into consideration online, part-time learners who worked full time, the need for transparency around Special Circumstances due to 'Fitness to Practise' requirements in a number of programmes, and the lack of detail on some elements of the proposal.

- In the College of Science and Engineering, Schools had expressed strong concern about centralising the special circumstances procedure and about the short timeframe involved in implementing the change. The College expressed the view that the change would not lead to a more efficient use of staff time.
- The Students' Association supported the proposals, noting that they acknowledged the issues of consistency and transparency which students experienced with the current system, and had addressed these in a positive way. Highlighted in particular was the need for consistency around the language used to communicate to students the outcome of applications.

The Committee noted that additional detail on the proposals in the following areas was needed before it could agree to them:

- The Board would need to clarify the nature and level of information on student cases which the central unit would be communicating to schools.
- The Board intended to carry out further work on the handling of late and retrospective applications for special circumstances, clarifying in particular the cut-off point for these
- The Board would need to clarify the process for applications for extensions which were greater than seven days, including how processes would apply to online distance learning programmes
- The Committee requested clarification on the composition and size of the central team
- The Committee noted that the proposals would involve a significant amount of work at school level within a short period of time, and it would therefore require detailed information of the actions involved in delivering the changes in time for August 2019.

The Committee agreed that the University's appeal regulations would need to apply to decisions of the central service; once there was greater clarity on the proposed arrangements Academic Services would work with Service Excellence Programme colleagues to draft changes to relevant regulations and the Special Circumstances Policy and bring them to the meeting of CSPC in March 2019 for approval. The Committee noted that some schools would need to seek approval for the policy changes from accrediting bodies.

The Committee was supportive in principle to the proposals and was committed to doing what it could to make the project successful. The Committee's support was contingent, however, on agreeing specific wording for the regulations and Special Circumstances Policy, and on the Board providing satisfactory detail on the operation of the new system.

Action:
SEP SA&S Board to provide the Committee with further detail regarding the proposed arrangements, for the CSPC meeting in March 2019.

SEP SA&S Board to provide the Committee with a detailed timeline of key milestones required to deliver the changes in time for August 2019; this will need to include a process for evaluating the changes.

Academic Services to make changes to Regulations and Policy to bring to the CSPC meeting in March 2019.

4. Boards of Studies Terms of Reference (CSPC 18/19 2 B)

The Committee made minor modifications to the draft simplified Boards of Studies Terms of Reference document. The Terms of Reference would then be put to Court for approval by resolution.

5. Proposed Removal of Online Distance Learning Policy (CSPC 18/19 2 C)

The Committee approved the removal of the Online Distance Learning Policy.

6. Academic Year Dates 2020/21 and Provisional Academic Year Dates 2021/22 and 2022/23 (CSPC 18/19 2 D)

The Committee noted that the revision and examination diet in Semester 1 2020 was truncated, and that the Timetabling and Examination Services team had indicated that 10 working days would be required for examinations.

The Committee requested further analysis into possible models for examination timetable for Semester 1 2020, including an investigation into whether the revision period could extend to Week 11. The Committee also asked for information on the possibility of reducing the length of Welcome Week as part of this discussion.

Action: Academic Services to liaise with the Timetabling and Examination Services team about analysis for examinations in Semester 1 2020.

7. Concessions Report 2017/18 (CLOSED CSPC 18/19 2 E)

The Committee noted the report of the approved concessions to University regulations or policies approved by Convener's Action on behalf of the Curriculum and Student Progression Committee during the 2017/18 academic year.

8. Any other business

Distance Learning at Scale
The Committee noted that it would be invited to consider a proposal for a distance learning programme at its next meeting, or (subject to consultation with the Convener) by correspondence.

CSPC: 24.01.19
H/02/27/02

CSPC 18/19 3 A

The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Academic Year Dates

Executive Summary
At its meeting on 22 November 2018, CSPC was invited to approve the academic year dates for 2020/21, and approve provisionally the dates for 2021/22 and 2022/23. The Committee noted that, according to current projections, the revision and examination diet in Semester 1 2020 would be truncated.

Before approving these academic year dates, the Committee requested further analysis into possible models for the examination timetable for Semester 1 2020, including an investigation into whether the revision period could extend to Week 11. The analysis is set out in this paper.

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

Action requested
CSPC is invited to discuss the analysis, and the options set out in Section 5 of the paper, and agree a recommended approach to the revision and examination period in Semester 1, 2020/21.

CSPC is also asked to approve the academic year dates for 2020/21 and provisional academic year dates for 2021/22 and 2022/23, for approval (originally presented at the meeting of CSPC on 22 November 2018) since these dates are not specific as to the length of the revision/examination period.

How will any action agreed be implemented and communicated?
The information will be conveyed to Communications and Marketing who will re-format and formally publish at www.ed.ac.uk/semester-dates

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Some of the options available to mitigate the truncated revision period in 2020 have implications for staffing, particularly the option to make greater use of weekend slots in examination scheduling (see Section 5 – 4)

2. **Risk assessment**
   A truncated revision will risk affecting students' ability to prepare for examinations, while making greater use of weekend slots in examination scheduling will create a risk in that there is greater likelihood of staff being unavailable to resolve problems.

3. **Equality and Diversity**

There are potential implications for religious observance in making greater use of weekend slots in examination scheduling.

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

Originator of the paper

Scott Rosie, Head of Timetabling & Examination Services
Theresa Sheppard, Academic Policy Officer, Academic Services

Academic Year Dates

Projections for the in 2020/21 academic year dates include an induction start date of 14 September 2020, which will have a knock-on effect on the revision/examination period in semester 1 of 2020 with a truncated revision and examination diet (revision period commencing on 7 December 2020). The dates will mirror the situation in 2015/16, when the Committee agreed to a reduction in the revision period for students, in order to have enough time to fit in the December examination diet.

1. Semester 1 Dates – Current Principles

Members of staff from Accommodation, Catering and Events (ACE) have confirmed that the proposed start date of the year of 14 September 2020 fits with the timetable for the Festival Fringe, but that there is not sufficient time after the end of the festival to start the year a week earlier; ACE confirmed during the review of the academic year structure by LTC in 2016 that 11 calendar days are required from the end of the Festival Fringe to the start of Induction Week.

The University agreed with the Students' Association some years ago that it would not schedule examinations after 21 December each year, following a review of academic year dates; scheduling examinations after this date would make it more difficult for some students to travel home for the Christmas break.

2. Length of Welcome Week

At its meeting on 22 November 2018, CSPC asked for information on the possibility of reducing the length of Welcome Week, which might allow for more teaching at the start of the semester. Academic Services explored this possibility with the Students' Association, which noted that shortening Welcome Week would not allow enough time for students to complete all the practical tasks required in preparation for starting their studies (for international students this is particularly time consuming), while familiarising themselves with a (usually) new city and environment.

3. Teaching in Week 11

In 2015/16, the formally approved semester dates created a reduced formal student revision period in Semester 1. As a result of this, CSPC asked Schools to organise their provision in order to avoid teaching activity on the Thursday and Friday of week 11, semester 1 in 2015 (i.e. avoiding scheduling lectures, tutorials, laboratory sessions and other teaching activities). This then maximised the revision period for students in December 2015.

Since the projected academic year dates in 2020/21 follow the same pattern as 2015/16, Academic Services contacted Schools to ask whether there was any reason why they would not be able to avoid undergraduate and taught postgraduate teaching activity on the Thursday and Friday of week 11, semester 1 in 2020 (for courses which involved examinations in semester 1).

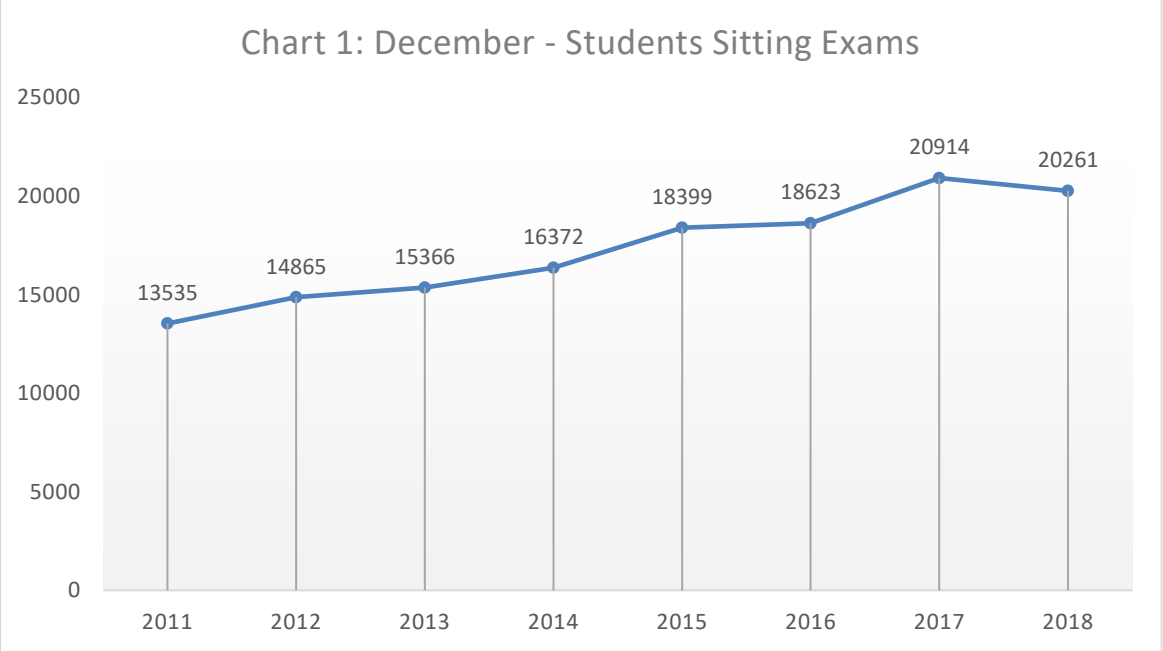
The Schools of Divinity, Chemistry, Biological Sciences (for almost all of its courses), and Social and Political Science confirmed that they would be able to avoid having teaching in the Thursday and Friday of week 11, semester 1 in 2020.

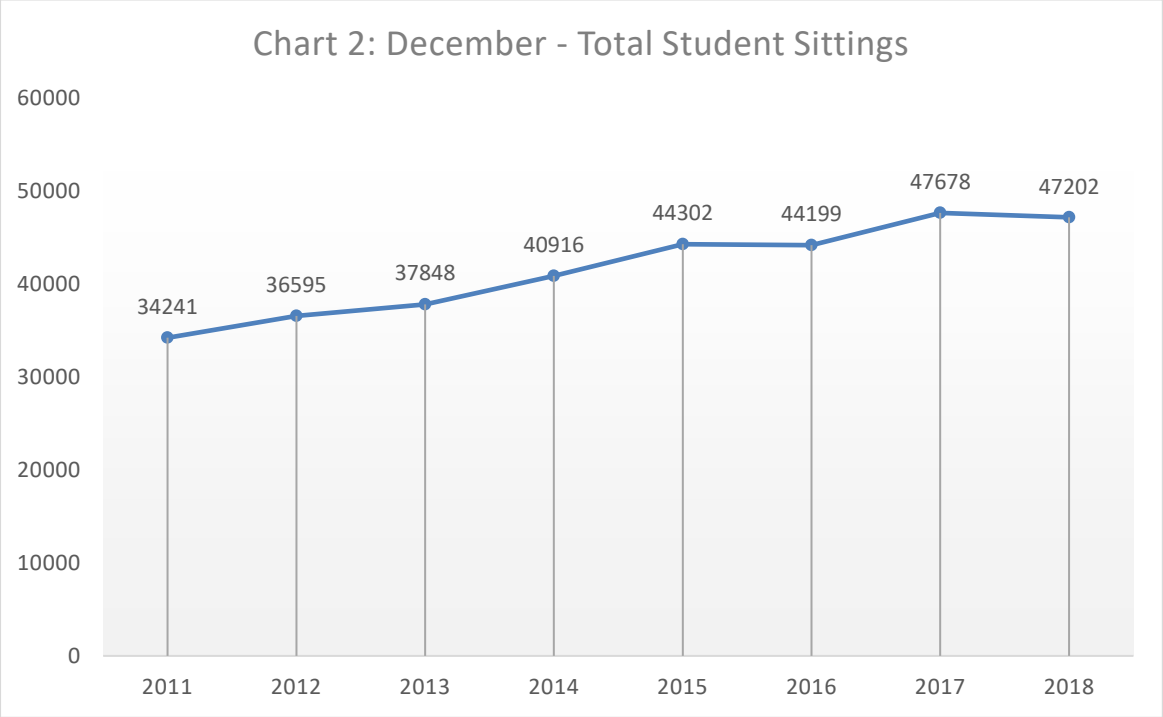
The Schools of Economics, Philosophy, Psychology and Language Sciences, and History, Classics and Archaeology reported that they would be unable to avoid teaching on these days; the School of Economics noted that it held class examinations (worth 25% of the overall course mark) during Week 3 of the exam period, and that the School ensured that it maximised the revision period by scheduling examinations as late as possible. The School of Philosophy, Psychology and Language Sciences stated that it could not cancel scheduled teaching activity, which would include revision classes, on the days in question, noting that to do so would involve students missing classes all together. The School of History, Classics and Archaeology noted that it had too many students and courses to make the proposal work, noting that only pre-Honours courses had examinations in December and were affected; normally revision sessions for these are held in Week 11 during regulation reaching slots, and so revision should not be affected.

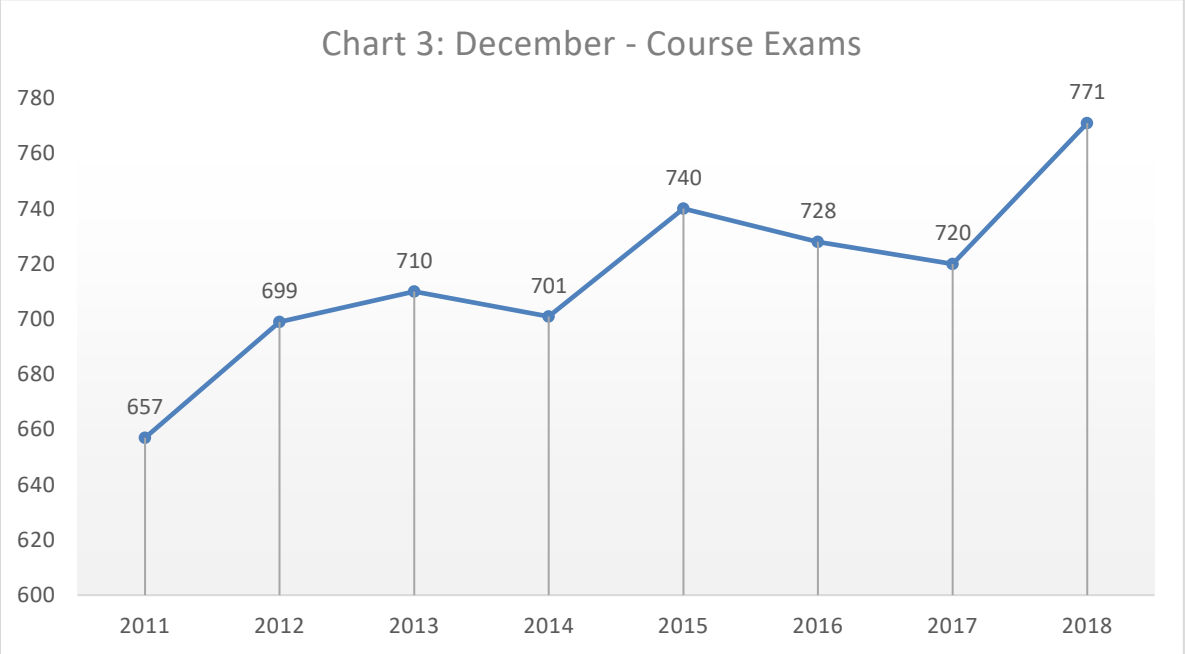
4. <u>December examination diet</u>

The combination of: continued student growth; the curriculum complexity generated by student course choice; and general estate constraints creates an extremely challenging landscape for the successful scheduling of a clash-free timetable for the December exam diet.

The charts below confirm the volume growth in key areas during the intervening period, since the calendar last mapped in this way in 2015:







This analysis demonstrates:

1) A general upward trajectory across the key categories
2) A sharper increase in the number of course exams, which will be primarily a consequence of continued migration of Semester 1 courses from the May to December diets

The conclusion from the analysis and the wider set of constraining factors is that a minimum of 11 days are required to schedule successfully a clash-free timetable. This is on the assumption there is no material change in growth and demand.

While examinations are timetabled to avoid, as much as possible, examinations taken back-to-back in a single day, or on consecutive days, the current scheduling process does allow for such instances to occur, with some retrospective fine-tuning to try and minimise the number of instances. Moreover, there has been a significant year-on-year increase in the number of students requiring special arrangements for examinations, which makes it harder to adhere to the avoidance of back-to-back and consecutive day scheduling (this also acts as a key constraining factor for scheduling overall). As such, it is felt there is very little scope for changes in this area to allow for a shorter examination period

5. Options for consideration

In view of the information above, the various options for the revision and examination period in 2020 are as follows:

1) **Truncated revision period:** on the basis that students should not expect to sit examinations beyond 21 December, and in view of the need for an examination period of 11 days (including Saturdays), the December 2020 examination diet would need to start on Wednesday 9 December at the latest. This would result in two working days (Monday 7 and Tuesday 9 December) for revision.

2) **Extend the examination period beyond 21 December:** if a revision period of four or five days were considered essential, it would need to run from 7 December 2020. The result of this would be the possible extension of the examination period beyond 21 December to enable extra revision days in the week beginning 7 December and the recommended 11-day examination period. As noted above, this could make it difficult for students to travel home for the Christmas break, particularly if they are travelling internationally.

3) **Require Schools to cease teaching activity earlier in Week 11:** this option would allow a revision period of four week days (4, 3, 7 and 8 December 2020). In view of the mixed responses from Schools, however, it is clear that this will not be possible for all courses, so this approach risks inequality of treatment of students, who will potentially miss out on teaching time to allow for extra revision.

4) **Extended use of weekend slots:** in order to increase the length of the revision period, greater use could be made of weekend slots, including Sundays, to deliver the 11-day diet. Examinations are already scheduled on Saturdays during December diets; this carries a significant additional risk due the lack of onsite business support, however. While the addition of Sunday is a possibility, it could potentially exacerbate this risk further and could also increase constraints on student scheduling (and staff cover) on religious grounds.

5) **Redistribution of Semester 1 course exams to May diet:** Chart 3 confirms a recent spike in movement of Semester 1 course exams from the May diet to December. While this helps to provide a more appropriate course assessment balance, it places disproportionate pressure on the December diet. The current overall course split is: December, 40% - May, 60% - yet December has only 50% of the duration allocated to the May diet.
At its meeting on 31 May 2018, the Committee discussed the fact that some courses whose teaching was completed in Semester 1 were holding final assessments in the Semester 2 examination diet. Although the Committee regarded it as desirable in

most cases for students to complete assessment of Semester 1 courses during Semester 1, it was satisfied that Schools were holding final assessments in Semester 2 for carefully considered reasons, and agreed to take no further action. The Committee may wish to revisit the distribution of examinations between the two diets in light of the constraints on the Semester 1 2020 examination diet; a temporary redistribution of course weighting back to May would help to deliver a December diet in 2020 within the constraints identified.

Options 1, 2, and 4 will require further consultation of students via the Students' Association before the Committee can reach final agreement on this issue. Option 4 would also need further consideration of wider issues relating to estates and staffing. In the case of Options 3 and 5, the Committee must undertake further dialogue with Schools to determine the feasibility of adjusting teaching provision or examination scheduling.

