H/02/27/02

Meeting of the Senatus Curriculum and Progression Committee to be held at 2.00pm on Thursday 24 November 2016 in the Cuillin Room, Charles Stewart House

A G E N D A

1.	**Minutes of the meeting held on 22 September 2016**	Enclosed
2.	**Matters Arising** **a) Service Excellence/Assessment and Degree Regulations Review** **b) Models for Degree Types Task Group** **c) Zhejiang Update** **d) Collaborative Activities – arrangements for certificates and transcripts for dual/multiple awards** **e) Moderation**	
	For Discussion	
3.	**Student-Led Individually-Created Courses – progress, evaluation and plans**	CSPC 16/17 2A
4.	**Interpreting the Taught Assessment Regulation on Feedback Deadlines**	CSPC 16/17 2 B
5.	**CAHSS: Resubmission of Taught Masters Dissertations**	CSPC 16/17 2 C
6.	**CAHSS: MSc in Transformative Learning and Teaching**	CLOSED (D)
7.	**CAHSS: Restructure of the Doctorate in Psychotherapy and Counselling**	CSPC 16/17 2 E
8.	**Programme and Course Approval and Management Policy**	CSPC 16/17 2 F
	For information and formal business	
9.	**Enhanced Course Descriptor Update**	CSPC 16/17 2G
10.	**Update on Teaching Excellence Framework**	CSPC 16/17 2 H
11.	**Academic Year Dates 2018/19 and Provisional Academic Year Dates 2019/20**	CSPC 16/17 2 I
12.	**Senate Committee Planning 2017/18**	CSPC 16/17 2 J
13.	**Concessions 2015/16**	CLOSED (K)
14.	**Any Other Business**	

Ailsa Taylor, Academic Services, 17 November 2016

H/02/27/02
CSPC: 22.09.16

Minutes of the Senatus Curriculum and Student Progression Committee (CSPC) held on Thursday 22 September 2016 at 2.00pm in Room 235, Joseph Black Chemistry Building, King's Buildings

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Professor Graeme Reid	Dean of Learning and Teaching (CSCE)
Mr Alan Brown	Associate Dean (Academic Progress) , CAHSS
Dr Theresa McKinven	Head of PG Section (CAHSS)
Ms Alex Laidlaw	Head of Academic Affairs (CSCE)
Dr Sheila Lodge	Head of Academic Administration (CMVM)
Professor Helen Cameron	Director, Centre for Medical Education (CMVM)
Dr Antony Maciocia	Dean of Students (CSCE)
Mr Patrick Garratt	Vice President Academic Affairs, EUSA
Dr Neil Lent	Institute for Academic Development (IAD)
Dr Adam Bunni	Head of Governance and Regulatory Team, Academic Services
Mr Barry Neilson	Director of Student Systems
Dr Ewen Macpherson	School of Engineering
Ms Anne-Marie Scott	IS Learning, Teaching and Web

In attendance:

Ms Ailsa Taylor (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	Director, Academic Services
Ms Charlotte Macdonald	Manager, The Advice Place
Ms Claire Thomson	Academic Adviser, The Advice Place

Apologies for absence:

Mr John Lowrey	Dean of Undergraduate Studies (CAHSS)
Professor John Stewart	Director of Teaching, Edinburgh Medical School: Biomedical Sciences
Professor Susan Rhind	Assistant Principal, Assessment and Feedback

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 2 June 2016 were approved as an accurate record.

2. Matters Arising

Item 1 (MSW Social Work)

Approval was granted by Convener's Action on 15 June 2016 for an opt-out from the academic year for the MSW Social Work from 2016/17 onwards. A similar BSc (Hons) Social Work academic year opt-out had been approved by the Committee at the June 2016 CSPC

meeting. The opt-out allowed for a slightly earlier January start in 2017, in order to achieve the required number of placement days during the academic year. This opt-out would be in place from 2016/17 onwards until further notice, as it may be required again in future years in order to accommodate the required number of placement days.