Academic Year Dates 2020/21

1	14 September 2020	Induction
2	21 September 2020	T1
3	28 September 2020	T2
4	05 October 2020	T3
5	12 October 2020	T4
6	19 October 2020	T5
7	26 October 2020	T6
8	02 November 2020	T7
9	09 November 2020	T8
10	16 November 2020	T9
11	23 November 2020	T10
12	30 November 2020	T11
13	07 December 2020	Revision/Exams
14	14 December 2020	Exams
15	21 December 2020	Exams/Winter vac 1
16	28 December 2020	Winter vac 2
17	04 January 2021	Winter vac 3
18	11 January 2021	T1
19	18 January 2021	T2
20	25 January 2021	T3
21	01 February 2021	T4
22	08 February 2021	T5
23	15 February 2021	Flexible Learning Week
24	22 February 2021	T6
25	01 March 2021	T7
26	08 March 2021	T8
27	15 March 2021	T9
28	22 March 2021	T10
29	29 March 2021	T11
30	05 April 2021	Spring vac 1
31	12 April 2021	Spring vac 2
32	19 April 2021	Revision
33	26 April 2021	Exams
34	03 May 2021	Exams
35	10 May 2021	Exams
36	17 May 2021	Exams
37	24 May 2021	Summer vac 1
38	31 May 2021	Summer vac 2
39	07 June 2021	Summer vac 3
40	14 June 2021	Summer vac 4
41	21 June 2021	Summer vac 5
42	28 June 2021	Summer vac 6
43	05 July 2021	Summer vac 7
44	12 July 2021	Summer vac 8
45	19 July 2021	Summer vac 9
46	26 July 2021	Summer vac 10
47	02 August 2021	Summer vac 11
48	09 August 2021	Summer vac 12
49	16 August 2021	Summer vac 13
50	23 August 2021	Summer vac 14
51	30 August 2021	Summer vac 15
52	06 September 2021	Summer vac 16

Provisional Academic Year Dates 2021/22

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

Provisional Academic Year Dates 2022/23

1	12 September 2022	Induction
2	19 September 2022	T1
3	26 September 2022	T2
4	03 October 2022	T3
5	10 October 2022	T4
6	17 October 2022	T5
7	24 October 2022	T6
8	31 October 2022	T7
9	07 November 2022	T8
10	14 November 2022	T9
11	21 November 2022	T10
12	28 November 2022	T11
13	05 December 2022	Revision
14	12 December 2022	Exams
15	19 December 2022	Exams
16	26 December 2022	Winter vac 1
17	02 January 2023	Winter vac 2
18	09 January 2023	Winter vac 3
19	16 January 2023	T1
20	23 January 2023	T2
21	30 January 2023	T3
22	06 February 2023	T4
23	13 February 2023	T5
24	20 February 2023	T6
25	27 February 2023	T7
26	06 March 2023	T8
27	13 March 2023	T9
28	20 March 2023	T10
29	27 March 2023	T11
30	03 April 2023	T12
31	10 April 2023	Spring vac 1
32	17 April 2023	Spring vac 2
33	24 April 2023	Revision
34	01 May 2023	Exams
35	08 May 2023	Exams
36	15 May 2023	Exams
37	22 May 2023	Exams
38	29 May 2023	Summer vac 1
39	05 June 2023	Summer vac 2
40	12 June 2023	Summer vac 3
41	19 June 2023	Summer vac 4
42	26 June 2023	Summer vac 5
43	03 July 2023	Summer vac 6
44	10 July 2023	Summer vac 7
45	17 July 2023	Summer vac 8
46	24 July 2023	Summer vac 9
47	31 July 2023	Summer vac 10
48	07 August 2023	Summer vac 11
49	14 August 2023	Summer vac 12
50	21 August 2023	Summer vac 13
51	28 August 2023	Summer vac 14
52	04 September 2023	Summer vac 15

Academic Services
14 November 2018

CSPC: 24.01.19
H/02/27/02

CSPC 18/19 3 B

The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Proposed amendments to the Code of Student Conduct

Executive Summary

The Code of Student Conduct provides the University's policy and procedure for handling allegations of misconduct raised against students of the University. The current version of the Code came into effect in January 2014, and is under review in the current session (2018/19). The paper proposes amendments to the Code, principally designed to equip it to deal more appropriately with allegations of serious misconduct.

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

The effective handling of allegations of student misconduct is vital to maintaining a safe and positive environment for students and staff.

Action requested

CSPC is asked to approve the proposed amendments to the Code of Student Conduct.

How will any action agreed be implemented and communicated?

Section 8 of the paper outlines implementation and communication plans.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Resource implications are discussed in section 5 of the paper.

2. **Risk assessment**
   A risk assessment is included in section 6 of the paper.

3. **Equality and Diversity**
   Equality and diversity implications are discussed in section 7 of the paper.

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

Key words
Conduct; discipline

Originator of the paper

Dr Adam Bunni, Head of Governance and Regulatory Team, Academic Services

Proposed amendments to the Code of Student Conduct, January 2019

1. Background

The Code of Student Conduct (https://www.ed.ac.uk/files/atoms/files/codeofstudentconduct.pdf) provides the University's policy and procedure for handling allegations of misconduct raised against students of the University. The current version of the Code came into effect in January 2014, and was subject to minor amendments from August 2015. The Code is under review in the current session (2018/19).

Since the Code was last reviewed in 2015, the volume and nature of conduct cases arising within the University has changed considerably, with a particular increase in the number of cases involving allegations of serious and potentially criminal misconduct, and especially those relating to sexual violence.

Senate has formal responsibility for student discipline within the University, but has delegated responsibility for the Code to Curriculum and Student Progression Committee (CSPC). However, any changes to the Code are subject to approval by a resolution of University Court, which would include consultation with Senate and the General Council.

CSPC is asked to approve the proposed amendments to the Code outlined in section 4, below. Should CSPC approve the amendments, University Court will be asked to approve the related resolution at the earliest opportunity.

2. Related developments

In addition to work being undertaken to review the Code, Academic Services are seeking to enhance the training and support available to staff investigating allegations of misconduct under the Code (Conduct Investigators). We have been working with the University's external lawyers to develop additional guidance materials for Conduct Investigators, and are providing further training, including a session delivered by a psychologist with expertise in cases of sexual violence (Dr Nina Burrowes). We are also exploring options to further professionalise the role of Conduct Investigators, in order to provide greater capacity for training and development of investigators.

The University has also recently established a Taskforce on Sexual and Gender-based Violence. The Taskforce's remit includes consideration of policy and procedures relating to the handling of allegations of sexual violence against students and staff. Where allegations of sexual misconduct are raised against students, these are currently handled as potential breaches of the Code. The Taskforce was consulted on the proposed amendments to the Code and has endorsed these. The Taskforce was content that the Code remains the appropriate mechanism for investigating and taking disciplinary action in relation to sexual misconduct allegations against students. Although the Taskforce has plans to develop additional policy, procedures and guidance relating to sexual misconduct, these relate to areas outside the scope of the Code.

3. Process for review of the Code

Initial proposals

Academic Services developed a set of initial proposals for amendments to the Code, based on our experience of cases over the past several years, and feedback received during this period from the Students' Association (and individual students in some cases), Conduct Investigators, Colleges and Support Groups, and the Scottish Public Services Ombudsman.

We have carried out an extensive benchmarking exercise to consider equivalent policies and procedures at institutions elsewhere in the UK and beyond, and taken account of relevant guidance produced for the sector by the likes of Universities UK,[1] and the Office of the Independent Adjudicator (for England and Wales).[2] The proposed amendments are primarily designed to equip the procedures to deal more appropriately with the most serious and complex cases, especially those relating to sexual violence, and to provide greater transparency regarding the process overall.

Consultation

Academic Services consulted a wide range of stakeholders regarding proposed changes to the Code during the period October 2018 to January 2019. Feedback received during the consultation has been incorporated into the draft of the Code attached to this paper. The consultation included the following individuals and groups:

- Colleges (Deans and Academic Administration) and Support Groups
- Edinburgh University Students' Association
- Residence Life
- Conduct Investigators
- Student Discipline Officers
- Convener, Vice-Convener, and members of the Student Discipline Committee
- Deputy University Secretaries
- Vice-Principals with responsibility for approving precautionary suspension of students under the Code
- University Taskforce on Sexual and Gender-based Violence
- Legal Services department
- Student Counselling Service and Student Disability Service

4. Proposed amendments to the Code

Provided below is an outline of the key changes proposed to the Code. A revised version of the Code incorporating these changes is provided in the Appendix to this document.

CSPC is invited to approve the proposed amendments to the Code, subject to minor typographical changes which Academic Services may make as necessary before submitting the draft Code to University Court**.**

a) Include specific reference to "sexual violence or abuse" in the list of misconduct offences

The University has not been prevented from taking action in relation to allegations of sexual violence to date, since the list of misconduct offences (which is explicitly framed as non-exhaustive) includes "Violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally, in writing or electronically)". However, we feel there is benefit in stating explicitly that the University considers sexual violence of any kind as a potential breach of the Code. As such, we have suggested including reference to "sexual

[1] Universities UK, Pinsent Masons (2016). *Guidance for Higher Education Institutions: How To Handle Alleged Student Misconduct Which May Also Constitute A Criminal Offence*. [online] Available at: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/guidance-for-higher-education-institutions.pdf [Accessed 10 Jan. 2019].
[2] Office of the Independent Adjudicator (2018). *The good practice framework: Disciplinary procedures.* [online] Available at: http://www.oiahe.org.uk/media/124794/oia-good-practice-framework-disciplinary-procedures.pdf [Accessed 10 Jan. 2019].

violence or abuse" in clause 12.3, with "harassment of any Person whilst engaged in any University work, study or activity" becoming a separate clause. This reflects similar wording used at the University of Glasgow. We have also proposed to add reference to bullying to the clause relating to harassment.

b) Clarify position on offences outside of the University context

The Code (at 1 d.) indicates that the University may take disciplinary action in relation to conduct occurring outside of the University context where this is "considered to affect adversely the safety, interests or reputation of the University". Although the list of misconduct offences is not exhaustive, it does not include a clause relating to misconduct occurring outside of the University context, or not involving other members of the University community. We are proposing to add text to make clear that the University may regard as a breach of the Code any misconduct which raises questions about a student's fitness to remain a member of the University community, or suggests that a student poses a threat to other members of the University community. This would allow the University to consider taking action where a student had, for example, been convicted of a criminal offence which did not relate to the University setting or community, but where the conviction suggested that they posed a threat to the safety of the University community.

c) Reduction in quorum for Student Discipline Committee hearings

Currently, meetings of the Student Discipline Committee require attendance of at least six members of the Committee, with the Convener having the casting vote where required. Having such a large Committee present not only makes hearings more intimidating for students, but also increases the number of people who are party to often highly sensitive personal information about students. Benchmarking within the sector indicates that it is not common to have a quorum as large as six, with the majority of institutions operating with a quorum of three to five members. We propose making a minor reduction in quorum to five members. This remains consistent with robust decision-making, allows us to retain the existing balance of staff and student members of the Committee, and- by involving an odd number of members in most cases- reduces the likelihood of requiring the Convener to settle voting disputes.

d) Clarify the rights of those raising allegations

Some disciplinary cases are initiated by students or other individuals raising an allegation that a student has caused them (or others) harm. The Code currently does not refer to or afford any rights to the complainant in the process, referring throughout to the accused student as "the student". We propose to add reference to the accused student as "Respondent", and to the "Reporting Party", who may be a student, staff member, or member of the public raising the allegation. We have proposed wording which would ensure that the University will provide the Reporting Party with as much information about the status and outcome of their case as is reasonably possible, taking account of the need to balance the interests of the Reporting Party with those of the Respondent, and constraints under data protection legislation.

e) Provide flexible routes for students to raise allegations

The Code currently insists that students raise allegations of misconduct relating to other students via the Complaints Handling Procedure. Although this requirement has not been strictly applied by those receiving cases, we wish to signal that students may request that the University investigate allegations of misconduct relating to another student via their Student Support Team or Graduate School.

f) Clarify the process of screening reports of alleged misconduct

While the Code currently includes the notion that cases may be addressed at the frontline without the need for an investigation, it implies that, where frontline resolution is not possible or appropriate, all allegations will be subject to formal investigation. We propose to include reference to a process of screening reports, to reflect current practice in the initial screening of reported allegations. Some cases do not proceed to investigation, for example where it is clear that the allegations, even if proven, would not represent a breach of the Code.

g) **Allow appointment of two Conduct Investigators where appropriate**

The Code does not currently deny the right to appoint two Conduct Investigators to investigate a case, but we feel there would be benefit in clarifying that we may take this approach in some cases. Conduct Investigators in the College of Medicine and Veterinary Medicine have made use of two investigators in cases in the past, and have recommended this for use more broadly. Two investigators are used in processes relating to cases of sexual violence in institutions such as Durham, and the Students' Association have advocated for the use of this approach. The draft wording makes clear that one investigator would be designated as Lead, and that the investigation could continue if either investigator was no longer available.

h) **Clarify the use of precautionary suspension**

We propose changing the title of the section currently entitled "Immediate suspension" to "Precautionary suspension". The section also includes a clearer explanation of why the University may wish to impose a precautionary suspension upon a student pending an investigation; in what circumstances the University may do so; and how any suspension will be reviewed.

i) Support for students in interviews

The Code currently allows students to be accompanied at any interview by one other person, who must be a member of the University community (which includes staff from the Students' Association/Advice Place). Following a request from the Students' Association we have proposed that students should be permitted to bring an additional supporter with them where this will be to their benefit, for example where they wish to bring an advisor from the Advice Place, and a specialist supporter, for example a Mental Health Mentor, or a counsellor from an organisation specialising in support for victims of sexual violence.

j) Use of "probation" as a penalty

The Code currently allows the Student Discipline Committee to place a student on probation with "relevant stated conditions". We propose that it would be proportionate to extend the use of this penalty to Student Discipline Officers, albeit restricting the duration of the period of probation to three months. This should reduce the need to escalate some cases to the Student Discipline Committee due to the lack of appropriate penalties currently available to the Student Discipline Officer. We also propose to add wording to the Code to clarify the use of probation, explaining that the University will provide a student with a clear statement regarding the length and conditions of their probation, and assign to them a key contact who would monitor their compliance with these conditions.

k) Postponement of Student Discipline Committee hearings

We have proposed additional text to indicate that the Respondent may request postponement of a Student Discipline Committee hearing, where they are unable to attend

for good reason. The Convener of the Committee will make a decision as to whether to postpone the hearing, taking into account the Respondent's circumstances, along with the likelihood of being able to reschedule the hearing for a date when all relevant parties can attend.

l) Student Discipline Committee electronic business

There is precedent for the Student Discipline Committee conducting business electronically (i.e. without holding a physical hearing), where the Respondent has waived the right to attend a hearing. For clarity, we propose to include text in the Code to indicate that this is an option which the Convener of the Student Discipline Committee may propose. Where cases are heard electronically, the Respondent retains the same right to make representations to the Committee, and to make a plea in mitigation, in the event that the Committee finds that the Respondent has breached the Code.

m) Relevancy of allegations

The Code currently includes a clause offering Respondents the opportunity to challenge the "relevancy or competency" of an allegation of misconduct prior to a hearing of the Student Discipline Committee. This is expressed in overly legalistic language, and has not to date been used by a Respondent in a case. We propose to remove this clause, but to incorporate clearer language elsewhere in the Code to indicate that the role of Conduct Investigators and of the Student Discipline Committee is to decide not only whether an allegation of misconduct is proven, but also that any proven misconduct represents a breach of the Code. A Respondent remains entitled to challenge the University's jurisdiction in relation to an allegation when making representations to a Conduct Investigator, or to the Student Discipline Committee.

n) Special arrangements for giving evidence; cross-examination

The Code currently sets an expectation that the Respondent has the right to cross-examine any witnesses in their case when they give evidence at a Student Discipline Committee hearing, including the Reporting Party. In some cases, for example those involving allegations of sexual violence, this would not be compatible with the University's obligations to support the wellbeing of witnesses. As such, we have proposed wording to indicate that the Convener of the Committee can decide to allow a witness to give evidence from a separate location (e.g. via video link), and that they may deny the Respondent the right to cross-examine witnesses, where this would not be appropriate. In all cases, the Respondent would have the right to see, and to challenge before the Committee, any evidence presented against them.

o) Attendance at Student Discipline Committee hearings; contribution of witnesses

The Code does not currently specify who is in attendance for which parts of Student Discipline Committee hearings, and does not refer explicitly to the right of witnesses (including the Reporting Party, where they are in attendance) to give evidence. We have proposed the inclusion of text explaining that the Respondent is entitled to attend for the duration of the hearing, except where the Convener asks them to withdraw while the Committee deliberates. Witnesses, including the Reporting Party, will be invited to attend to comment on the allegations and answer any questions (where appropriate), but will not normally be in attendance for the remainder of the hearing.

p) Minor amendments

We have also taken the opportunity to make minor textual amendments to the document, including proposing: the reordering of some sections of the document to reflect a more logical sequence; the addition of more sub-headings to help with navigation of the document; and the use of gender-neutral language throughout the document.

List of key changes

12.3-4	Reference added to sexual violence or abuse Separation of harassment and reference added to bullying
12.8	Added reference to harassment/victimisation/discrimination on grounds of gender identity as an offence
12.20	New clause to cover offences outside of the University context
26	Reduction in quorum for meetings of the Student Discipline Committee
29	Reference to use of “Respondent” and “Reporting Party”
30-34	Reorganisation of content relating to reporting allegations Students do not need to raise a complaint to request an investigation
35-37	New content relating to screening of reports
38	Clarifies the process of allocation of cases to Conduct Investigators
40	Two Conduct Investigators can be appointed to a case
41-46	Section renamed as “Precautionary suspension” Clarity added regarding the use of precautionary suspension
50; 56; 73	Students can bring an additional supporter to meetings- specialist provider of health/wellbeing support
53	Clarity added regarding decision to be made by Conduct Investigator
60 i. 61, 87	Student Discipline Officer may apply probation as a penalty Clarity added regarding probation
67	Student Discipline Committee may decide a case based on written representations (where Respondent waives right to attend a hearing)
69	Requests for postponement of Student Discipline Committee hearings and how they are handled
74	Special arrangements for witnesses to give evidence at Student Discipline Committee hearings
75	Clarifies attendance at Student Discipline Committee hearings
77; 78	Clarifies contribution of witnesses at Student Discipline Committee hearings
100	Communication with the Reporting Party

5. Resource implications

The proposals carry minimal resource implications, beyond work to communicate and implement the changes, which is discussed in section 8. There is the potential that including specific reference to sexual misconduct as a breach of the Code, and allowing students to raise reports via a number of routes, may lead to an increase in the number of reports the University receives of this nature which require investigation under the Code. Cases relating to allegations of sexual violence are often highly complex, and require a great deal of sensitivity in their handling. However, it is desirable that students who have experienced sexual violence should feel able to raise this with the University where they consider this relevant, and that the University should take appropriate steps to deal with misconduct of this nature where it has occurred. As mentioned in section 2, we are exploring options to further professionalise conduct investigation, and to provide greater capacity in this area. We will need to monitor the volume of cases brought to investigation to ensure there remains sufficient staff resource to support this.

Where the University decides to use two Conduct Investigators to investigate a case as opposed to one, this will necessarily involve more staff resource being expended on an investigation. However, it is unlikely that there will be a high volume of cases where this is the preferred option, and the proposals do not require that we make use of two investigators in any case.

The proposals include the provision of a key contact to monitor the Respondent's compliance with any probationary conditions, where probation has been used as a penalty. This penalty is likely to be used only in a relatively small number of cases, and the level of support this involves is manageable within existing staff resource.

6. Risk assessment

Providing flexible routes for students to raise allegations of misconduct either via the complaints procedure or via University staff means that it is essential that guidance is available to staff regarding the handling or referral of reports. The current version of the Code already allows students to raise allegations at the frontline with any member of staff, so there is no additional risk being introduced in the proposals. Academic Services will, however, seek to produce more web guidance for staff regarding the handling of issues at the frontline. The proposals suggest that, in order to request a formal investigation of an allegation, students may either use the complaints procedure, or make their request to a member of staff in their Student Support Team or Graduate School. Academic Services will produce guidance about where to refer allegations for investigation and publicise this to relevant staff.

Where the University withdraws from the Respondent or their representative the right to cross-examine witnesses, including the Reporting Party, at a hearing of the Student Discipline Committee, there is the risk that this could make a decision of the Committee more vulnerable to legal challenge. It is worth noting, however, that the University has no power to compel any witness to attend a hearing of the Student Discipline Committee. Staff involved in supporting hearings of the Student Discipline Committee work closely with colleagues in Legal Services and the University's external solicitors where appropriate. In all cases, especially those relating to allegations of sexual misconduct or other conduct which may constitute a criminal offence, the University will consider the need to balance our responsibilities both to ensure that the Respondent has a fair hearing, and to protect the wellbeing of the Reporting Party.

7. Equality and Diversity

There are a range of potential positive impacts which the proposed amendments to the Code could have from the perspective of promoting equality.

Women are more likely to experience sexual violence than men.[3] Making explicit reference to sexual misconduct as an offence under the Code could make it more likely that women students seek support from the University and pursue disciplinary action where they have experienced sexual violence in their interactions with another student. Providing a range of accommodations in order to allow students reporting allegations of misconduct to take part in disciplinary proceedings without having to face directly, or be cross-examined by, the

[3]Office for National Statistics (2017). *Sexual offences in England and Wales: year ending March 2017.* [online] Available at: https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/sexualoffencesinenglandandwales/yearendingmarch2017#which-groups-of-people-are-most-likely-to-be-victims-of-sexual-assault [Accessed 10 Jan. 2019].

individual against whom they have raised allegations should serve to reduce the potential traumatic impact upon them of pursuing disciplinary action.

Adding specific reference to harassment, victimisation or discrimination on the grounds of gender identity as an offence may also encourage transgender people to seek support and raise allegations where they have experienced unacceptable behaviour in which their gender identity was a factor.

Allowing people in attendance at disciplinary interviews or hearings to bring both a member of the University community and an additional, specialist supporter should serve to further support the wellbeing of individuals involved in the disciplinary process. For example, a person could choose to bring a supporter from an external agency, such as Edinburgh Rape Crisis, where they feel this would be to their benefit. This measure may also be particularly beneficial to people (Respondent, Reporting Party, or witness) with disabilities who, for example, would be able to bring a Mental Health Mentor from the Student Disability Service to a disciplinary meeting.

Students with disabilities or chronic health issues may also benefit from the addition of clear procedure for the Respondent in a case to request postponement of a Student Discipline Committee hearing.

8. Communication and implementation

Should CSPC approve the proposed amendments to the Code, these will proceed for approval by resolution of University Court, with possible final approval anticipated in June 2019. If the resolution passes, Academic Services will publish the revised version of the Code on the University website for use from **1st August 2019**. The current version of the Code will remain published on the website for a period, as any cases initiated before 1st August 2019 will continue to operate under the current version where relevant. However, where aspects of the updated version of the Code offer benefits to students involved in cases, without unreasonable detriment to other parties in the case (for example the right to bring an additional supporter to meetings), Academic Services may implement these where appropriate in an individual case.

In addition to this, Academic Services will communicate the changes to the Code in the following ways:

- Include content regarding the changes in an all-student eNewsletter to go out in Semester 1, 2019/20;
- Include content regarding the changes in the annual “New and Updated Policies” email communication to staff in Schools, Colleges, and Support Groups in June;
- Provide information regarding the changes to the Code as part of face-to-face briefings with staff within the Colleges, where relevant;
- Add content regarding the key changes to the Code to the Academic Services web pages;
- Publish additional guidance for staff regarding where to refer requests for investigation of allegations under the Code on the Academic Services web pages;
- Produce updated guidance for Conduct Investigators, Student Discipline Officers, and members of the Student Discipline Committee based on the amended Code;
- Publish on the Equality and Diversity pages of the University website a formal Equality Impact Assessment for the changes to the Code.

9. Next Review

If the revised Code is introduced in August 2019, Academic Services will conduct a light-touch review of the impact of the amendments by the end of the 2019/20 session. The next full review of the Code is scheduled to take place in 2023/24.

15th January 2019

Code of Student Conduct

THE UNIVERSITY of EDINBURGH

Purpose of Policy

The primary purposes of the University are the advancement and application of knowledge and the education of its members; its central activities are teaching, learning and research. These purposes can be achieved only if the members of the University community have mutual trust and confidence and can live and work beside each other in conditions which permit freedom of thought and expression within a framework of respect for the rights of other persons. The University expects all students to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other students, staff and external organisations. Students are expected to comply with University policies and regulations. Where they do not comply with these requirements, and where they disrupt University activities, then the University will follow relevant procedures to resolve matters, including this Code of Student Conduct. Failure to comply with this Code will be treated as misconduct for the purposes of paragraph 12 below.
The University aims to deal with all disciplinary issues in a fair and consistent manner. It recognises that, for the student and staff concerned, involvement in disciplinary procedures can be difficult and stressful. The University will therefore ensure that those involved are made aware of available guidance and support, and that disciplinary issues are dealt with as quickly as the specific circumstances allow.

Overview

The Code of Student Conduct states the University's expectations for student conduct; outlines examples of misconduct offences; and states how the University will handle such offences. It outlines specific responsibilities and actions for staff who investigate alleged offences and who apply disciplinary penalties. The Senatus Academicus (Senate) has responsibility for the Code of Student Conduct, which is governed by University Court resolution.

Scope

The Code of Student Conduct applies to all students of the University.

Contact Officer	Ailsa Taylor	Academic Services	ailsa.taylor@ed.ac.uk

Document control

Dates	Approved: 05.03.2013	Starts: 01.08.~~15~~19	Equality impact assessment: 28.5.13	Amendments: 24.04.14, 23.04.15, 24.09.18	Next Review: ~~2018/19~~2023/24

Approving authority	Senate; CSPC and the University Court for the associated resolution.
Consultation undertaken	The development of the Code was based on widespread consultation with the Discipline Committee, Authorised Officers, Standing Commission on Student Discipline, CSPC, EUSA, the University lawyers and those responsible for related procedures. Two senior judges commented as "critical friends". Benchmarking against other institutions. The University acknowledges, in particular, the relevant policies on student conduct and discipline of the Universities of Aberdeen, Glasgow and Sheffield.
Section responsible for policy	Academic Services
Related policies, procedures, guidelines & regulations	The operation of the Code of Student Conduct relates to other student regulations and general policies in the University. These relationships are clarified in guidance which supports the Code of Student Conduct. www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline
UK Quality Code	n/a
Policies superseded by this policy	This Code supersedes the General Statement on Student Discipline and Code of Student Discipline, covered by University Court Resolution 3/2009 23.2.09. This version of the Code of Student Conduct supersedes the 24.4.14 version.
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.
Keywords	student conduct, student discipline, discipline officers, conduct investigators,

Code of Student Conduct

THE UNIVERSITY of EDINBURGH

Scope

1 The Code of Student Conduct applies to all students of the University. It applies to

a. activities in which they engage in their capacity as students of the University; or

b. services or facilities they enjoy by virtue of being a student of the University; or

c. their presence in the vicinity of, or their access to, any premises owned, leased or managed by the University, the Edinburgh University Students' Association ~~(EUSA)~~ or the Edinburgh University Sports Union (EUSU); or

d. any activity not covered by a), b) or c) above, which is considered to affect adversely the safety, interests or reputation of the University, its students, employees or authorised representatives, as outlined in this Code.

Basis of Jurisdiction

2 Under the Universities (Scotland) Acts all students of the University are subject to the jurisdiction of the Senate, for their studies and for their conduct. The Senate has primary responsibility for student discipline and recommends to the University Court the University's disciplinary procedure[1].

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

Student Conduct

4 The primary purposes of the University are the advancement and application of knowledge and the education of its members; its central activities are teaching, learning and research. These purposes can be achieved only if the members of the University community have mutual trust and confidence and can live and work beside each other in conditions which permit freedom of thought and expression within a framework of respect for the rights of other persons.

5 All students of the University are required at all times to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other students, staff and external organisations. Students are required to comply with University policies and regulations.

6 By matriculating, or by enrolling on any University course or programme, a student becomes a member of the University community and is subject to University discipline. The University

[1] http://www.legislation.gov.uk/ukpga/1966/13

may also take action under this Code when the individual concerned is no longer registered or enrolled at the University.

7 Students' behaviour may be affected by some health conditions or disabilities. However, the University has a duty to ensure that members of the University community are not subjected to unacceptable behaviour and any allegations of inappropriate behaviour will be investigated. Where health conditions or disabilities may be a contributing factor, reports or evidence of these will be taken into account. Where student conduct is found to be unacceptable as a result of a health condition or disability, the University will endeavour to offer appropriate support to assist the student but may take action under the Code of Student Conduct.

University responsibilities

8 The University aims to deal with all disciplinary issues in a fair and consistent manner. It recognises that, for the students and staff concerned, involvement in disciplinary procedures can be difficult and stressful. The University will therefore ensure that those involved are made aware of available guidance and support, and that disciplinary issues are dealt with as quickly as the specific circumstances allow.

9 Considering and using disciplinary action at an early stage can prevent more serious offences or issues arising. The University views the Code of Student Conduct and discipline procedures as a part of a welfare approach: misconduct may be the first indicator of underlying problems. The process can provide students with an opportunity for reflection and learning.

10 The University will:

a. Make this Code and associated guidance material available to all students and staff ~~www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct-Guidance.pdf~~www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline

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b. Deal with student disciplinary issues in a proportionate and transparent way, as soon as issues become apparent

c. Respect the need for confidentiality in relation to disciplinary issues

d. Implement the Code of Student Conduct in line with all data protection legislation.

11 The Senate may devolve responsibility to relevant Senate committees, with appropriate student membership, for:

a. Keeping the Code of Student Conduct under review, and proposing any amendments to the Senate and the University Court;

b. Discussing, reviewing and approving appropriate student disciplinary procedures and guidance;

c. Appointing members of the Student Discipline Committee and Student Discipline Officers (see paragraphs 21 to 27 for information about these roles; and

d. Considering an Annual Report about the number, types and outcomes of cases of misconduct found to have been committed.

Misconduct Offences

12 Examples of student misconduct are provided below. This list is not exhaustive. The University may choose to investigate and take action on misconduct offences whether they take place on University, ~~EUSA~~ Edinburgh University Students' Association or EUSU premises or elsewhere, including online and in social media. Below, "Person", means any student of the University; any employee of the University; any visitor to the University; any subcontractor engaged by the University or any other authorised representative of the University.

12.1 Disrupting, or interfering with any academic, administrative, sporting, social or other University activities;

12.2 Obstructing, or interfering with, the functions, duties or activities of any Person;

12.3 Violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally, in writing or electronically), including sexual violence or abuse of any Person;

~~12.3~~12.4 H~~h~~arassment of any Person whilst engaged in any University work, study or activity, including bullying and sexual harassment;

~~12.4~~12.5 Conduct which unjustifiably infringes freedom of thought or expression whilst on University premises or engaged in University work, study or activity;

~~12.5~~12.6 Fraud, deceit, falsification of documents, deception or dishonesty in relation to the University or its staff or in connection with holding any office in the University or in relation to being a student of the University;

~~12.6~~12.7 Behaving in a way likely to cause injury to any Person or to impair safety;

~~12.7~~12.8 Harassing, victimising or discriminating against any Person on grounds of age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender identity, gender reassignment, pregnancy, maternity, marriage or civil partnership, colour or socio-economic background;

~~12.8~~12.9 Failing to comply with any University rule, regulation or policy;

~~12.9~~12.10 Assessment offences, including making use of unfair means in any University assessment or assisting a student to make use of such unfair means;

~~12.10~~12.11 Misconduct in research;

~~12.11~~12.12 Damaging, defacing, stealing or misappropriating University property or the property of any Person, whether deliberately or recklessly;

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~~12.12~~12.13 Misusing or making unauthorised use of University premises or items of property, including IT facilities or safety equipment;

~~12.13~~12.14 Deliberately doing, or failing to do, anything which thereby causes the University to be in breach of a statutory obligation;

~~12.14~~12.15 Behaving in a way which brings the University into disrepute (without prejudice to the right to fair and justified comment and criticism);

~~12.15~~12.16 Making false, frivolous, malicious or vexatious complaints;

~~12.16~~12.17 Failing, upon request, to disclose name and other relevant details to an officer or employee of the University in circumstances when it is reasonable to require that such information be given;

~~12.17~~12.18 Failing to comply with a previously-imposed penalty under this Code;

12.19 Any misconduct prior to a student's enrolment at the University of Edinburgh~~,~~ which was not previously known to the University, which: raises questions about the fitness of the student to remain a member of the University community; suggests that the student poses a threat to any Person or the discipline and good order of the University; or raises questions about the student's fitness to be admitted to and to practise any particular profession to which the student's course or programme leads directly;~~.~~

~~12.19~~12.20 Any other behaviour which: raises questions about the fitness of the student to remain a member of the University community; suggests that the student poses a threat to any Person or the discipline and good order of the University; or raises questions about the student's fitness to be admitted to and to practise any particular profession to which the student's course or programme leads directly.

13 Detailed regulations and policies are published separately about, for example, University examinations, libraries, the use of computing facilities, the use of automatically processed personal data (in connection with academic work), academic misconduct, fitness to practise in a particular profession and University managed accommodation. Breaches of any of these or other University regulations or policies which amount to misconduct as outlined above, may be dealt with under the Code of Student Conduct.

Misconduct and ~~the Law~~criminal proceedings

14 The University may report to the police any allegation that a criminal offence has been committed.

15 The University encourages any student who has been the victim of an alleged criminal offence to report this to the police, and, if relevant, to the University.

16 Where alleged misconduct constitutes a criminal offence, the University may investigate or take disciplinary action whether or not the matter has been referred to the police and whether or not criminal proceedings have begun or been completed.

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17 The University may, at its discretion, suspend any internal investigation or disciplinary action on alleged criminal misconduct to await the outcome of any criminal proceedings. The decision whether or not to suspend the University's disciplinary process is taken collectively by the University Secretary or a Deputy Secretary or their nominee taking action with a designated Vice-Principal. The University Secretary or a Deputy Secretary or their nominee will inform the Secretary of the Student Discipline Committee of the decision to suspend an internal investigation or disciplinary action ~~is informed~~.

18 The University may investigate and take disciplinary action on alleged misconduct whatever the outcome of any external proceedings about the same matter and irrespective of whether external proceedings have been concluded.

19 Where a student is convicted of or cautioned or warned for an offence, this may be relied upon as evidence in any University proceedings provided that the circumstances leading to that conviction are ~~directly~~ relevant to those proceedings.

20 Any sentence or order pronounced by a court may be taken into account in the imposition of any disciplinary penalty.

~~Staff~~ Members of the University community involved in dealing with alleged misconduct cases

21 ~~Staff~~ Members of the University community involved in dealing with alleged misconduct cases are:

a. **Conduct Investigators**. Allegations of student misconduct are investigated by Conduct Investigators. Each School, Service, College and Support Group may have one or more Conduct Investigators, who are appointed by their respective College or Support Group.

b. **Student Discipline Officers** and **Student Discipline Committee.** University disciplinary action can be taken by Student Discipline Officers or by the Student Discipline Committee.

c. **Secretary of the Discipline Committee**. The University Secretary appoints a number of administrative staff to have the role of Secretary to the Discipline Committee, to support the Student Discipline Committee. A lead Secretary of the Discipline Committee, with responsibility for the student disciplinary process, is appointed by the Director of Academic Services.

d. **University Appeal Committee.** The University Appeal Committee deals with student appeals against a decision of a Student Discipline Officer or the Student Discipline Committee. The grounds for appeal are specified in the University's Student Appeal Regulations.
www.ed.ac.uk/schools-departments/academic-services/staff/appeals/overview

22 The lead Secretary of the Student Discipline Committee maintains lists of current Conduct Investigators, Student Discipline Officers and members of the Student Discipline Committee, which are published on the University website.

23 The **Student Discipline Officers** are:

a. The Heads of the Colleges and Heads of Support Groups;

b. One or more members of the senior management in each College and Support Group, or their nominated representatives, to be appointed by the Curriculum and Student Progression Committee on behalf of the Senate.

c. The University Secretary, Deputy Secretaries and College Registrars, and any deputies they nominate to act on their behalf.

d. Designated Vice-Principals.

24 The **Student Discipline Committee** consists of at least six members of staff of the University and at least six matriculated students of the University, who are appointed to the committee by the Curriculum and Student Progression Committee on behalf of the Senate. At least four of the staff members must be academics. The sabbatical officers of Edinburgh University Students' Association (EUSA) and current Student Discipline Officers are not eligible for membership of the Student Discipline Committee.

25 Student Discipline Committee members' period of office is three years., ~~one third of the members retiring each year.~~ All members are eligible for re-appointment provided that no member serves for more than six years. The Curriculum and Student Progression Committee appoints the Convener and Vice-Convener from the staff members.

26 Meetings of the Student Discipline Committee must consist of not less than ~~six~~ five members, including at least two staff members and at least two student members. All meetings must be attended by a **Secretary of the Student Discipline Committee**. The Convener, or in ~~his or her~~their absence the Vice-Convener, presides at all meetings, and has on all occasions both a deliberative and a casting vote.

27 If a member of the Committee has been involved in a case at an earlier stage, ~~he or she~~they will not serve on the Committee when it considers that case.

~~27~~

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Information regarding student cases

28 The University may share information provided by students, staff and other witnesses with people involved in the case, including the student under investigation, for transparency and to provide a fair process. This may be done at any stage of the process, paying due attention to confidentiality and data protection requirements (paragraph 10 above).

Reporting student misconduct allegations

29 With regard to reports of misconduct, these procedures distinguish between the following:

a) **Respondent.** This refers to the student who is alleged to have committed an act of misconduct under investigation via this Code.

b) **Reporting Party.** This is the individual (who may be a student, staff member, or member of the public) who has raised the allegation of misconduct against the Respondent.

Frontline resolution

~~29 It is possible to resolve some conduct allegations at an early stage. Staff who receive allegations through the routes outlined in paragraphs 30-32 may exercise their discretion on whether to resolve matters locally, for example intervening to stop poor behaviour in University buildings.~~

~~Staff may report allegations of student misconduct to their Head of School, Head of College or the Head of the relevant Service or Support Group.~~

30 Students and members of the public may report allegations of student misconduct to any member of staff. Where students or members of the public are aware of misconduct occurring in a Service or Support Group, they may refer it to a relevant point, for example the Student Information Point, or a helpdesk.

31 It is possible to resolve some misconduct allegations at an early stage. Staff who receive allegations may exercise their discretion on whether to seek to resolve matters locally, for example intervening to stop poor behaviour in University buildings. Where the staff member receiving the allegation considers local resolution is not possible or appropriate, they should advise the student that they can request an investigation.

~~30 **Requesting an investigation**The Head of School, College, Service or Support Group (or their respective nominees) will report the allegations to a relevant Conduct Investigator and ask them to investigate the case. Cases of academic misconduct are investigated using the academic misconduct procedures.~~
~~www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct~~

32 Staff may report allegations of student misconduct to their Head of School, Head of College or the Head of the relevant Service or Support Group (or their respective nominee). The relevant Head of School, Head of College, or the Head of the relevant Service or Support Group (or their respective nominee) will determine whether to pass the report to the University Secretary or a Deputy Secretary (or their nominee).

33 A student or a member of the public who wishes to request an investigation into an allegation of misconduct is encouraged to use the Complaint Handling Procedure:

http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure

34 Alternatively, students may wish to report allegations of student misconduct to their Student Support Team or Graduate School. The member of staff receiving the report will raise this with the University Secretary or a Deputy Secretary (or their nominee).

~~31 A student or a member of the public who wishes to make a complaint about the conduct of a student must use the Complaint Handling Procedure:~~
~~http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure~~
~~If the complaint raises student misconduct issues then these will be taken forward by the University through the Code of Student Conduct. Staff with responsibility for the complaint and discipline procedures provide advice on which of the procedures should apply to relevant elements of the case.~~

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~~In the spirit of frontline resolution, students may initially report allegations of student misconduct to their Personal Tutors, Student Support Teams or Supervisors. Where students are aware of misconduct occurring in a Service or Support Group, they may refer it to a relevant point, for example the Student Information Point, or a helpdesk. If local resolution is not possible, the student will be advised of how to make a complaint using the Complaint Handling Procedure.~~

Screening of reports of alleged misconduct

35 On receipt of a report alleging misconduct, the University Secretary or a Deputy Secretary (or their nominee) will decide whether to initiate an investigation into the alleged misconduct.

36 The University will initiate an investigation where:

a) The report relates to an allegation which, if proven, could plausibly be regarded as a potential breach of the Code; and
b) The information provided suggests that there is a realistic prospect that sufficient evidence will be available to determine whether or not the alleged incident has occurred.

37 Where the University Secretary or a Deputy Secretary (or their nominee) decides not to initiate an investigation, they will communicate the reasons for this to the Reporting Party.

Allocating the case to a Conduct Investigator

38 Where the University Secretary or a Deputy Secretary (or their nominee) decides to initiate an investigation, they will pass the report to a relevant Conduct Investigator and ask them to investigate the case.
~~32~~

39 The Conduct Investigator is usually a member of staff within the ~~relevant School,~~ College in which the Respondent is a student, or of the relevant Service or Support Group. Where there are multiple Respondents in a case who~~the students~~ come from different Colleges or where the alleged misconduct applies to more than one area, the Heads of the relevant Colleges and/or Support Groups agree which Conduct Investigator should be asked to investigate the case.

~~33~~40 The University Secretary or a Deputy Secretary (or their nominee) may appoint two Conduct Investigators in particularly complex cases. Where two Conduct Investigators are appointed, one will be designated as Lead Investigator. In the event that either Conduct Investigator is unable to conclude the investigation, the University Secretary or a Deputy Secretary (or their nominee) will determine whether to appoint another Conduct Investigator, or continue the investigation with the one remaining Conduct Investigator. Where two Conduct Investigators acting in a case are unable to agree a finding, the decision of the Lead Investigator is final.

~~Immediate suspension~~Precautionary suspension

41 When initiating an investigation into an allegation of misconduct, the University will consider whether it is necessary to take any precautionary action to suspend the Respondent pending the conclusion of proceedings under this Code.

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3442 Suspension pending ~~a hearing~~the conclusion of proceedings under this Code is not used as a penalty. The power to suspend is used to protect the members of the University community or a particular member or members, or members of the general public, or to ensure that a full and proper investigation can be carried out. The power shall be used only where it is urgent and necessary to take such action. The University Secretary or Deputy Secretary (or their nominee) will record w~~W~~ritten reasons for the decision ~~are recorded~~ and send these~~t~~ to the ~~student~~Respondent.

3543 In urgent situations, the University Secretary or a Deputy Secretary or their nominee, taking action with a designated Vice-Principal, may decide to immediately suspend a ~~student~~Respondent:

a. who is a danger to ~~him or herself~~themselves or others; or

b. who is the subject of a misconduct allegation; or

c. against whom a criminal charge is pending; or

d. who is the subject of a police investigation.

The decision can be made at any stage of the University's student disciplinary process under this Code. This suspension may be a total or a selective restriction on attending the University or accessing its facilities or participating in University activities. It may also include a requirement that the ~~student~~ Respondent should have no contact with named individuals.