Item 2 (Impact of industrial action)
Dr Adam Bunni reported on the impact of the industrial action initiated during Semester 2 2015/16, which overall was felt to be minimal. In the College of Arts, Humanities and Social Sciences, several External Examiners had resigned within one School. The Assessment Boycott Advisory Group approved the use of senior academic staff from other Colleges, to provide appropriate externality at Boards of Examiners meetings where External Examiners were unavailable due to the industrial action. Those who acted in this role had reported that they were content with the operation of the Board. Where External Examiners had not reviewed coursework, staff with appropriate expertise from other Schools or subject areas fulfilled this function. The Assessment Boycott Advisory Group were considering potential options in the event that further industrial action takes place in the autumn.

Item 3 (Zhejiang update)
Mr Tom Ward reported on the latest position regarding the Biomedical Sciences collaboration with Zhejiang and the jointly delivered programme in China. In the previous session, the Committee had reviewed the regulations and curriculum structures for the planned jointly delivered programme. Mr Ward had subsequently clarified most outstanding issues, although one specific issue remains. The Committee noted that the first students will be starting their studies on the programme soon. The Convener emphasised that due to the nature of the development, while the Committee should continue to be supportive it should also reflect on how the arrangements develop, particularly if they may set precedents for future activities.

3. CSPC Membership and Terms of Reference 2016/17 (CSPC 16/17 1 A)

Professor Graeme Reid was appointed as Vice-Convener of the Committee for 2016/17.

Subject to the following amendment, the CSPC membership list and Terms of Reference were approved as presented:

- Professor Alan Cumming was no longer on CSPC as he had been replaced by Dr Geoff Pearson as the new Dean of Students in CMVM.

Professor John Stewart had formally notified the Committee that he would be retiring from the University on 4 November 2016. Professor John Stewart occupied a co-opted position on the Committee, therefore there would be a further co-opted member vacancy.

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

ACTION: Ailsa Taylor to publish CSPC Terms of Reference 2016/17 on the University website:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/CSCP/CSPCRemit.pdf

4. Strategic issues regarding academic policy development, implementation and supporting business processes (CSPC 16/17 1 B)

Mr Tom Ward and Mr Barry Neilson presented this item. The paper highlighted key issues that the Service Excellence Programme had identified regarding the University approach to implementing academic policy and guidance (Student Administration and Support strand). It also reported on key findings from a recent benchmarking and mapping exercise regarding the University's approach to academic policy and regulation.

Mr Barry Neilson updated the Committee on Service Excellence Programme developments. The Programme was reviewing key professional service activity, focusing initially on HR and student administration and support. The Project Team had held around 20 workshops, engaging with 200-300 staff. The initial findings included:

- Multiplicity of lack of integration of systems, leading to additional workload or sub-optimal processes;
- Accessing information and services online could be challenging; in particular, processes that we required students to engage in could be confusing;
- Flexible implementation of policy leads to duplication of effort and variation of outcome.

The Project Team has estimated that there may be 60,000 hours of work being done which may not be necessary. The Project Team was reflecting on what better opportunities there may be to use resources.

Mr Tom Ward updated the Committee on recent work with regard to simplifying the University's regulations. Benchmarking with other institutions indicated that our University level academic policies and regulations were in line with the sector in terms of the issues they cover and the volume of documentation. Further work was done to explore at what level decisions were being made within the University, i.e. School, College, University. The majority of decisions relating to study were made at Board level within Schools. This posed questions about whether the depth of levels was required in all cases. There were also areas where flexible, devolved implementation of policy was leading to divergence in policy. Developing local processes took up staff time, and could lead to variation in treatment of students, which may not always be justifiable.

The Committee discussed the issues raised by the paper and considered ways in which the University could approach policy development and implementation in the future. The following observations were made:

- Consistency of treatment towards students was of vital importance. Any necessary variation needed to be explained to students very carefully.
- Colleges had observed that some Schools preferred the Colleges to lead on engagement with individual students when more difficult decisions needed to be conveyed e.g. in relation to exclusion for lack of satisfactory academic progress.
- Decision making could be further mapped to see which categories of decision making had the biggest impact upon students.