3644 Any ~~student~~ Respondent suspended under the provisions of this section must be given an opportunity within five working days to make representations in person and/or through a member of the University community, including a member of ~~EUSA~~Edinburgh University Students' Association staff, to the relevant University Secretary or Deputy Secretary (or their nominee) and the designated Vice-Principal. Where it is not possible for the ~~student~~ Respondent to attend in person, ~~he or she is~~they are entitled to make written representations.

3745 Any decision to immediately suspend ~~a student~~the Respondent is subject to review every twenty working days. Such a review will not involve a hearing or submissions made in person, but the student is entitled to submit written representations. Taking account of any written representations from the Respondent, and any other relevant factors, the University Secretary or Deputy Secretary or their nominee will decide whether it is reasonable and proportionate to retain the suspension, or to alter or remove it. ~~A record of the review outcome is made and sent to the student~~The University Secretary or Deputy Secretary or their nominee will record their decision and inform the Respondent of the outcome in writing.

3846 ~~Any decision to permit the student to return to the University following a period of immediate suspension will be sent to the student in writing.~~ A decision to permit the ~~student's~~ Respondent's return following a period of suspension may be made subject to conditions. The University Secretary or Deputy Secretary or their nominee will provide the ~~student will be provided~~Respondent with information to support ~~his or her~~ their reintroduction and any conditions which ~~he or she~~they need~~s~~ to meet.

Investigating student misconduct

3947 The Conduct Investigator will investigate the alleged misconduct, in accordance with this Code. The Conduct Investigator will decide whether it is necessary to interview the ~~student~~Respondent. At the Conduct Investigator's discretion, i~~I~~nvestigation may also include interviews with the ~~person who reported the alleged misconduct~~Reporting Party, members of staff and students of the University and, if necessary, members of the public. People may provide evidence to the Conduct Investigator in writing in addition to, or instead of, attending an interview. The Conduct Investigator may decide to interview or request evidence in writing from any individual on more than one occasion, where this supports their investigation.

48 As soon as practicable the Conduct Investigator will write to the ~~student~~ Respondent to provide details of the alleged misconduct and, if appropriate, of the requirement to attend for interview. The Conduct Investigator will give t~~T~~he ~~student~~ Respondent ~~is given~~ the opportunity to respond to the allegations and ~~is invited~~will invite the Respondent to admit or deny responsibility.

4049 The Respondent is encouraged to contact Edinburgh University Students' Association, or the Secretary to the Student Discipline Committee for advice about the student discipline procedure.

4150 ~~The student under investigation~~Any person attending an interview as part of an investigation has the right to be accompanied and/or represented at any interview by a member of the University community, including a member of ~~EUSA~~Edinburgh University Students' Association staff. A person attending an interview may in addition be accompanied by a specialist provider of health or wellbeing support with the agreement of the Conduct Investigator. The Conduct Investigator has the right to question the ~~student~~ person directly, where necessary. Those accompanying or representing the ~~student~~ person being interviewed will be given the opportunity to contribute at the Conduct Investigator's invitation. The Conduct Investigator invites the ~~student~~person being interviewed, or any representative, to make a statement. The Conduct Investigator may be assisted by a note-taker who will take a record of the meeting.

4251 If the ~~student~~ Respondent does not appear on the date appointed for their interview and the Conduct Investigator is satisfied that ~~he or she has~~they have been given due notice to appear, the Investigator may deal with the alleged misconduct in the ~~student's~~ir absence. However, the Investigator may not draw any adverse inference from the ~~student's~~ Respondent's failure to appear.

4352 If the ~~student~~ Respondent admits responsibility or if the Conduct Investigator is satisfied that the allegations are well-founded then disciplinary action may be taken.

4453 After investigation, the Conduct Investigator decides whether the alleged misconduct has occurred, and whether it constitutes a breach of the Code of Student Conduct. The Conduct Investigator ~~whether or not the misconduct has taken place and~~ writes a report setting out the case and their decision on the alleged misconduct. The length and detail in the report is appropriate to the nature or gravity of the case. The Investigator may:

a. Dismiss the allegation of misconduct, in which case the Conduct Investigator writes to the ~~student~~ Respondent to confirm this and sends the Respondent~~student~~ a copy of the report; or

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b. Conclude that the allegation of misconduct is proven, and p~~P~~ass the report to a Student Discipline Officer for any disciplinary action to be taken; or

c. Conclude that the allegation of misconduct is proven, and p~~P~~ass the report to the Secretary to the Student Discipline Committee for any disciplinary action to be taken.

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Disciplinary action: Student Discipline Officers

~~48~~54 The Student Discipline Officer receives the report of the case from the Conduct Investigator and sends the ~~student~~ Respondent the Conduct Investigator's report. The ~~case is not re-investigated.~~ Student Discipline Officer does not reinvestigate the case.

~~49~~55 The Student Discipline Officer decides whether to take disciplinary action, and if so, what penalty to apply.

~~50~~56 The Student Discipline Officer may decide to take disciplinary action without meeting the ~~student~~Respondent. Alternatively, the Student Discipline Officer may ~~require~~ invite the ~~student~~ Respondent to attend a meeting. The ~~student~~ Respondent has the right to be accompanied and/or represented at the interview by a member of the University community, including a member of ~~EUSA~~Edinburgh University Students' Association staff. The Respondent may in addition be accompanied by a specialist provider of health or wellbeing support with the agreement of the Student Discipline Officer. The Student Discipline Officer has the right to question the ~~student~~ Respondent directly, where necessary. Those accompanying or representing the ~~student~~ Respondent will be given the opportunity to contribute at the Student Discipline Officer's invitation. The Student Discipline Officer will be assisted by a note-taker who will take a record of the meeting.

~~51~~57 The Student Discipline Officer will invite the ~~student~~Respondent, or any representative, to make a statement in explanation or extenuation of the misconduct or in mitigation of any possible penalty.

~~52~~58 If the Respondent~~student~~ does not appear on the date appointed for the meeting and the Student Discipline Officer is satisfied that ~~he or she has~~they have been given due notice to appear, the Officer may deal with the alleged misconduct and impose a penalty in the ~~student's~~ Respondent's absence. However, the Student Discipline Officer may not draw any adverse inference from the ~~student's~~ Respondent's failure to appear.

~~53~~59 The Student Discipline Officer may decide that due to the nature or gravity of the case it is more appropriate for the Student Discipline Committee to take disciplinary action. ~~He or she~~They will discuss this with the Secretary to the Discipline Committee and, if this is agreed, will refer the case to the Student Discipline Committee for a hearing and will inform the ~~student~~Respondent. In this situation the Student Discipline Officer takes no disciplinary action.

~~54~~60 Student Discipline Officers may impose penalties in line with those established by the relevant Senate committee. In deciding what penalties will apply, the Student Discipline

Officer will consider the ~~relevant student's~~Respondent's disciplinary record. The penalties are some or all of:

a. a fine;

b. a reprimand;

c. suspension of specified privileges for a specified period that does not exceed three months (this may include suspension from the University Library, computing facilities, particular premises, placements);

d. require the ~~student~~ Respondent to make good in whole or in part, the cost of any damage caused;

e. rescind the result of an assessment or examination diet, for academic misconduct offences;

f. impose an academic penalty in the case of an academic offence;

g. terminate the occupancy of University managed accommodation by any resident on giving a month's notice in writing. In the case of gross misconduct or misdemeanour, the Student Discipline Officer may order the termination of occupancy within 24 hours;

h. require the ~~student~~ Respondent to write an approved apology to any wronged party; ~~.~~

~~h.~~i. place the ~~student~~Respondent "on probation" for a specified period not exceeding three months with relevant stated conditions (e.g. the requirement to attend specified training, which may be provided by the University). ~~.~~

61 If the Student Discipline Officer places the Respondent on probation, they will provide the Respondent with a statement outlining the conditions and length of their probation, and assign them to a key contact within the University, who will monitor their compliance with these conditions during the period of probation.

~~55~~62 The Student Discipline Officer will inform the ~~student~~ Respondent of the penalty decision within three working days of the decision and will remind the ~~student~~m of ~~his or her~~their right of appeal (see paragraphs ~~81-85~~95-99).

~~56~~63 The Student Discipline Officer will send a record of the offence and the penalty to the Secretary of the Student Discipline Committee. Any assessment penalty under paragraph ~~56~~02 ~~-~~ is reported to the relevant Boards of Examiners.

Disciplinary action: Student Discipline Committee

Arrangements for Student Discipline Committee hearings

~~57~~64 The Student Discipline Committee receives cases from Conduct Investigators and Student Discipline Officers. The Secretary of the Student Discipline Committee must agree that the nature or gravity of the case justifies action by the Student Discipline Committee.

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~~58~~65 The Conduct Investigator provides the Student Discipline Committee with a report on the case, which includes copies of any documents referred to in, or pertinent to, the case. The Conduct Investigator also provides the Student Discipline Committee with the names and ~~addresses~~ contact details of witnesses who may be called in support of the alleged misconduct.

66 The Secretary of the Student Discipline Committee writes to the Respondent~~student~~, providing at least seven days' notice, requiring the ~~student~~m to appear at a hearing before the Student Discipline Committee at a specified time and place. At the same time, the Secretary to the Student Discipline Committee sends the ~~student~~ Respondent ~~is sent~~ a copy of the Conduct Investigator's report, and a list of the witnesses that the Conduct Investigator plans to call to the hearing. Contact details of witnesses are not sent to the ~~student~~Respondent.

67 The Student Discipline Committee may hold physical hearings or virtual hearings. The Convener and Secretary of the Student Discipline Committee will make a decision about the nature of hearings with due consideration of fairness, accessibility and the ability of all involved to participate fully. Where the Respondent waives the right to a hearing, the Student Discipline Committee may decide a case based on written representations without holding a hearing.

68 If the Respondent wishes to admit the alleged misconduct in advance of the hearing, they may do so in writing to the Secretary of the Student Discipline Committee. They may then be required to appear before the Committee for the imposition of a penalty.

69 The Respondent may request a postponement of the hearing where they are unable to attend for good reason. The Convener of the Student Discipline Committee will decide whether to postpone the hearing, taking account of the following factors:

i) Whether there is evidence that the Respondent will be unavoidably unable to participate appropriately in the hearing on the appointed date due to ill health, lack of availability, or some other reason;

ii) The likelihood that the Respondent will be able to participate appropriately in a hearing on a subsequent date; and

~~59~~iii) Whether it is likely to be possible to reschedule the hearing for a time at which the Respondent, the members of the Student Discipline Committee, the Conduct Investigator, and all witnesses (including the Reporting Party, where relevant) would be able to attend.

~~60 The student is encouraged to contact EUSA, his or her Personal Tutor or Supervisor, or the Secretary to the Student Discipline Committee for advice about the student discipline procedure.~~

~~61~~70 The ~~student~~ Respondent may call witnesses to attend the hearing and, if intending to do so, must inform the Secretary of the Student Discipline Committee, at least two working days ~~48 hours~~ in advance of the ~~time of~~ hearing, of the names and ~~addresses~~ contact details of ~~his or her~~their witnesses. The Respondent must also submit ~~a~~Any documents which ~~he or she~~they ~~desire~~wish~~s~~ to present to the Student Discipline Committee ~~must be submitted no later than this time~~at least two working days in advance of the hearing.

71 ~~The Student Discipline Committee may hold physical hearings or virtual hearings. Decisions about the nature of the hearings will be made by the Convener and Secretary of the Student~~

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~~Discipline Committee with due consideration of fairness, accessibility and the ability of all involved to participate fully.~~ The Student Discipline Committee may extend the time for intimating names of witnesses or submitting documents, and may adjourn, continue, or postpone a hearing at its discretion.

~~62~~72 The Student Discipline Committee may request additional information, for example medical evidence of a student's fitness to study. ~~With the agreement of the Convener and Secretary of the Student Discipline Committee, the Student Discipline Committee may also conduct business by correspondence after a hearing, where this is necessary in order to conclude a case. Where the Committee decides to do so, it will ensure that the student has fair access and a chance to comment on any new evidence introduced by correspondence.~~

~~63 The student may be accompanied at the hearing by another member of the University community, including a member of EUSA.~~

~~64 If the student wishes to admit the alleged misconduct in advance of the hearing, he or she may do so in writing to the Secretary of the Student Discipline Committee. He or she may then be required to appear before the Committee for the imposition of a penalty.~~

~~If the student wishes to challenge the relevancy or competency of the allegation of misconduct, he or she must do so in writing to the Secretary of the Student Discipline Committee at least 48 hourstwo working days in advance of the time fixed for the hearing, and this shall be the first question to be decided by the Student Discipline Committee at that hearing. If the challenge is upheld then the misconduct allegation is dismissed. The Student Discipline Committee may refer the matter for action under other University regulations if this is appropriate.~~

73 The Respondent, the Reporting Party, or any witnesses (where they are in attendance) may be accompanied and/or represented at the hearing by another member of the University community, including a member of Edinburgh University Students' Association staff. The Respondent, the Reporting Party, or any witnesses (where they are in attendance) may in addition be accompanied by a specialist provider of health or wellbeing support with the agreement of the Convener of the Student Discipline Committee.

74 The Convener of the Student Discipline Committee may agree to make special arrangements to allow witnesses to give evidence to the Committee from a separate location, e.g. via video link. Any evidence provided to the Committee via special arrangements will also be made available to the Respondent.

~~65~~ **Student Discipline Committee: Procedure at hearings**

75 The Respondent (and any person accompanying or representing them) is entitled to attend for the duration of the hearing, except where the Convener of the Student Discipline Committee asks the Respondent to withdraw while the Committee deliberates. The Convener will invite any witnesses called, including the Reporting Party (where they are in attendance), to attend part of the meeting in order to give evidence, but they will not normally attend the duration of the hearing.

~~66~~76 The Convener of the Student Discipline Committee will open the hearing by outlining the procedure at the hearing. The Convener will then read out the allegation(s) against the ~~student~~ Respondent and will invite them ~~student~~ to state whether ~~he or she~~they admit~~s~~ or ~~denies~~ deny the charges.

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6777 If the ~~student~~ Respondent does not admit the alleged misconduct ~~and any challenge to the relevancy or competency of the allegation is dismissed~~, the case against the ~~student~~m will be presented by the Conduct Investigator at the hearing. The Respondent, and the members of the Student Discipline Committee have the right to question the Conduct Investigator, where necessary. The Convener of the Student Discipline Committee will invite any witnesses named by the Conduct Investigator (including the Reporting Party, where they are in attendance) to comment on the allegation of misconduct.

78 ~~Any evidence provided by or on behalf of the~~The Convener of the Student Discipline Committee will invite the ~~student~~ Respondent ~~is then heard~~(or their representative) to present their evidence. The Convener of the Student Discipline Committee will invite any witnesses named by the Respondent to comment on the allegation of misconduct.

~~68~~

6979 The members of the Student Discipline Committee and the ~~student~~ Respondent and/or ~~his or her~~their representative may examine, cross-examine, and re-examine witnesses. The Convener of the Student Discipline Committee may withdraw from the Respondent or their representative the right to examine, cross-examine, and re-examine certain witnesses, where it is reasonable and proportionate in the circumstances of the case. In cases relating to allegations of sexual misconduct, the Respondent or their representative will not normally be permitted to cross-examine the Reporting Party. Where the Convener of the Student Discipline Committee withdraws from the Respondent or their representative the right to cross-examine a witness or witnesses (including the Reporting Party), the Convener will make alternative arrangements in order to allow the Respondent or their representative to challenge the evidence presented by the witnesses. The members of the Student Discipline Committee also have the right to question the ~~student~~ Respondent and/or their~~his or her~~ representative directly, where necessary.

7080 The Conduct Investigator and the ~~student~~ Respondent or ~~his or her~~their representative may make a final address, the ~~student~~ Respondent or their ~~his or her~~ representative having the last word.

7181 The Conduct Investigator, the ~~student~~ Respondent and any person accompanying or representing them,~~his/her representative~~ and any witnesses withdraw while the Committee considers its decision. The Committee's role is to decide whether the alleged misconduct has occurred, and whether it constitutes a breach of the Code of Student Conduct. The Secretary of the Student Discipline Committee records the Committee's decision and its reasons for reaching this decision.

7282 If the Committee decides that the alleged misconduct is proved, the ~~student~~Respondent, or any representative, is invited to make a statement in explanation or extenuation of the misconduct or in mitigation of any possible penalty, before a penalty is imposed.

83 If the ~~student~~ Respondent does not appear at the hearing on the date appointed and the Student Discipline Committee is satisfied that ~~he or she~~they ha~~ve~~s received due notice to appear, the Committee may deal with the alleged misconduct and, if it is found to be proved, impose a penalty in the ~~student's~~ Respondent's absence. However, the Student Discipline Committee may not draw any adverse inference from the ~~student's~~ Respondent's failure to appear.

~~73~~ **Student Discipline Committee: Penalties**

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~~74~~84 The Student Discipline Committee may impose penalties in line with those established by the relevant Senate committee. Penalties may be imposed on a "deferred" basis. In deciding what penalties will apply, the Student Discipline Committee will consider the ~~relevant student's~~Respondent's disciplinary record. The penalties are some or all of:

a. a fine;

b. a reprimand;

c. suspension of specified privileges for a specified period that does not exceed one year (this may include suspension from the University Library, computing facilities, particular premises, placements; a bar on registering, matriculating, or graduating; or a complete suspension from study, research and attendance at the University) – see paragraphs ~~72~~ 85 and 86~~73~~;

d. require the ~~student~~ Respondent to make good in whole or in part, the cost of any damage caused;

e. rescind the result of an assessment or examination diet or diets, for academic misconduct offences;

f. impose an academic penalty in the case of an academic offence;

g. terminate the occupancy of University managed accommodation by any resident on giving a month's notice in writing. In the case of gross misconduct or misdemeanour, the Student Discipline Committee may order the termination of occupancy within 24 hours;

h. require the ~~student~~ Respondent to write an approved~~in~~ apology to any wronged party;

i. in relation to research misconduct in a research degree, the ~~student~~ Respondent may be deemed to have failed the degree where the misconduct applies and/or will not be permitted to submit work for this or any other research degree of the University;

~~i.~~j. place the Respondent "on probation" for a specified period with relevant stated conditions (e.g. the requirement to attend specified training, which may be provided by the University);

~~j. place the student "on probation" for a specified period with relevant stated conditions;~~

k. immediate permanent exclusion from the University with no eligibility for re-admittance to the University on any course or degree programme.

~~75~~85 Where the Student Discipline Committee imposes a suspension of specified privileges or a complete suspension, it may require the ~~student~~ Respondent to meet specified conditions before the University ends the suspension. For example, in the event that medical circumstances formed part of the evidence of the case, the Student Discipline Committee may make it a condition of ending the suspension that the ~~student~~ Respondent provide medical information confirming that ~~he or she is~~they are fit to return to study. The Student Discipline Committee which imposes the suspension decides who (e.g. the University

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Secretary; a Deputy Secretary and a designated Vice Principal; the Student Discipline Committee) will decide whether the ~~student~~ Respondent has satisfied any conditions.

86 If the University considers it necessary to extend a student's suspension beyond a year then it is necessary to hold a new Student Discipline Committee hearing. This hearing does not need to take the same format as the original hearing, e.g. the membership could be different.

~~76~~87 If the Student Discipline Committee places the Respondent on probation, ~~.~~it will provide the Respondent with a statement outlining the conditions and length of their probation, and assigning them to a key contact within the University, who will monitor their compliance with these conditions during the period of probation.

~~77~~88 Any assessment penalty under paragraph ~~71~~ 84 is reported to the relevant Boards of Examiners by the Secretary of the Student Discipline Committee.

~~78~~89 In disciplining a student pursuing a course or programme leading directly to a qualification which confers authorisation to practise a profession (such as in Medicine, Nursing, Teaching or Veterinary Medicine) the Student Discipline Committee may consider the relevance of the misconduct in relation to the student's fitness to practise that profession. The Committee may remit the case to the relevant Fitness to Practise Committee for action or advice.

~~79~~90 The Secretary of the Student Discipline Committee informs the ~~student~~ Respondent of the Committee's penalty decision, with a written statement of the reasons for the decision, within three working days of the decision and reminds the ~~student~~m of ~~his or her~~their right of appeal.

~~80~~91 A summary of the offence, proceedings and the evidence heard and the penalty decision is kept by the Secretary of the Student Discipline Committee.

Deferred Penalties

~~81~~92 A deferred penalty is one which does not take effect immediately but which is postponed for a period of time during which the ~~student's~~ Respondent's conduct will continue to be monitored. When the Student Discipline Committee imposes a deferred penalty then the written statement informing the ~~student~~ Respondent about the penalty will specify the period of the deferral and explain what will happen if the penalty needs to be put into effect. During the period of the deferred penalty, if the ~~student's~~ Respondent's conduct is called into question then the ~~student~~y will receive a statement in writing that this conduct is being reported to the Student Discipline Committee. This statement may come from a Conduct Investigator, Student Discipline Officer or the Secretary of the Discipline Committee. Evidence of the misconduct is sent to the Student Discipline Committee and the Secretary of the Student Discipline Committee will offer the ~~student~~ Respondent ~~is given~~ the opportunity to comment in writing on this evidence. The Secretary and Convener of the Student Discipline Committee decide whether the Student Discipline Committee needs to reconvene a meeting, with or without the ~~student~~Respondent, or whether the deferred penalty is put into immediate effect. If the penalty is put into immediate effect then ~~this is reported~~the Secretary of the Student Discipline Committee will report this to the Student Discipline Committee. If the ~~student's~~ Respondent's conduct is not called into question during the period of the deferred penalty then, at the end of the period, the Secretary of~~to~~ the Discipline Committee will confirm to the ~~student~~ Respondent that the penalty will not be imposed.

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Standard of Proof

~~82~~93 An allegation of misconduct can only be upheld if there is proof that the ~~student~~ Respondent has engaged in the misconduct alleged.

~~83~~94 The standard of proof that shall be used in all discipline cases is the balance of probabilities, which is the standard of proof that is used in civil law. This means that a Conduct Investigator, Student Discipline Officer or Student Discipline Committee will be satisfied that an event occurred if they consider that, on the evidence available, the occurrence of the event was more likely than not.

Appeals
www.ed.ac.uk/schools-departments/academic-services/staff/appeals/overview

~~84~~95 ~~A student who has been the subject of a conduct investigation~~If an allegation has been upheld, the Respondent may submit an appeal on the decision of the Student Discipline Officer or the Student Discipline Committee within ten working days of the decision being issued. ~~Appeals are submitted~~The Respondent should submit any appeal to the Secretary of the University's Appeal Committee. The grounds for appeal are specified in the University's Student Appeal Regulations.

~~85~~96 The appeal is handled under the University's appeal procedures.

~~86~~97 The decision of the Appeal Committee is final and there is no further opportunity for appeal against that decision within the University.

~~87~~98 If an appeal is upheld then the Appeal Committee will refer the student discipline case to either the Student Discipline Officer or Student Discipline Committee to review their decision.

99 Any penalties imposed by the Student Discipline Officer or Student Discipline Committee remain in force until the outcome of any review of the decision.

Communication with the Reporting Party

100 The University will endeavour to provide the Reporting Party with as much information about the status and outcome of an investigation as is reasonably possible, including relevant information regarding any precautionary suspension imposed upon the Respondent. In determining what information to provide to the Reporting Party, the University will take account of the need to balance the interests of the Respondent, the Reporting Party, and any other witnesses, and the University's obligations under relevant data protection legislation.

~~88~~

Reporting and recording

~~89~~101 The lead Secretary of the Student Discipline Committee keeps a record of student misconduct offences and penalties and informs the relevant Senate committee annually of all cases considered by Student Discipline Officers and the Student Discipline Committee.

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~~90~~102 Details of any discipline penalty imposed on a student are held on the relevant student's record.

Independent review

~~91~~103 Once the appeal has been completed, the ~~student~~ Respondent is entitled to ask the Scottish Public Services Ombudsman (SPSO) to look at their appeal. The SPSO considers complaints from people who remain dissatisfied at the conclusion of the appeal process. The SPSO looks at issues such as service failure and maladministration (administrative fault) as well as the way the University has handled the appeal. Information on how to complain to the SPSO will be provided to the student on completion of the appeal. Full information on the SPSO and on how it handles complaints can be found at the SPSO website: Scottish Public Services Ombudsman.

~~23 April 2015~~15 January 2019

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Postgraduate Assessment and Progression

Executive Summary

This paper presents an update on the matters of Postgraduate Assessment and Progression covered in the initial Task Group final report (CSPC 17/18 6 B) and the further benchmarking information, analysis of potential implications and proposals for further work which were presented to CSPC on 20th September 2018 (CSPC 18/19 1 E).

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

This paper is relevant to the theme of Leadership in Learning, particularly with regard to the desire to develop flexible learning pathways.

Action requested
For discussion.

How will any action agreed be implemented and communicated?

This paper is for discussion. Any agreed course of action will be undertaken by Academic Services following receipt of advice from CSPC.

Resource / Risk / Compliance

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

   There are potential resource implications dependent upon how CSPC wish to proceed, including working within short timescales and the requirement for extensive consultation.

2. **Risk assessment**

   Risks have been identified within the paper regarding how this work interacts with wider activity on Common Marking Schemes and Curriculum review.

3. **Equality and Diversity**
   If CSPC wish to proceed, Academic Services will then consider Equality and Diversity implications.

4. **Freedom of information**
   Open

Key words
Postgraduate Taught Master's, Progression, Pass Marks, PGT

Originator of the paper
Stuart Fitzpatrick, Adam Bunni

Academic Services, January 2019.

Postgraduate Assessment and Progression

January 2019

1, Background

1.1 At its meeting of 20 September 2018, CSPC considered a paper (CSPC 18/19 1 E) outlining proposals for further work relating to the recommendations contained within the report of the Postgraduate Assessment and Progression Task Group which had been received by CSPC in 2017/18 (CSPC 17/18 6 B). This paper had included further benchmarking information and analysis of potential implications of changes to pass marks and progression requirements for Taught Master's programmes.

1.2 CSPC had discussed the potential models for changes to both pass marks for Master's degrees, and the progression hurdle between the taught and research component of the most common type of Master's degree. It had also noted that Assistant Principal Professor Susan Rhind was to present Senate Learning and Teaching Committee (LTC) proposals relating to the University approach to marking schemes and marking practices. Given the overlap in subject matter, CSPC had noted that any future action in this area would need to be aligned with the broader discussions of LTC.

1.3 CSPC had agreed that it wished to undertake further work in this area once discussion had been held on the topic of marking schemes and practices at LTC.

1.4 At its meeting of 14 November 2018, LTC received the paper from Professor Rhind outlining a proposal to review the University Common Marking Schemes (LTC 18/19 2 C). This paper included information regarding work undertaken in 2015, which had recommended that the Common Marking Schemes were harmonised, grade descriptors were revised and given more detail, and there was rationalisation to a 15-point scale with three points in each grade (A-E). It also noted that a number of Schools within CAHSS had expressed dissatisfaction with the current CMS, and the CAHSS College Quality Assurance Committee had been recently asked to review this.

1.5 LTC had discussed that the aim of any work undertaken in relation to this issue should be not only to rationalise schemes, but to create a scheme or schemes that were fit for purpose. If more than one scheme were to be used, it would be essential to ensure that it would be possible to translate easily between them. LTC had expressed a desire to proceed with rationalisation, and requested that further scoping work in regard to this be undertaken, asking that a report be submitted to LTC by the end of this Academic Year.

1.6 LTC were advised that CSPC was undertaking work in this area, specifically concerning taught postgraduate mark schemes. LTC agreed that Academic Services would assess which aspects of the CSPC work could be taken forward, without affecting the broader discussion and work in relation to the University's Common Marking Schemes.

2. Potential Models & Considerations

2.1 The potential models for approaches to Postgraduate progression and pass marks were presented to CSPC at its meeting of 20 September 2018 (CSPC 18/19 1 E). The benchmarking contained within this paper had indicated that against 22 Russell Group institutions, all institutions that used a 101-point scale had a Master's level pass mark of 50. A pass mark of 50 was also required to pass Postgraduate Certificate or Postgraduate Diploma level work, with the exception of three institutions where the pass mark for these was 40. At an Undergraduate level, the majority of Russell Group institutions operated a pass mark of 40.

2.2 Three potential models were presented to CSPC (models A, B and C), outlining implications and considerations for each*. These were –

Model A – Moving the Pass Mark at Master's level from 50 to 40 following a recalibration of the Postgraduate Common Marking Scheme

Model A considerations in relation to further steps at this point – Recalibration of the marking scheme would require putting in place new grade descriptors, and asking staff to mark differently from the way in which they currently do. This is a major change, and the broader review of the Common Marking Scheme could lead to a substantial redesign of it. This would mean that staff might be asked to fundamentally change marking practises again within a relatively short period of time.

Alternatively, the pass mark at Master's level could be lowered to 40 without the need for recalibration. However, this would amount to a clear lowering of standards in relation to passing the Master's degree.

Model B – The Pass Mark for courses at Master's level becomes 50, with 40-49 no longer being deemed as a pass even for the award of PG Certificate or PG Diploma

Model B considerations in relation to further steps at this point – Given LTC's interest in rationalisation, this option would strengthen the divergence between the UG and PG marking schemes. Although this would align with the majority of the sector, this may not be desirable in the longer term.

Model C – Retaining the current pass marks whilst removing the progression hurdle (average of 50 over 120 credits, passing a minimum of 80 credits)

Model C considerations in relation to further steps at this point – the removal of the progression hurdle would mean that on traditional Master's programmes involving taught courses followed by a dissertation or research project, students would no longer be required to achieve a minimum level of performance in the taught element in order to undertake a dissertation or research project. This would mean that some students undertaking a dissertation or research project would be ineligible for the award of Master's even if they had passed that dissertation or research project, but might be eligible for a Postgraduate Certificate or Diploma.

This would include students who had already achieved the Diploma prior to undertaking the dissertation or research project, but had achieved an average of less than 50% in the taught component. Should these students pass the dissertation, they would have attained 180 credits, but would not be eligible to achieve the Master's degree based on the current award criteria. One way to address this issue would be to make an appropriate adjustment to the award criteria, meaning that students would need:

- Passes in all courses (including the award of credit on aggregate for up to 40 credits of courses based on an average of 40%);
- An average across the programme of 50% or more.

This means that some students undertaking the dissertation could offset an average of less than 50% in the taught component with a higher mark in the dissertation or research project, and as a result, gain the Master's degree provided they had passed all courses.

* The section of CSPC 18/19 1 E which outlines these models in full, along with considerations and implications, is provided as an appendix to this paper.

3. Considerations

3.1 CSPC are asked to consider –

- Whether or not they wish to proceed with further work at this time, given the scope and content of the discussions that have taken place at LTC. CSPC could choose to await the outcome of further scoping work carried out by LTC during this Academic Year, and developments relating to wider curriculum reform.

- If they do wish to proceed, which of the options contained within CSPC 18/19 1 E, and the appendix to this document, should be pursued? CSPC are further asked to note that, should they wish to proceed at this point, it may be challenging to make these changes for Academic Year 2019/20. There are time constraints in relation to the Taught Assessment Regulations (which will be subject to amendment and approval by June 2019), and the fact that any change in this regard would require:
    - Extensive consultation on proposals
    - Consideration of impact on grade descriptors (where relevant);
    - Consideration of any implications with regard to Student Systems.

Stuart Fitzpatrick

14 January 2018

Appendix 1 – Extract from CSPC 18/19 1 E (Section 5 – Examples of potential models and possible implications)

In this section, we have set out the various potential combinations of changes both to the pass marks for Master's degrees, and to the progression hurdle between the taught and research component of the most common type of taught Master's degree, giving an indication of the implications of pursuing these models. Any model involving the removal of the progression hurdle would imply the following:

- On traditional Master's programmes involving taught courses followed by a dissertation or research project, students would no longer be required to achieve a minimum level of performance in the taught courses in order to undertake the dissertation or research project;
- This would mean some students undertaking the dissertation or research project who could not qualify for the award of the Master's degree even if they passed the dissertation or research project, but may be eligible for a Postgraduate Certificate or Diploma.

Model A – Moving the Pass Mark at Master's level from 50 to 40 following a recalibration of the marking scheme

Implications

- A change to the Postgraduate Common Marking Scheme (CMS 4), or amendment to the Undergraduate Common Marking Scheme (CMS 1) to accommodate Postgraduate Taught study, would be required;
- Grade descriptors would require to be changed to reflect the fact that the award of a mark of 40 would represent the same level of performance as that currently represented by a mark of 50; this would involve a significant volume of work;
- Changing grade descriptors in this way would adversely affect those students who would have previously received a Postgraduate Certificate (PgCert) or Postgraduate Diploma (PgDip) based on average marks between 40 and 49; these students would no longer achieve an award; data provided by Student Systems indicates that there were around 130 students in this category in each of 2015/16 and 2016/17;

If a progression hurdle was retained

- The criteria for the progression hurdle would change: students would be required to achieve an average of at least 40 across 120 credits of courses, with marks of 40 or more in at least 80 credits' worth of courses, in order to progress to the dissertation or research project (these would also be the criteria for the award of the Postgraduate Diploma);
- Students would be required to attain a mark of 40 in the dissertation or research project in order to qualify for the award of the Master's degree;
- A student not meeting the criteria for progression would be eligible for a Postgraduate Certificate as long as they had achieved an average of 40 over 60 credits with a mark of 40 in at least 40 credits;

If there were no progression hurdle

- Assuming that the provisions for the award of credit on aggregate remain the same, decisions regarding credit on aggregate would be made at the end of the programme;

- If the current criteria for the award of the Master's degree were carried forward, students would be required to attain an average of 40 or more across the 180 credits of the programme, with a mark of 40 or above in a least 140 credits' worth of courses (which would mean that they would necessarily need to achieve a mark of 40 or more in the dissertation or research project);
- Students who do not meet the requirements for the award of the Master's degree may be eligible for the award of the Postgraduate Certificate or Diploma, which may include credits gained for the dissertation or research project;
- A student achieving an average of 40 in any 120 credits of the programme, with a mark of 40 or above in at least 80 credits would be eligible for a Postgraduate Diploma (i.e. up to 40 credits could be awarded on aggregate, as at present);
  As above, a student achieving an average of 40 in any 60 credits of the programme, with a mark of 40 or above in at least 40 credits would be eligible for a Postgraduate Certificate (i.e. up to 20 credits could be awarded on aggregate, as at present).

Considerations

- The pass mark on undergraduate programmes is 40, irrespective of whether the courses are at levels 7/8, or 9/10. This is based on the fact that it should be more challenging to achieve a mark of 40 at level 10 than at level 7. It could therefore be considered that it is unnecessary to have a different pass mark for level 11 or above.
- Changing the pass mark for a Master's degree to 40 would place the University at odds with the rest of the Russell Group, where the pass mark is routinely set at 50. This could risk implying that it is "easier" to obtain a Master's degree at this University than at other institutions.

Model B – The Pass mark for courses at Master's level becomes 50, with 40-49 no longer being deemed as a pass, even for the award of PG Certificate or Diploma

Implications

- A change to CMS 4 would be required to reflect the fact that a mark of 40 would no longer be sufficient for the Certificate or Diploma;
- Those students who would have previously received a Postgraduate Certificate or Postgraduate Diploma based on average marks between 40 and 49 would no longer achieve an award.

If a progression hurdle was retained

- The criteria for the progression hurdle would remain as they are: students would be required to achieve an average of at least 50 across 120 credits of courses, with marks of 50 or more in at least 80 credits' worth of courses, in order to progress to the dissertation or research project (the assumption being that credit on aggregate could be awarded for up to 40 credits of courses with marks below 50);
- Meeting the criteria for the progression hurdle would also trigger eligibility for the Postgraduate Diploma;
- Students would be required to attain a mark of 50 in the dissertation or research project in order to qualify for the award of the Master's degree.
- A student not meeting the criteria for progression would be eligible for a Postgraduate Certificate as long as they had achieved an average of 50 over 60 credits with a mark of 50 in at least 40 credits;

If there were no progression hurdle

- Assuming that the provisions for the award of credit on aggregate remain the same, decisions regarding credit on aggregate would be made at the end of the programme;
- If the current criteria for the award of the Master's degree were carried forward, students would be required to attain an average of 50 or more across the 180 credits of the programme, with a mark of 50 or above in a least 140 credits' worth of courses (which would mean that they would necessarily need to achieve a mark of 50 or more in the dissertation or research project);
- Students who do not meet the requirements for the award of the Master's degree may be eligible for the award of the Postgraduate Certificate or Diploma, which may include credits gained for the dissertation or research project;
- A student achieving an average of 50 in any 120 credits of the programme, with a mark of 50 or above in at least 80 credits would be eligible for a Postgraduate Diploma (i.e. up to 40 credits could be awarded on aggregate, as at present);
- As above, a student achieving an average of 50 in any 60 credits of the programme, with a mark of 50 or above in at least 40 credits would be eligible for a Postgraduate Certificate (i.e. up to 20 credits could be awarded on aggregate, as at present).

Considerations

- Changing the pass mark to 50 for courses at Master's level would remove the current discrepancy between the award of credit for courses (based on a mark of 40 or more), and eligibility for the Master's degree (based on marks of 50 or more);
- On Postgraduate Taught programmes, students can take up to 30 credits at levels below 11, depending on the requirements of their programme. It is difficult to justify using a pass mark of 50 in these instances;
- Changing the pass mark to 50 for courses at Master's level would reflect the most common arrangements in place at other Russell Group institutions, where there is no distinction between the level required for a pass at Postgraduate Certificate/Diploma, or at Master's level.

Model C – Retaining the current pass marks whilst removing the progression hurdle

Implications

- Retaining the current pass mark whilst removing the progression hurdle introduces the possibility of scenarios where students had passed all courses, but not at a high enough level to achieve a Master's degree;
- There may be instances where students receive excellent dissertation/research project marks, but perform poorly in the taught element of the programme, leading to a situation where the student cannot be awarded a Master's due to the results they received in the taught element of the programme;
- Students would need to be made aware, prior to the beginning of their dissertation, whether they had a chance of obtaining a Master's;
- Assuming that the provisions for the award of credit on aggregate remain the same, decisions regarding credit on aggregate would be made at the end of the programme;
- If the current criteria for the award of the Master's degree were carried forward, students would be required to attain an average of 50 or more across the 180 credits

of the programme, with a mark of 50 or above in a least 140 credits' worth of courses (which would mean that they would necessarily need to achieve a mark of 50 in the dissertation or research project);

- Students who do not meet the requirements for the award of the Master's degree may be eligible for the award of the Postgraduate Certificate or Diploma, which may include credits gained for the dissertation or research project;
- A student achieving an average of 40 in any 120 credits of the programme, with a mark of 40 or above in at least 80 credits would be eligible for a Postgraduate Diploma (i.e. up to 40 credits could be awarded on aggregate, as at present);
- A student achieving an average of 40 in any 60 credits of the programme, with a mark of 40 or above in at least 40 credits would be eligible for a Postgraduate Certificate (i.e. up to 20 credits could be awarded on aggregate, as at present).

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The University of Edinburgh
Senate Curriculum and Student Progression Committee

24 January 2019

Degree Classification Outcomes

Executive Summary
This paper notes the publication of the UK Standing Committee for Quality Assessment report looking at the reasons behind the increase in the number of graduates receiving first and upper-second class degrees. It also invites the Committee to comment on how the University should respond to a consultation setting out a range of recommendations for sector-level actions to protect public confidence in the value of the honours degree classification system.

How does this align with the University / Committee's strategic plans and priorities?
The paper is relevant to the University's aim to "provide the highest-quality research-led teaching and learning", and the strategic objective of 'Leadership in learning".

Action requested
For Discussion.

How will any action agreed be implemented and communicated?
The approach to implementation and communication depends on the outcome of the discussion and any agreed actions.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Not applicable.
2. **Risk assessment**
   The paper aims to assist the University to manage risks associated with the perception of grade inflation.
3. **Equality and Diversity**
   The paper does not highlight any specific equality and diversity issues. Since the paper does not propose a change to a policy or practice, there is no need for an Equality Impact Assessment.
4. **Freedom of information**
   Open

Key words
Degree Classification Outcomes

Originator of the paper
Brian Connolly (Academic Policy Officer)

Degree Classification Outcomes

The proportion of first class and upper-second class degrees being awarded by UK higher education institutions is increasing and this trend has provoked political interest in relation to the possible implications for academic standards.

The UK Standing Committee for Quality Assessment (UKSCQA) recently published its report looking at the reasons behind the increase in the number of graduates receiving first and upper-second class degrees. The report, Degree classification: transparent, consistent and fair academic standards, includes the following proposals relevant to the Committee:

- Publishing and explaining the design of the degree classification algorithm, including where it deviates from accepted norms of practice.
- Ensuring that assessment criteria meet and exceed sector reference points and reviewing the use of data in quality assurance processes.
- Reviewing the structure of the degree classification system to ensure that it remains useful for students and employers.

The UKSCQA is undertaking a UK-wide consultation on the proposals. The consultation document is available at:

www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/degree-classification.aspx

The consultation will close on 8 February 2019, and outcomes and next steps are expected to be published in April 2019. As part of the consultation, a series of workshops are being held to help stakeholders inform their consultation responses (the University will participate in the Glasgow workshop on 15 January 2019).

Relevant University of Edinburgh actions to date

While broadly in line with Russell Group comparators the University continues to monitor subject areas for patterns in undergraduate degree classification outcomes which diverge substantially from either the institution average or disciplinary comparators.

Senate Quality Assurance Committee (SQAC) considers an annual report (in April of each year) on the University's Degree Classification Outcomes, broken down by subject area. This year SQAC identified four subject areas where the degree classification outcomes diverged substantially from either the University average or disciplinary comparators. While noting that there may be good reasons for these patterns of degree outcomes, SQAC asked the Schools concerned to provide a detailed reflection on degree classification outcomes in their annual quality reports, including a detailed explanation of trends and actions taken to address any inappropriate patterns. SQAC was content that the responses from the four Schools provided an appropriate level of reflection on the outcome trends, and that proposed actions constituted an appropriate approach to calibrating marking practices to ensure that standards are maintained in the context of different approaches to assessment. Academic Services will hold a workshop this semester to help Schools to understand how to interrogate their patterns of degree outcomes (e.g. at subject or programme level) in order to ensure they are appropriate.

At the November 2017 meeting, Curriculum and Student Progression Committee (CSPC) considered the recommendations of Universities UK Degree Algorithm Report exploring the approach to undergraduate degree classification algorithms in UK higher education

institutions. The Committee agreed to publish a statement regarding the rationale for the University's approach to degree classification and agreed in principle to work towards greater consistency across the institution. The agreed statement is available at:

www.ed.ac.uk/academic-services/students/assessment/degree-classification

CSPC also agreed that any Schools operating approaches to borderlines for classification which involved automatically awarding the higher classification to all students whose final outcome falls within a certain range under the boundary, should take immediate steps to curtail these practices.

Invitation to comment on University's consultation response

In addition to feeding into sector-level responses to the consultation, the University will submit an institutional response to the UKSCQA report and recommendations. In this context the Committee is asked to comment on the UKSCQA report and recommendations. The consultation questions are attached as an Annex (members should read them in conjunction with the consultation paper).

Annex – UKSCQA consultation questions

List of consultation questions

1. Does the adoption of a UK sector -wide statement of intent represent an effective approach to meeting the challenges outlined in the report?
a. Yes
b. No
c. In part
Please explain your response.

2. What other approaches could be explored to address the issues at a UK sector-wide level?

3. What do you consider a reasonable period for a provider to review its practices and enact appropriate changes?

4. How can the statement of intent be taken forward by the different national higher education systems of England, Wales, Scotland and Northern Ireland within their national quality and regulatory frameworks?

5. Are the evidence areas proposed at Table A for inclusion within a 'degree outcomes statement' appropriate for supporting an institution to identify potential 'grade inflation' risks and provide assurance to maintain public confidence?
a. Yes
b. No
c. In part
Please explain your response.

6. Do you consider there to be merit in gaining assurance from an 'external advisor on academic standards'?
a. Yes (please explain your response)
b. No (please set out any other mechanisms for enhancing external assurance)

7. What are the:
a. opportunities and/or
b. challenges associated with including the commitments to strengthening the external examiner system in the statement of intent?

8. What are the:
a. opportunities and/or
b. challenges
associated with enhancing components of the UKPSF relating to external examiners?
9. What are the barriers to implementing the recommendations in 'Understanding degree algorithms', particularly the publication and explanation of degree algorithm practices?

10. Should the statement of intent contain a provider's explanations of:
a. weighting of marks?
Yes/No
b. 'zones of consideration'?
Yes/No
c. 'discounting' low performing modules?
Yes/No

d. PSRB influences on algorithm design?
Yes/No
Please explain your responses.

11.Does the proposed classification description in Annex A provide an appropriate reference point for degree classification practice?
a. Yes
b. No
Please explain your response.

12. Do you have any proposals for substantive changes to the classification criteria?
Please explain your response.

13.Do you agree that the proposed classification description should be incorporated into national quality assurance and regulatory frameworks, as is appropriate for different national contexts? In England, this would mean the use of the proposed classification description as 'sector-recognised standards' as defined in section 13(3) of HERA.

14. How should the proposed classification description be incorporated into:
a. institutional practice
b. other relevant documents or frameworks?

15. What are the:
a. benefits
b. challenges, and/or
c. national considerations
of using a shared sector metric to inform institutional self-assessment of degree classifications over time?

16. How should a sector metric for degree classifications over time be defined?

17. How can sector reference points be better used, with more consistency, by external examiners to support institutions to protect the value of qualifications over time?

18. Should the sector explore the steps that could be taken to remove, or reduce the impact of, the inclusion of upper degrees (1st and 2.1 awards) in algorithms used to rank university performance?
a. Yes
b. No
Please explain your response.

19. What should be the parameters and remit for a UK-wide task and finish group on the long-term sustainability of the UK's degree classification systems?

20. Which of the following options for reforming or enhancing the degree classification system should be considered in more detail? (Please indicate Yes/No)
Reform option

- Introduction of new upper award - for example, a starred first
- Introduction of a 'cohort ranking'-for example, providing additional information on graduates' position in the grade distribution
- Resetting the classification boundaries - for example, moving up by
- 10 marks so 80 = 1st and so on
- More regular review of Subject Benchmark Statements to keep pace with improvements in teaching and learning

- Universal HEAR format
- Other (please explain)
- No reform required

21. Do you have any other comments on the proposals that have not been specifically asked in this consultation?

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Enhancement-led Institutional Review (ELIR) 2020 – Update and Discussion of Contextualised Themes

Executive Summary
The paper updates Committee members on the University's preparations for its 2020 ELIR, and asks for their views on the proposed contextualised themes.

How does this align with the University / Committee's strategic plans and priorities?
Relevant to the University's strategic priority to improve the quality of the student experience and specifically the Student and Staff Experience Plan and the Learning and Teaching Strategy.

Action requested
To note the update on preparations and discuss the proposed contextualised themes, indicating prioritisation and any gaps.

How will any action agreed be implemented and communicated?
The views of Senate and its four committees are being sought and will be used by the Assistant Principal Academic Standards and Quality Assurance and Academic Services to develop a final draft list of contextualised themes for discussion with the Quality Assurance Agency (Scotland) in late March 2019. The final list of contextualised themes will be approved by the Learning and Teaching Policy Group on 18 April 2019.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   No additional actions are requested.

2. **Risk assessment**
   A successful ELIR outcome is of vital importance to the University.

3. **Equality and Diversity**
   Will be considered as part of individual activities/projects.

4. **Freedom of information**
   Open.

Key words
ELIR, Enhancement-led Institutional Review

Originator of the paper
Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Nichola Kett, Academic Policy Manager, Academic Services
14 January 2019

Enhancement-led Institutional Review (ELIR)

Enhancement-Led Institutional Review is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The last ELIR took place in 2015 and the University received the highest possible judgement, an outcome of 'effectiveness' in the management of academic standards and enhancing quality. The University's next ELIR takes place in October and November 2020.

A review team, comprising between 4-6 senior academic peer reviewers and student reviewers is appointed by the Quality Assurance Agency (Scotland) to conduct the ELIR and will visit the University twice, meeting with staff and students.

Key dates:

- Planning visit: Thursday 1 October 2020[1]
- Review Visit: Week beginning 16 November 2020 (visit likely to last 5 days)[2]

ELIR provides an opportunity for us to reflect on our approach to learning and teaching and the quality of our student experience, and to gain valuable feedback from an external review team. As such, ELIR is a process that we should embrace positively as we seek to enhance further both the student experience and the quality of our teaching, building on our many achievements to date since the last review.

In preparation for the review we are asked to develop a Reflective Analysis (RA) covering: contextual information; enhancing the student learning experience; strategy and practice for enhancing learning and teaching; academic standards and quality processes; and collaborative provision. The development of the RA will involve inputs from across the University and opportunity for feedback from students and staff to ensure that it reflects the strategies, practices and intentions across the whole University. The RA will be supported by an Advanced Information Set that comprises a set of supporting evidence (including a sample of key quality reports and an analysis of student feedback).

Management of the ELIR Process

Rather than establish a separate ELIR Steering Group for ELIR 2020 (as was the case for ELIR 2015), a small team comprising the Assistant Principal Academic Standards and Quality Assurance and staff in Academic Services will lead the preparations, and the Learning and Teaching Policy Group (LTPG) will oversee these preparations. Papers and discussion items will be brought to LTPG at relevant intervals, and members will be asked to give comment on draft chapters of the RA as it develops. LTPG does not have student representation so regular meetings will be held with representatives from the Students' Association to inform ELIR preparations. Other committees and groups will also be consulted and a number of staff from across the University and the Students Association will be involved in drafting content for the RA.

[1] The Planning Visit is likely to involve three meetings with colleagues from the institution. There will be a working meeting with the main contact from the institution, who is likely to be the senior member of staff with responsibility for leading the institution's preparations for ELIR. The ELIR team will meet with a group of student representatives, a key aim of which will be to establish the students' views of the topics that should be explored during the main Review Visit. There will be a further meeting with a group of staff involved at the discipline level.

[2] During the visit, the ELIR team will consider a range of the institution's documentation and hold meetings with staff and students.

Contextualisation of ELIR[3]

A key development of the ELIR process since last time means that we now have to identify, ahead of the review, themes that we wish the review team to focus on.

The intention is that this helps to contextualise the review process, ensuring it is more responsive to us and how we operate, our student population and our strategic priorities. Identifying appropriate themes is therefore crucial to ensure we get the greatest value from the review process.

Contextualised Themes
The themes will not be new activities, but should be existing or planned activities linked to our strategic priorities that we wish to focus on throughout the ELIR. They should be informed by a consideration of available evidence (such as student surveys and other key performance indicators) and discussions with staff and students.

Sources to Inform Contextualisation
Key sources of information we should consider include:

- Significant changes to the student population
- Outcomes of the last ELIR
- Significant changes in strategy, for example: Strategic Plan; Learning and Teaching Strategy; Student and Staff Experience Action Plan; Widening Participation Strategy; Student Mental Health Strategy
- Evaluation of student feedback (including the themes in the Student Partnership Agreement)
- Outcomes of quality assurance and enhancement processes*
- Quality Code mapping (the Code sets out fundamental principles that should apply to higher education quality across the UK and to which the University maps its policies and practices)
- Annual reports to the Scottish Funding Council (linked to *) and Outcome Agreement
- External surveys and related reporting e.g. NSS and DHLE (reflected on as part of *)

Proposed Contextualised Themes

Early consultations with stakeholders on potential contextualised themes have been held to date with the Senior Vice-Principal and other senior colleagues (including via LTPG); College Deans for Learning and Teaching and Quality, the Director of the Institute for Academic Development (IAD) and Students' Association representation.

From the consultations to date, the following long-list of suggested themes has been generated:

- Widening participation
- Academic community (including online)
- Student support (including use of data e.g. retention)
- Postgraduate research student experience
- Teaching and academic careers
- Data-driven innovation and the curriculum
- Community engagement
- Student voice (including co-creation of the curriculum)
- Use of data to manage learning and teaching.
- Employability

[3] https://www.qaa.ac.uk/docs/qaas/reviewing-he-in-scotland/elir4-handbook-2017.pdf?sfvrsn=178af581_16

From the above long-list the following four themes are proposed. Views are sought on whether these should be the main themes we wish to focus on, in terms of using the ELIR to support our objectives. The RA provides opportunity for us to highlight other aspects not directly included under the proposed themes.

- Teaching and Academic Careers
    - This would include all the academic development work provided by IAD, plus the recent work of the Teaching and Academic Careers Task Group.
- Student Voice and Community
    - Including the work the Students' Association has done around representation and the work around student surveys, mid-course feedback and strengthening of other student voice mechanisms, but also including planned work and future directions under the new Student and Staff Experience Plan.
- Student Support
    - This will include an (expected) update on developments with student support following the focus on Personal Tutors in the last ELIR, but will refocus around the new plans under the Student and Staff Experience Plan for student support as well as including work around widening participation and considering student support more broadly than academic support.
- Student Skills and Employability
    - Including all work related to supporting the development of students' skills and attributes for employability.

Further Consultation

Throughout late February/early March, a series of both face-to-face and virtual sessions will be held giving students and staff the opportunity to feed in views on the proposed themes and to consider the evidence-base to put forward.

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Programme and Course Information Management (PCIM) Project

Executive Summary
This briefing paper outlines the PCIM project history and current state as part of the wider Student Administration and Support Service Excellence Programme. It aims to update relevant staff (academic and professional services) on the objectives and challenges of the project identified through completed workshops in order to support policy discussions development. And to create a continued dialogue through to implementation.

How does this align with the University / Committee's strategic plans and priorities?
Aligns with the University's strategic objective of providing the highest-quality research-led teaching and learning.

Action requested
The Committee is invited to discuss the policies which may be impacted by PCIM and current process of course and programme approval. The Project Sponsor wishes to create strong links with the Committee for successful implementation.

How will any action agreed be implemented and communicated?
Any agreed action will be communicated to the PCIM Project Board and SA&S Board. Further visits to the Committee will be used to share outcomes.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Yes. The paper will assist the University to use its resources strategically.

2. **Risk assessment**
   No. Since the paper aims to generate discussion and ideas on policy development rather than 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 discussion and ideas on policy development rather than specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. **Freedom of information**
   For inclusion in open business.

Key words
Course descriptors; Course approval; Programme approval

Originator of the paper
Sarah McAllister, Project Sponsor, PCIM SEP, January 2019.

Programme and Course Information Management (PCIM) Project

1 The PCIM Team

Programme and Course Information Management (PCIM) is a project inside the Service Excellence Programme.

Project Sponsor: Sarah McAllister

PCIM works closely and collaboratively across two programmes within Service Excellence:

- **Student Administration and Support**
    - Chris MacLeod – Programme Lead
    - Lana Smith – Project Manager
    - Sarah Harvey – Design Lead
    - Lee Carlton – Business Partner
    - Chris Giles – Senior Business Analyst (currently off project)
    - Fergus Jack – Business Analyst
- **Student Recruitment and Admissions**
    - Emma Rowson – Programme Lead & Programme Manager for PCIM

2 PCIM History and Aims

As part of the Student Experience Project (2012-2016), the Project and Course Information Management strand aimed to enhance the student experience by providing accurate, consistent and usable information on programme and courses. To ensure clarity of expectation of the learning objectives, outcomes and experience and assisting with course choice selection, when required. To support staff by delivering robust solutions to the production and management of information and reduce duplication of effort.

This project had several outcomes, including:

- Staff and student engagement
- Completed scoping phase including the collation and evaluation of baseline data from March to September 2013
- Creation and approval of the project vision and approach in September 2013
- Confirmation of the role of programme and course handbooks in the academic governance framework in November 2013

- Developed draft University level principles for programme and course design, development, approval, changes and closure in June 2014
- As a result of student feedback in a focus group a student was commissioned to produce 'A Student's Guide to the Degree Regulations and Programmes of Study'
- Enhanced course descriptor, accompanied by improved guidance and course proposal and editing systems for staff
- Programme and Course Design, Development, Approval, Changes and Closure Policy
- Programme and Course Handbook Policy
- Revised Board of Studies Terms of Reference

This laid important ground work for the current PCIM project which aims to provide a golden copy of Programme and Couse information used for both current and prospective students, underpinned by standardised system workflows to support the creation, update and closure of programmes and courses.

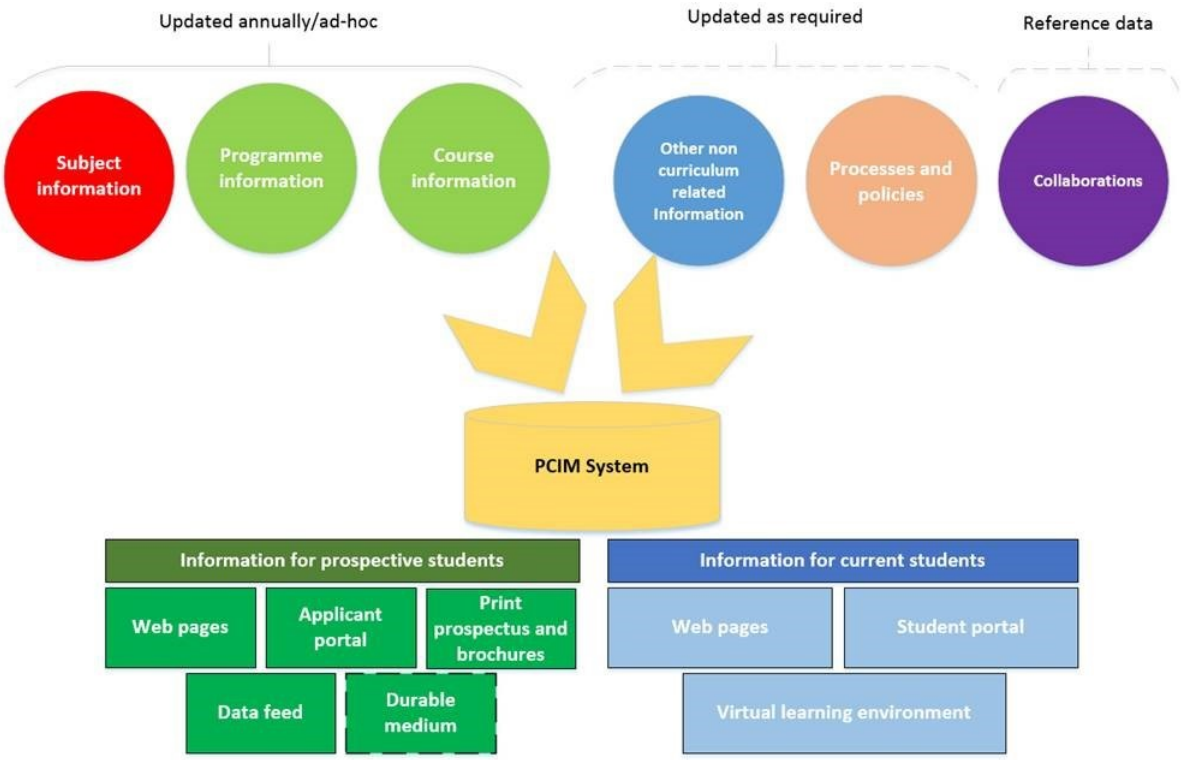
3 Drivers for PCIM

- **Current state assessments (SA&S and SR&A programmes)**
    - Streamlined, simplified Programme/Course Creation
    - Streamlined, simplified Programme/Course Updates
    - Student Interface (Presenting Programme and other relevant data)
    - Streamlined, simplified degree finder and website updates
    - Streamlined, simplified processes for producing the UG and PG prospectuses
- **March 2015, Competition and Markets Authority (CMA) released advice on how to comply:**
    - Must provide contextual information around programme, length of study, location, cost and more
    - Capture the terms of the programme at the point of application ("Durable Medium")
    - Notify students/applicants if the programme has materially changed
- **Internal audit report in May 2018 on 'Set up and Withdrawal of Academic Programmes' indicated:**
    - Significant risk due to a lack of a University wide process for programme approval and withdrawal
    - Varying practices (templates, documentation and processes) across Schools/Colleges

- Comprehensive, clear and University wide workflow and documentation to be developed and adopted to improve data, quality assurance and the needs of non-standard programmes are also represented and included

4 What is in/out of scope?

Below represents the desired future state of what PCIM will deliver.



**Note: Those items indicated under a dotted line are to be further explored as part of implementation, but recognised as desired items that should be included where possible as a golden copy*

Out of scope

1. Academic curriculum design and delivery
2. Membership and remit of the Fee Strategy Group, and associated policies and guidance
3. Financial management and operations covered by the Finance Transformation Programme
4. Strategic decision making related to scholarships and student funding
5. Specifics of entry requirements levels
6. How policy is formulated and disseminated

7. How students select courses and how course choices are allocated by Schools (this is part of a separate SA&S project on Course Selection
8. Full Collaborations process (documentation, approval, consultation and maintenance) – however PCIM will hold Collaborations reference data as part of programme approval workflow.

5 What are our activities?

Completed

October 1st – mid December 2018

- 9 Process and 3 People workshops took place. These included:
  - Programme and Course setup, change and closure
  - Programme and course routine maintenance
  - Publications to current students for programme and course information
  - Student recruitment and admissions PCIM information and process
- Outputs from process workshops were published on the Service Excellence Student Administration and Support Wiki with an opportunity for feedback

Underway

December 2018 – February 2019

- Taking findings and direction out to stakeholders prior to approval to proceed into implementation (eg. Project Board)
- Direction of travel is presented to Service Excellence Director and Sponsors of Students Administration & Support and Student Recruitment & Admissions

Future

March – April 2019

- Taking findings and direction out to stakeholders prior to approval to proceed into implementation (eg. Project Board)
- Final Business Case presented to SA&S Programme Board for approval (April 25 2019)

The current implementation aim for PCIM is 2020/21, however, this is currently influx due to confirmation of other SEP projects. The Project Board and stakeholders will be kept up to date on procurement and implementation.

6 What did we find out?

Please see Appendix 1

Appendix 1 – Workshop findings

1 Programme and Course Proposal, Change and Closure

Data not being held or maintainable in one golden copy data source. Staff time is wasted updating duplicated programme and course information through multiple systems. EUCLID does not support updates to Degree Programme Specifications (DPSs). EUCLID supports updates to Degree Programme Tables (DPTs), but the functionality is time- consuming and unable to capture information about non-standard and collaborative delivery.

The absence of clear University-wide standards and systems for Programme and Course Information Management (PCIM). Schools, subject areas and individuals create their own procedures.

Improvement opportunity
A single, golden copy, data source from which all programme and course information is presented to staff and students. Standardised system workflows to support and document the processes for programme and course set-up, approval, update and closure with clear frameworks of business rules.

1.1 Programme proposal/change/closure

Programme lifecycle process from proposal through to closure. Including early proposal, consideration of business case, School/College/Senate approvals, programme change proposal process, and programme closure process.

- UG, PGT, PGR, Joint Programmes, Non-standard programmes
- Collaborations (in context of above process)
- Consumer Marketing Authority requirements

Process changes:
System and workflow to guide staff through proposal/change/closure process

Proposal:

- Increased robustness of early proposal and business case processes for new programmes
- System to help identify potentially similar existing or new programmes for portfolio management implications and strategic direction
- Consultation or light-touch approval from College at Business Case, rather than a formalised committee stage
- Additional level of endorsement from new 'School Resource and Strategy Group'; suggested membership includes: Head of School, DOPS, Director of Teaching (An existing Management group may be used)
- Workflow allows information to be collected/input earlier than required by the process e.g. if required information for the full proposal is collected at the Business Case stage it should be able to be recorded then

Review and Approval:

- Increased clarity around development of full academic proposal and stages of review/approval
- Increased clarity for changes and closure stages of review/approval

- Built in flexibility for proposals that do not require a full review, ability in some cases to present the business case and full proposal at the same time
- Potential for electronic Board of Studies; currently in some Schools

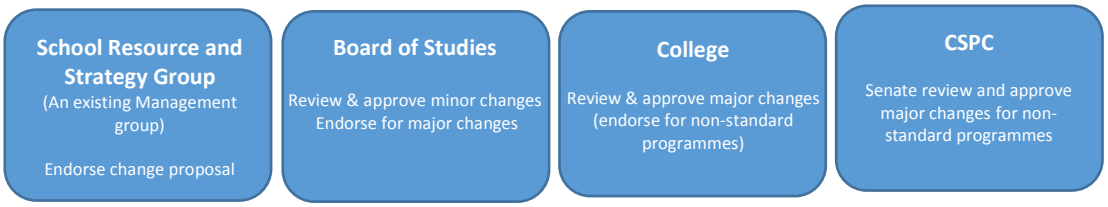
Completion:

- Necessary notifications are sent to appropriate teams for setup
- PCIM information feeds into interlinked systems and platforms (e.g. EUCLID, University webpages)

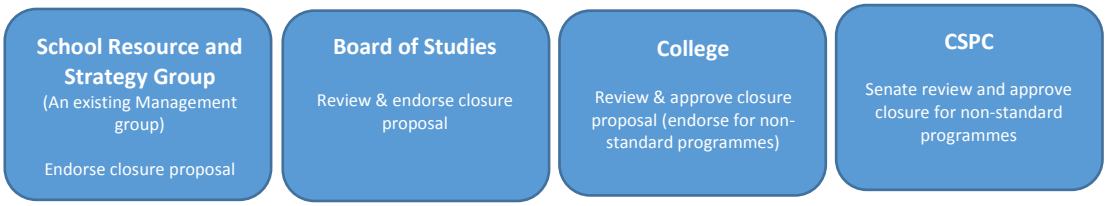
Stages of Review & Approval

Programme proposal:

Programme change:



Programme closure:



Considerations

A clear framework of deciding which changes need what level of governance is required in order to underpin a system workflow and clarity of business process. This was the strongest feedback we received, that a clear framework of rules for major/minor/routine changes needs to be clearly defined in order for future processes to work and be within a systematised workflow.

Colleagues agree that there should be different timeframes and processes for managed and emergency closures; others wanted more clarity on the formal distinction between these types of closures. PCIM system and process should have flexibility to deal with both scenarios, but should also provide clear guidance and workflow on governance and consequences based on students/applicants and impact on other schools.

- Further consideration of Collaboration process is needed before submission to Final Business Case.
- Further consideration of the Fee Strategy process is needed; Tuition fees/funding/scholarships are part of PCIM for capture and publication. More investigation is required – however the rationalisation

of tuition fees is out of scope for the project, but is a consideration in ensuring the capture, updating and publication of this information is meaningful as part of PCIM.

- Further consideration is needed for PGR and online programmes due to bespoke requirements that may be needed.

Required staff training; not just for the proposed system but on relevant policies, regulations and legislations (CMA) and dependencies.

1.2 Course proposal/change/closure

Course lifecycle process from proposal through to closure. Including proposal, School/College/Senate approvals, course change proposal process, and course closure process.

- UG, PGT, PGR (if relevant), non-standard courses, University-wide courses
- Consumer Marketing Authority requirements

Process changes:

- System and robust process guides staff through proposal to completion of proposals/changes/closures, with the necessary consultation.
- System prompts to consider dependent courses (e.g. those with pre-requisites), DPTs (e.g. if compulsory on a programme) with a list of affected ones provided at the point of closure
- The School/subject Academic oversight group initially reviews course proposals/changes, before BoS.
- The role of College is reduced to providing guidance/oversight rather than approving - this makes the process more agile.

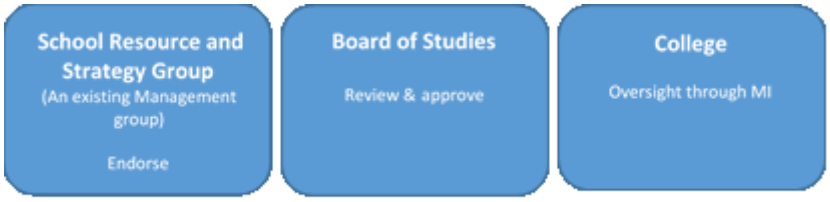
Considerations
As above clear framework of deciding which changes need what level of governance is required in order to underpin a system workflow and clarity of business process.

There were concerns with incomplete or detail-light proposals reaching the **Board of Studies** stage. Clear guidance is needed on the baseline requirements for pre-board scrutiny to reduce the number of rejected proposals. Mandatory fields would ensure proposals submitted to BoS have all the required information. These fields should be flexible enough to prevent users from 'ticking boxes' to satisfy constraints.

If the system enforces deadlines, the proposer may continue outwith the workflow as not everyone engages in advance of BoS. These ineffective deadlines result in the majority of rework currently happening after BoS, with a hands-on approach for individual proposals. It was suggested that better structured Learning & Teaching Committees would allow for scrutiny and rework ahead of BoS.

Stages of Review & Approval

Course proposal, change and closure:



1.3 Programme and course maintenance

Annual and ad-hoc process of updating programme & course information – which may trigger a programme or course change process. (Offerings, entry requirements, associated staff etc.)
Adjoining processes: Publications (prospectus/student portal), Programme/Course Change process.

- UG, PGT, PGR and other non-standard programmes
- Consumer Marketing Authority requirements

Process changes:

- Programme and course information is automatically rolled forward on an annual basis, annual review is triggered prompting staff to make necessary updates.
- Timelines and deadlines would ensure updates are made at an appropriate time. Possible to also make ad-hoc changes outside of annual review.
- System requires staff to decide if programme or course is running/to be suspended/to be closed in good time, leading to appropriate suspension/closure workflows as necessary.
- Suspension and closure system would show other Schools, DPTs and courses with this course as a pre-requisite impacted.
- Appropriate notifications would be sent to inform other teams on programme and course updates/decisions.
- System would redirect/advise user depending on the change they are making to programme or course information i.e. routine, major or minor changes (clear framework required)

2 Publication for current students

The publication of programme and course information is not always correct and is held in systems that are not integrated or easy to use. Information presented to students can be confusing and inconsistent.

Exploration of programme and course information published to current students – and what the desired future state should be to avoid duplication and deliver a consistent student experience to access information.

Current publication:

- Handbooks
- Wiki's
- VLE Virtual Learning Environment
- Websites
- Other publications/information

Consideration needs to be given to Consumer Marketing Authority requirements.

Improvement opportunity:
A University-wide student interface for publishing information to support student studies, including:

- Programme and course information;
- Regulations and procedures; and
- Student support information

Information would feed from where it is maintained in a single data source in to the student interface. The student interface would replace the need for Schools to create handbooks and replace the DRPS.

3 Student Recruitment & Admissions (PCIM)

Processes for admission requirements and producing key recruitment materials are inefficient and have risks for data quality. Recruitment tools do not always include current programme information.

Improvement opportunity:
Coordinated workflow which draws information from one data source with a defined period of contribution. Defined deadlines for the coordination of timelines; approval of programmes, courses, fees & scholarships.

PCIM content and processes relating to Student Recruitment and Admissions (Website, prospectus, entry requirements, CMA requirements).

Process changes:

- Data Feed: PCIM information is fed through to provide content for programme marketing materials. The system allows CAM to review and improve the content for both online and print marketing - compatible with page templates. The system supports communication with SRA, Schools and Colleges to provide additional information (for example entry requirements). Work would need to be undertaken to ensure that the system holds accurate contact information for key contacts across Schools - potentially using generic email addresses.
- Updates: System gives Schools/Colleges/SRA window(s) of time to update content (including the update of UCAS), with the system tracking/recording the edits & notifying CAM. At the end of this period a 'freeze' to manual updates is triggered.
- Proofing: During this 'freeze' CAM can carry out editorial checks and amendments, ensuring that the necessary data is included. CAM can then share proofs/test sites for review by colleagues. Through the system relevant areas of the University can be prompted to submit their feedback to CAM.
- Sign-off: The system prompts relevant senior level staff to provide sign-off with School/College as well as within CAM.
- Publication: Once receiving approval, the content is either published online or in print form.

4 Policy Implications

Major impact on existing policy:

- **Programme and Course Approval and Management**:
  - Framework for major, minor and routine changes
  - Timescales for approval
  - Arrangements for publishing information on approved courses and programmes
  - Minimal levels of approval; addition of School Resource and Management Group
- **Programme and Course Handbooks Policy**

- **Framework for Curricula** (currently no major impact – implications may arise in Implementation)

Examples of minor implications on existing policy:

- Online Distance Learning (ODL) Policy – sections on programme handbook requirements
- Accessible and Inclusive Learning Policy – sections on course handbook requirements

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Support for Study Policy

Executive Summary

This paper proposes revisions to the Support for Study Policy, following its introduction in 2015.

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

Aligns with the strategic objective of Leadership in Learning.

Action requested

The Committee is asked:

- to comment on the draft policy
- to support in principle the main proposed changes to the policy (in particular the proposed changes to stage 2 and the introduction of a stage 3) and identify any further areas for consideration

How will any action agreed be implemented and communicated?

The intention is to bring a final version of the plan to CSPC at its meeting of 21 March with a view to approving formally the policy to go live from the start of academic year 2019/20.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The proposed revision of stage 2 of the policy to mandate a case conference approach at College level in all cases may have some resource implications, as will the introduction of a stage 3 of the policy (although it is anticipated that stage 3 will only involve a very small number of students).

2. **Risk assessment**
   The paper proposes strengthening the University's policy framework in order that it can better manage risks associated with supporting students.

3. **Equality and Diversity**
   In advance of the meeting of CSPC on 21 March, a formal Equality Impact Assessment and Privacy Impact Assessment will be concluded and the results of those assessments reported to the Committee.

4. **Freedom of information**
   Open

Originator of the paper

Gavin Douglas, Deputy Secretary, Student Experience

Background

The Support for Study (SfS) policy was introduced in 2015 on the back of discussions during the preparation of the University's Mental Health Strategy.

- SfS was designed to be a supportive way of assisting the small number of students whose behaviour gives cause for concern by offering an alternative to disciplinary action when a student's behaviour may be affected by health conditions or disabilities. The policy in its current form sets out two stage:
- Stage 1: When initial or moderate concerns arise about a student's health, wellbeing, behaviour and the impact this is having on their academic engagement or on staff or other students, these should be dealt with locally (that is through discussion with the student) by the appropriate member of staff (for example Personal Tutor, Supervisor or Student Support Team).
- Stage 2: Where actions taken under Stage 1 do not resolve the issue (or where concerns are more acute and/or reappear at a later date), the case should be referred to the Support for Study Panel in the student's College. This is a small, pastoral committee convened by the Dean of Students in each College, together with a Senior Tutor (or similar) and an appropriate head of a central support service (for example, Director of the Counselling Service.)

While there was consideration of a further stage 3 (consideration by a University level panel with the power to require a student to interrupt) there was strong opposition to this from the Students' Association at the time and it proved impossible to get the stage 3 proposal agreed by CSPC. The current approach – in theory – is that where concerns about a students' behaviour continue beyond stage 2 support, the matter should be passed over to the Discipline Committee for consideration and action. In practice no such cases have been passed over in this way due to concerns about the appropriacy of such an approach; the lack of evidence that the behaviour constitutes misconduct; and concerns about the impact such a referral could have on the student.

Issues with the SfS policy

Stage 1

The current approach assumes that colleagues such as "Personal Tutor, Supervisor or Student Support Team (SST)" are best placed to have conversations with the student concerned. In practice, not all Personal Tutors, Supervisors or SSTs are confident in their ability to have such conversations, and there are some cases reported of junior staff being asked to take on this role when it is outwith the duties expected at their grade. It is clearly the case that local resolution at stage 1 should be carried out by local staff, but the issues highlighted above need to be resolved and will be resolved through the review of student support (including PT system) that is about to start under the oversight of Learning & Teaching Committee and the Service Excellence Programme. In the meantime, the stage 1 process set out in the revised SfS policy is essentially unchanged.

Stage 2

The current approach requires each College to run a SfS panel for students where stage 1 interventions have not resolved the concerns. CAHSS has run a large number of such panels, CSE a small number and CMVM (to the best of our knowledge) have not run any given their "aligned-but-different" approach.

The CAHSS experience has been that the formal nature of a stage 2 panel can lead to students' perceiving the process as disciplinary rather than supportive, and so CAHSS have increasingly moved to running multi-disciplinary College case conferences, bringing together staff from school, College and relevant professional services to consider what further actions to take to support the student. The success of this approach has led us to revise stage 2 of the SfS policy to mandate a case conference approach, at College level, in all cases.

Stage 3

There are a small number of cases each year where colleagues in Schools, Colleges and/or professional services believe that it would be beneficial to have a stage 3 to the SfS policy including the option of *requiring* a student to take an interruption of studies. Such cases can be broadly categorised as those where

- the ongoing behaviour is damaging to other members of the University community (staff and/or students) – for example in the level / nature of the demands it places on them or
- the ongoing behaviour places the student at continued risk of serious harm and the University cannot sufficiently mitigate the risk of that harm.

In such cases, on the balance of risks, it may be better to require the student of concern to take an interruption of studies for a period of time rather than to let them continue at the University.

Based on the experiences of staff dealing with cases at the University, and on discussions with other Russell Group institutions, we currently expect the number of students who get to stage 3 and who are required to interrupt to be very small (0-5) each year.

The draft policy including the new approach at stage 2 and the introduction of a stage 3 with possible mandatory interruption of studies, has been discussed with:

- CAHSS Senior Tutors / Dean of Students / Head of Academic Administration
- CMVM Postgraduate Learning & Teaching Committee
- CSE Learning & Teaching Committee
- The Welfare Consultative Group

While CMVM Undergraduate LTC have not yet seen the policy, it should be noted that existing support arrangements in both UG medicine and veterinary medicine are expected to continue as before (as they did when the original SfS policy was introduced) given that they broadly mirror the SfS policy, and that their professional body fitness to practice processes mean that a mandatory interruption process is already in place if needed.

It is important to note that while the approach and policy has been discussed on a number of occasions with Students' Association sabbatical officers, we understand that the Students' Association remain strongly opposed to any stage 3 process that would involve a mandatory interruption of studies.

Other

There are a small number of areas where the policy remains incomplete at the time of writing:

- There is no link as yet to the guidance (under production) about when it is acceptable to contact a student's next of kin
- The proposal to share information about a SfS case with the line manager of a student who is also a member of staff is currently subject to legal review

- The process of appeal against a stage 3 panel decision is currently being discussed more widely and may yet change
- An Equality Impact and Privacy Impact Assessment both need to be completed before the policy can be signed off.

These issues will be resolved before the policy is brought back to CSPC in its final form (currently expected in March 2019).

SUPPORT FOR STUDY POLICY

1 SCOPE AND PURPOSE

1.1 The University of Edinburgh welcomes a diverse student body and aims to support all students (regardless of level of study) throughout their studies. This includes students who have temporary or long-term physical or mental conditions which may have an adverse impact on their ability to study. Staff who are aware that students have such conditions should encourage them to seek support at an early stage. Sources of support include the Student Disability Service, Student Counselling, Personal Tutor/Supervisor/Student Support Team, and the Edinburgh University Students Association's Advice Place. A list of support agencies for students is available in the Guide for Staff on Helping Distressed Students: www.ed.ac.uk/staff/supporting-students/student-mental-health/helping-distressed-student.

Commented [DG1]: Added to emphasise that PGR students are also in scope

1.2 Occasionally, physical or mental ill-health (including a disability) may lead to a student behaving in a way which has an adverse impact on the student's studies or on other members of the University community. This policy is intended to provide an effective framework to support students in these circumstances, where other means of providing student support, or student disciplinary or fitness to practice processes, are not the more appropriate way forward. The policy applies to all students and to all aspects of their University life.

2 UNDERLYING PRINCIPLES

2.1 Students are responsible for the management of their own health and wellbeing, and where possible staff should support the student in a collaborative manner. However, where a student is unable or unwilling to cooperate in the management of their health and wellbeing, this policy makes provision for proceeding without the consent of the student.

2.2 Staff with responsibility for implementing the policy should do so in a manner that takes into consideration and seeks to minimise the stress and anxiety that engagement in any formal process may cause students.

3 OVERVIEW OF THE POLICY

3.1 There are three stages to the policy. Under normal circumstances, staff should work sequentially through Stages 1 to 3, only going on to the next stage where the previous stages have not satisfactorily addressed the student's physical or mental health issues and their adverse impact on their studies and / or other members of the University community. However, where the student's health issues and their adverse impact on their studies and / or other members of the University community are particularly severe, and the University has reasonable grounds to believe that earlier stages of the policy would not be effective in addressing these issues, the University can proceed to a later stage of the policy without working sequentially through earlier stages.

3.2 The University can use this policy, as an alternative to other means of managing concern regarding a student's health and wellbeing, conduct, or academic progress, in the following circumstances:

- **Concern for the student's physical or mental health and its adverse impact on their studies.** The student, or another member of the University community, raise concerns about the student's health

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and its adverse impact on their studies, and either alternate sources of support have not proved effective, or the student has not been willing to engage with those sources of support; or

- **Adverse impact of the student's behaviour on other members of the University community.** A member of the University community raises concerns about the student's behaviour and its adverse impact on the health, safety or wellbeing of other members of the University community (eg students or staff), and there are grounds for believing that this behaviour relates to the student's physical or mental health.

4 INTERACTION WITH OTHER POLICIES

4.1 The University has a duty to ensure that members of the University community are not subjected to unacceptable behaviour and therefore has the right to investigate any allegations of inappropriate behaviour under the Code of Student Conduct (www.ed.ac.uk/academic-services/staff/discipline/code-discipline) when there are grounds for believing that this behaviour relates to issues regarding the student's health.

4.2 The Support for Study policy offers an alternative to the University's Code of Student Conduct when there are grounds for believing that a student's behaviour may relate to the student's physical or mental health. The circumstances in which the University may choose to follow the Support for Study Policy rather than the Code of Student Conduct include the following:

- The student's behaviour, while causing an adverse impact on other members of the University community, is unlikely to constitute an offence under the Code of Student Conduct; or

- Were the student found to have committed an offence under the Code, the most likely penalties that a Student Discipline Officer or Student Discipline Committee would apply would be unlikely to offer the most appropriate way to resolve the student's behaviour and / any underlying health issues; or

- The University's concern for the student's health outweighs its concern for the student's impact on other members of the University community.

4.2 The University can take action under the Support for Study and Code of Student Conduct at the same time.

4.3 Where a student's degree programme is subject to a professional body's Fitness to Practise requirements, the relevant College may follow its Fitness to Practice regulations or procedures when a student's behaviour raises issues regarding their fitness to practice. The College can follow these regulations or procedures at the same time as the Support for Study policy.

5. EMERGENCIES

5.1 Where a student's behaviour presents an immediate risk to themselves or others, the Emergency Services should be contacted by dialling 999. For matters arising on University premises, University Security should also be alerted by dialling 650 2222.

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5.2 If a member of staff thinks that it may be appropriate to immediately suspend a student, they should contact the University Secretary or one of the Deputy Secretaries, who may be able to take action (in conjunction with a designed Vice-Principal) under the Code of Student Conduct. See: https://www.ed.ac.uk/academic-services/staff/discipline/code-discipline

5.3 Further information on handling emergencies is available online.

- https://www.ed.ac.uk/staff/supporting-students/student-mental-health/helping-distressed-student
- It may be appropriate to contact next of kin: add new guidance notes on contacting next of kin see xxxxx
- http://www.health-service.ed.ac.uk/out-of-hours-58661-htm
- www.ed.ac.uk/chaplaincy/support/emergencies

SUPPORT FOR STUDY STAGE 1 – INITIAL OR MODERATE CONCERNS

6.1 When initial or moderate concerns arise about a student's health and its adverse impact either on their studies or on other members of the University community, these should be dealt with locally by the appropriate member of staff. This may be the student's Personal Tutor/Supervisor/Student Support Team, or a more senior member of staff in the student's School such as the Senior Tutor. If concerns arise in the University's residential accommodation, the relevant member of staff (eg warden, Residence Life team or others as appropriate) should address them, where necessary discussing the issue with the student's School.

6.2 The appropriate member of staff should discuss their concerns with the student in an informal and supportive manner, and give the student the opportunity to explain their perception of the matter. Possible outcomes from such a discussion might include:

- No follow-up action necessary;
- Referral to appropriate support service – e.g. Health Service, Student Counselling, Student Disability Service, etc;
- Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study;
- The Student's agreement about changes to behaviour, with a review period agreed, and a review undertaken by the student's Personal Tutor/Supervisor/Student Support Team or relevant residential accommodation member of staff;
- An agreement about a review period/further discussion undertaken by the student's Personal Tutor/Supervisor/Student Support Team or relevant residential accommodation member of staff.

6.3 In the majority of cases, Stage 1 should be adequate to resolve the concerns about a student's health and its adverse impact either on their studies or on other members of the University community.

6.4 The staff member responsible for handling the case at Support for Study Stage 1 is responsible for maintaining a secure record of the discussions and actions agreed, in line with defined retention periods.

7 SUPPORT FOR STUDY STAGE 2 – CONTINUING OR MORE SERIOUS CONCERNS

Commented [DG2]: The Director of Student Wellbeing is working on this guidance. Once finalised the link will be added here

Commented [DG3]: Effectively unchanged

Commented [DG4]: This section is a substantial revision. The previous College Panel has been replaced with a requirement for a College-led multi-disciplinary case conference

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7.1 If the student is unable or unwilling to discuss the concerns at Stage 1, or there are continuing and / or more serious emerging concerns despite any actions agreed during Stage 1, the student's Head of School or head of the Residence Life team should refer the case to the Dean of Students (or nominee) for consideration under stage 2 of the policy. When referring the case to the Dean of Students, the Head of School or head of the Residence Life team should set out their concerns regarding the student's health and / or behaviour, and the steps that staff have taken to date to support the student, providing any supporting documentation that they consider relevant.

7.2 If the Dean of Students (or nominee) is satisfied that relevant staff have made reasonable attempts to resolve their concerns regarding the student's health and / or behaviour at Stage 1, that the conditions set out in 7.1 are met, and that no alternate process (for example student discipline or fitness to practice) would be more appropriate, they will arrange a student case conference**.** The purpose of the case conference will be to assess what solutions, plans and intervention can be put in place to support the student in relation to any health issues so that they can continue to study at the University, and / or to address any adverse impact that that their behaviour is having on other members of the University community.

7.3 At least five working days in advance of the student case conference, the Dean of Students (or nominee) will write to the student summarising their reasons for holding the case conference, and inviting the student to make any written representations they wish the case conference to consider. The Dean of Students (or nominee) will inform the student that they can submit any written representations at least 24 hours before the case conference, and that they should only submit personal information about third parties (eg other students) where this is relevant to the student's written statement. The Dean of Students (or nominee) can proceed with the case conference if the student does not make any written representations.

7.4 The Dean of Students (or nominee) can decide to invite the student to meet with the case conference. If they decide to do so, they will inform them of the time and venue for the case conference at least five working days in advance of the case conference. If they do invite the student to attend, they will inform the student that they have the right to be accompanied by a supporter from within the University community, including a member of the Students' Association staff. They will inform the student that their supporter cannot represent the student at the case conference, and cannot attend if the student is not present in person. If the student is unable or unwilling to attend the case conference, the conference may proceed in the absence of the student.

7.5 The Dean of Students (or nominee) will chair the case conference and conduct it in the manner they determine appropriate to the circumstances subject to the following:

- The following will always be invited to the student case conference: a representative from the student's programme of study (for example programme director or PGR supervisor), the Student's Personal Tutor, the School Senior Tutor or a member of the Student Support Team (or equivalent), and the Director of Student Wellbeing (or nominee). Where appropriate, the Dean of Students (or nominee) may also invite a representative of an appropriate student support service, Residence Life, Academic Services, or any other University service.

DRAFT

- The Dean of Students (or nominee) will provide all those attending the case conference with a copy of the student's written representations, along with all other documentation that the Dean of Students (or nominee) considers relevant.

- Attendees at the case conference should treat all documentation and all matters discussed at the conference as confidential, and should only share any information with other staff whether there is a legitimate reason to do so and where this is consistent with the University's data protection policies and guidance (see https://www.ed.ac.uk/records-management/policy/data-protection)

7.6 The Case Conference will either decide that no follow-up action is necessary or will agree a time-bound action plan. Possible elements of a plan might include:

- Referral to appropriate support service – e.g. Health Service, Student Counselling, Student Disability Service, etc;
- Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study;
- A plan for the student to change specified aspects of their behaviour (defining who is responsible for reviewing progress and on what timescales).

7.7 The Dean of Students (or nominee) will write to the student within five working days of the conclusion of the student case conference, setting out what the case conference decided and informing the student that failure to agree to or comply with any of the actions that the case conference decided could lead to escalation to Stage 3 of the policy. The Dean (or nominee) will invite the student to a follow-up meeting to discuss the outcomes of the case conference. The Dean of Students may decide to also invite representatives from the student's School, Residence Life (if relevant) or one of the Student Wellbeing Services to this meeting. They will inform the student that they have the right to be accompanied by a supporter from within the University community, including a member of the Students' Association staff.

7.8 The Dean of Students (or nominee) is responsible for maintaining a record of the student case conference (including all supporting documentation) and of the meeting with the student, in line with defined retention periods.

Documentation?

7.9 The Support for Study Policy does not apply to staff. However where the case under consideration involves a student who is also a member of staff, the Dean of Students (or nominee) should ensure that the relevant line manager is made aware of the concerns and actions being taken under the Support for Study policy.

Commented [DG5]: We are getting legal advice on this issue

8 SUPPORT FOR STUDY STAGE 3 – PERSISTENT AND SERIOUS CONCERNS

Commented [DG6]: Entirely new section

8.1 If the student fails to agree to or comply with any of the actions that the case conference decided, or if those actions are not adequately addressing the University's concerns regarding the student's health and / or behaviour, or if more serious concerns emerge, the relevant Dean of Students, the relevant Head of School, or (if relevant) Head of Residence Life, can refer the case to the Deputy Secretary

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(Student Experience). They should summarise the student's case and their reasons for seeking escalation to Stage 3, providing any supporting documentation that they consider relevant.

8.2 The Deputy Secretary (Student Experience) or another Deputy Secretary will review the information in the referral and ask a delegate to gather further evidence (including, if required, meeting with the student). This will include gathering the following information from the student's School: the student's academic progression to date; advice from a relevant academic in the School (eg the Programme Director) regarding whether it is likely that the student will progress to the next year of the programme; and a summary of any academic and regulatory aspects of the student's programme of studies which may constrain the range options for addressing the issues regarding the student's health and / or behaviour (including the academic consequences of an interruption of studies at this stage in the academic session).

8.3 The Deputy Secretary (or their delegate) will also ask the Director of Student Wellbeing (or deputy) to prepare a formal risk assessment regarding the student and the wider University community.

8.4 If the Deputy Secretary decides that the risk assessment and other information provide evidence that the student's behaviour is causing significant risks to the student (including the student's studies), or to the wider University community, they will hold a Support for Study Panel hearing to consider the student's case. If the Deputy Secretary decides that there is no significant risk either to the student or to the wider University community, they will conclude the formal process under this policy, and they will refer the case to the Director of Student Wellbeing and ask them to consider whether the student's School or relevant support services should take any informal steps.

8.5 The Deputy Secretary (Student Experience), or another Deputy Secretary is responsible for arranging a date, time and venue for the panel hearing, and for inviting panel members and other attendees to the hearing. The Panel may hold physical or virtual hearings.

8.6 The Deputy Secretary will write to the student at least five working days in advance of the panel hearing, covering the following points:

- Summarising their reasons for holding the panel hearing and enclosing all documentation that the panel will consider (including the risk assessment);
- Inviting the student to make any written representations they wish the panel to consider. The Deputy Secretary will inform the student that they can submit any written representations at least two working days before the panel hearing, and that they should only submit personal information about third parties (eg other students) where this is relevant to the student's written statement.
- Asking the student to inform them at least two working days before the panel hearing if they would like a relevant professional (medical practitioner, community psychiatric nurse, social worker or similar) who is involved in supporting the student to attend the panel meeting and give evidence.
- Informing the student that they have the right to be accompanied by a supporter from within the University community, including a member of the Students' Association staff. They will inform the student that their supporter cannot represent the student at the hearing, and cannot attend if the student is not present in person.

8.7 The Deputy Secretary can proceed with the panel hearing if the student does not make any written representations, or if the student is unable or unwilling to attend the panel hearing.

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8.8 The Deputy Secretary will provide all those attending the hearing with a copy of the student's written representations, along with all other documentation that the Director of Student Wellbeing (or nominee) considers relevant.

8.9 The Membership of the Support for Study Panel is as follows:

- Convened by the University Secretary, Deputy Secretary (Student Experience) or another Deputy Secretary;
- A Dean of Students (or delegate) (not from the student's College) along with one Senior Tutor (not from the student's School);
- A Vice- or Assistant- Principal with responsibilities in relation to student or learning and teaching matters' *or* in the case of PhD / research students, a Vice- or Assistant Principal with responsibilities in relation to research matters
- One student (from a list of student representatives agreed on an annual basis by the Senate Curriculum and Student Progression Committee');

8.10 While the Deputy Secretary is responsible for inviting the full membership to attend, the hearing will be quorate as long as a minimum of three of its members are present.

8.11 In addition to the formal members, a representative from Academic Services will attend and act as the secretary to the panel, and the Deputy Secretary will also invite the following to attend:

- A medical adviser who is not connected with or known to the student (eg a GP from the University Health Centre)
- Director of Student Wellbeing

8.12 In the first part of the hearing, the Director of Student Wellbeing (or deputy) will summarise the evidence in relation to the case, with particular reference to the main points from the risk assessment. The panel members will be able to ask the Director of Student Wellbeing to clarify any of this evidence.

8.13 The panel will then provide the student (if attending) with an opportunity to present any further information regarding the student's situation. If the student has asked that a relevant professional who is involved in supporting the student attend the meeting, the panel will provide them with an opportunity to present any further information regarding the student's situation. The panel members will be able to ask the student and relevant professional to clarity any of the points they make.

8.14 The student / their representative and the Director of Student Wellbeing will then withdraw from the hearing while the panel discusses the case and make a decision on how to proceed. In doing so, the Panel must give careful consideration to:

- The extent to which support has been offered / taken up to date;
- Whether any reasonable adjustments might support the student's ability to continue with their studies;
- Relevant legislation and in particular the University's duties under the Equality Act;
- Medical and other evidence about the student's current health plus any advice about prognosis;
- Any evidence presented by the student, including any new medical evidence;
- Academic progress to date and likelihood of progressing to the next year of the programme;
- The impact of the student's behaviour on other members of the University community.

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- The academic consequences of an interruption of studies at this stage in the academic session;
- The impact of an interruption of studies on the student, including careful consideration of their personal circumstances (including immigration status) .

8.15 The Panel will either decide that no follow-up action is necessary or will agree one or more of the following:

- Referral to appropriate support service – e.g. Health Service, Student Counselling, Student Disability Service, etc;
- Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study;
- A requirement that the student interrupt studies for a specified period that does not exceed 12 months, with a requirement to subsequently demonstrate that they are fit to return to their studies;
- A plan for the student to change specified aspects of their behaviour (defining who is responsible for reviewing progress and on what timescales).

8.16 The Panel will where possible make its decision on a consensual and unanimous basis. However, where the Panel is not able to reach agreement, the Convener can allow the Panel to make a decision based on the views of the majority of the members.

8.17 If the student has attended the hearing, the Convenor will invite the student and their representative (if relevant) to return to the hearing to hear the decision of the Panel. The Convener will also write to the student within 48 hours of the meeting, setting out the Panel's decision and a summary of its reasons. The Convener will copy this communication to the student's Personal Tutor, the School's Senior Tutor, Head of School and the Head of College.

8.18 Where the Panel agrees to require the student to interrupt their studies, the Director of Student Wellbeing will develop and send to the student a plan to support and advise the student during their period of interruption. While the University's Policy on Authorised Interruption of Studies sets out the services that students can access while they interrupt their studies, this plan may include additional elements of support. The plan will address the following:

- Offering the student access to advice on and support with relevant welfare matters, on an ongoing basis during the interruption and prior to return to study, including but not limited to:
    - finances, considering the different fee regimes at the University and the different financial impacts that may arise from a period of interruption
    - accommodation;
    - immigration matters (for international students);
    - access to support;
- a case management approach, co-ordinated by the Director of Student Wellbeing (or nominee) while the student is on interruption to ensure
    - continuity;
    - ongoing support;
    - periodic reviews of progress;
    - planning and support for re-entry into studies
    - Continued support post re-entry to studies

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8.19 A student who wishes to appeal the decision of the Panel should follow the process set out in the University's Student Appeal Regulations. The decision of the Appeal Committee is final and there is no further opportunity for appeal against that decision within the University. If an appeal is upheld then the Appeal Committee will refer the student case to the Support for Study Panel to review its decision. Any decisions made by the Support for Study Panel remain in force while an appeal is underway and until the outcome of any review of the decision. [We will need to amend those Regulations to cover this]

Commented [DG7]: There are ongoing discussions about what appeal process to sue in such cases

8.20 Academic Services are responsible for maintaining a record of Panel (including all supporting documentation) and of relevant follow-up activities (including return to studies actions), in line with defined retention periods.

8.21 The Support for Study Policy does not apply to staff. However where the case under consideration involves a student who is also a member of staff, the Dean of Students (or nominee) should ensure that the relevant line manager is made aware of the concerns and actions being taken under the Support for Study policy.

Commented [DG8]: Privacy impact assessment needed. Legal advice also being sought

9 STUDENTS DETAINED UNDER THE MENTAL HEALTH ACT

Commented [DG9]: unchanged

9.1 For any student who is detained ('sectioned') under the Mental Health Act 1983 and who is therefore unable to interact with the University in the management of their wellbeing, the student's College will put an appropriate interruption of studies in place. Prior to the student's return to study, and in order to ensure appropriate support is in place, the case will be considered under Support for Study Stage 2, where further evidence may be sought regarding the student's fitness to return to study.

10 RETURN TO STUDY

Commented [DG10]: Expanded to specify more clearly the steps to be taken in advance of a return to study

10.1 Where the Support for Study Panel requires a student to interrupt their studies for medical reasons, the Panel will require the student to demonstrate their fitness to return to study. The Panel will either:

- Ask the student to provide Academic Services documentary evidence from a medical professional by a specified date in advance of the planned return to their studies (typically one month in advance); or
- Refer the student to be assessed by Occupational Health professionals at a specified date in advance of the planned return to their studies (typically one month in advance).

10.2 The Deputy Secretary (Student Experience) or another Deputy Secretary is responsible for assessing this evidence and deciding whether the student is fit to return to their studies, taking advice from the Director of Student Wellbeing or other relevant University staff. If the Deputy Secretary decides that the evidence does not demonstrate that the student is fit to return to their studies, they will constitute a Support for Study Panel (based on the membership set out in 8.9 above) and ask them to decide whether to require the student to interrupt their studies for a further period.

10.3 The Deputy Secretary will aim to inform the student whether they can return to their studies no later than one week prior to the date that the student plans to return to their studies. The Deputy Secretary will copy this communication to the student's Personal Tutor, the School's Senior Tutor, Head of School and the Head of College.

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11 REPORTING AND RECORDING

11.1. The Deputy Secretary (Student Experience) is responsible for ensuring that an annual report is provided to Senatus Curriculum and Student Progression Committee summarising the number of cases referred for consideration at Support for Study stages 2 and 3, together with data on:

- the number of students required to interrupt studies
- the number of appeals against decisions of the Panel and
- the outcome of these appeals

Commented [DG11]: Critical that there is robust oversight of the operation of the policy and in particular the use of stage 3 / interruptions of studies

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Service Excellence, Student Administration & Support (SA&S) Update

Executive Summary
Dated 17 January 2019, this paper provides an update on Special Circumstances and Extensions of Coursework (SCEC) following the last meeting of the Curriculum & Student Progression Committee (CSPC) in November 2018.

The Committee is asked to note a decision by the SA&S board to push back the go-live date for SCEC to July 2020.

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 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**
   This paper provides an update on a decision taken by the SA&S Board based on an assessment of risk in relation to the achievability of a successful implementation of SCEC by August 2019.

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

4. **Freedom of information**
   Open

Key words
Service Excellence Programme / Student Administration & Support

Originator of the paper
Chris MacLeod, Student Administration & Support Programme Lead
17 January 2019

JAN 2019: UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

In November 2018, the CSPC were presented with a proposal in relation to the implementation of a new University-wide Special Circumstances and Extensions of Coursework (SCEC) service. The service would be formed through the implementation of a new team and system and was proposed to go live in August 2019.

The SA&S Programme Board received a presentation at its meeting on 15 January 2019 and approved the recommendation therein to push back the implementation of the SCEC Service, comprising a new team and system, to July 2020 (in advance of the 2020/21 academic year).

The Board took this decision having concluded the risks to a successful go-live by August 2019 were too high. The risks and opportunities included:

- **System** – a full system could not be deployed in time for August 2019, only a partial release would be available leading to significant risks around functionality and user experience.
- **APT (Assessment and Progression Tool)** – work to fully assess the effort required to upload assessment data into APT (that the new SCEC will interrogate) across each School is scheduled for February 2019. Before the scale and complexity of this work is fully understood, there is a risk that the required data would not be available through APT in time.
- **Contingency** – a go-live by August 2019 would allow no contingency to be built into the timeline. There is therefore a significant risk that even minor unplanned challenges, such as resourcing, system development issues or other matters impacting timeframes, would likely result in go-live being delayed.
- **Forming the new SCEC team** – there is an opportunity to ensure alignment with the wider SA&S future state by pushing the go-live date back.

The SA&S Programme Board has set out some key expectations around the project management that needs to be in place to ensure successful delivery, including the formation of a SCEC Project Board (who meet for the first time on 28 January), the formation of a User Group, the identification of dates for key project deliverables and, underpinning that, a comprehensive implementation plan.

Fundamental to this planning will be to ensure that work to address the key areas previously highlighted by the CSPC are factored in. Communication and engagement activity is also being planned in relation to the change in implementation timeframe.

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

24 January 2019

Assessment and Progression Tools Update

Executive Summary

To provide CSPC with an update on the rollout of the assessment and progression tools (APT) focusing on the impact of lost resourcing and how this can be mitigated to deliver the toolset fully.

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

Leadership in learning

Action requested

For CSPC to note the update

How will any action agreed be implemented and communicated?

Implemented and communicated via the SEP SA&S Board and the APT Project Board.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   To deliver the tools fully, additional resources are required. This will be sought from existing budgets with approval from the budget holder.

2. **Risk assessment**
   There are risks to both the staff and student experience if this toolset is not successfully delivered.

3. **Equality and Diversity**
   None

4. **Freedom of information**
   Open

Key words
Assessment and progression

Originator of the paper
Lisa Dawson, Director of Student Systems and Administration, January 2019

Assessment and Progression Tools Update

This paper seeks to provide CSPC with an update on the constraints of the rollout of the assessment and progression tools (APT).

Due to the 60% commitment of Student Systems Partnership resources to the Student Administration and Support Service Excellence programme and changes in staffing within the operational support team, fewer resources have been available to assign to the assessment and progression tools project since September 2018. The senior business analyst (SBA) has been supporting the operational running of the tools and the senior developer has been supporting EUCLID performance improvements in time for the peak admissions cycle. This has resulted in one developer remaining on the project.

The SBA has provided operational support due to the lack of standard operating procedures. Without standard operating procedures, colleagues within the student systems operations team have been unable to provide appropriate levels of support. This is now being progressed by another business analyst to ensure the support of the tools can be transitioned.

To demonstrate the impact of lost resourcing:

- 80 issues had been resolved by December; had the project been fully resourced throughout, it would have delivered in the region of 165 issues (based on peak velocity).
- Schools will still encounter problems that can only be resolved with student systems support; this will cause delays during exam board processing, and could impact marks and awards being published on time.
- APT will continue to require a significant amount of support during Board periods, and student systems will need to pro-actively fix data to keep APT functioning correctly (e.g. course enrolment status).

Despite the loss of resourcing, fortnightly releases have continued albeit at a slower rate. Achievements within the last two release were:

- Release 12: Improved load time for the Student Assessment Details screen; bug fix to ensure awards cannot be recorded in the wrong academic year.
- Release 13: Included a new “Process Course Results” screen, improved processing efficiency, and web guidance.

The project manager has requested an increase in resources, both business analysis and development and has requested the project continue through to July 2019, this was originally due to complete in January 2019. Funding for additional resources is being pursued. If funded, resources will be on boarded from February to July.

The project will focus on the critical issues of which there are 22 logged on the APT backlog, as well as non-critical problems and enhancements.

Examples of critical issues within the backlog are:

- The unratify process sometimes un-rounding course marks, causing incorrect results and increased manual re-work.
- The individual student assessment record (‘little i button’) not loading for some students, resulting in users not being able to change course results, relying on student systems to fix.

Non-critical and enhancements will be prioritised by the project board. Based on current velocity, 7-10 critical issues can be resolved by March. The additional resources are crucial in delivering all critical issues by July 2019, providing a stable APT system and to improve confidence in APT through training and engagement with Schools.