- Getting “buy-in” to regulations and policies was very difficult to achieve, and consultation across the University was key to this.

- The paper referred to inconsistency between Schools/Colleges in relation to policy and practice, but there was also inconsistency within some Schools themselves in relation to policy and practice which could add complexity.

- There were financial considerations that were highlighted by the Service Excellence Programme in relation to our current operations. Decisions taken by the Committee in relation to assessment and progression, and Tier 4 students, for example, had real-time cost implications for the University.

- Some disciplines had external drivers (e.g. professional requirements in Engineering, Education, Social Work) which the Schools and Colleges needed to take into account.

- It was sometimes difficult to differentiate whether an “opt-out” of University regulation or policy was being requested for a discipline specific reason, or simply because of firmly held views.

- It was noted that there is an intrinsic tension between the drive for concise regulations and absolute consistency of treatment between students in different Schools with apparently similar circumstances.

5. Collaborative activities – arrangements for certificates and transcripts for dual/multiple awards (CSPC 16/17 1 C)

Mr Tom Ward presented this paper which asked the Committee to discuss one particular aspect of the University’s policy on dual, double and multiple awards. The policy had been approved in September 2014, and the Committee had agreed to a set of recommendations at the time, which had included:

“The University of Edinburgh’s degree certificate should include a form of words explaining that the degree is awarded for a jointly-delivered programme of study with another institution (named), for which the graduate has also been eligible for a separate degree from the other institution, stating the location of the partner and of the location of study. The transcript and HEAR should also include this form of words.”

The Committee noted that recent Quality Assurance Agency (QAA) guidance indicated that should include a form of works on "the certificate and/or transcript or record of achievement", and that feedback from two of the University’s dual awards developments in China suggested there may be challenges in reconciling the current University policy of having the relevant wording on the degree certificate due to Chinese Ministry of Education requirements.

The Committee approved the proposed wording regarding the dual / multiple nature of the award:

“Awarded by the University of Edinburgh as part of a programme delivered with XYZ. The recipient of this award may also have received an award from XYZ”.

The Committee also confirmed that - as a minimum - the wording must be on transcripts. However, members of the Committee suggested that the University should undertake further investigation regarding the exact policy of the Ministry of Education for China before the Committee made a final decision regarding whether the University should or should not also include such wording on the degree certificates. Mr Tom Ward was to explore this matter further and come back to the Committee with further information so that a decision could be taken.

Action: Mr Tom Ward to explore Chinese Ministry of Education requirements further regarding degree certificate wording and report back to the Committee at a future meeting.

6. Elevated Hurdles for Honours Progression (Verbal Update)

Dr Adam Bunni gave a verbal update on this item, which had been raised at the recent Resits and Academic Failure task group meeting, and at a recent meeting with the College of Arts, Humanities and Social Science and College of Science and Engineering about progression. There seemed to be a growing appetite across the University to tackle the issue of elevated hurdles for honours progression in cases where there was no real pedagogical rationale for them. It was understood that elevated hurdles could put good students in progression limbo, led to inconsistent practice across the University (and also caused downstream issues with systems). Following discussion, Committee members jointly expressed concerns about the impact of elevated hurdles across the University, and asked Dr Bunni to investigate this matter further (for example with colleagues in Student Systems) and report back to the Committee.

Action: Dr Adam Bunni to investigate further and report back to the Committee at a future date.

7. Board of Examiners Handbook (CSPC 16/17 1 D)

Mr Tom Ward introduced this item. The draft Handbook served to simplify a number of existing documents by combining them into a single “how to” guide for members of Boards of Examiners, which complemented the Taught Assessment Regulations.

The following clarifications were provided by Committee members:

- The Regulations Expert on the Board of Examiners had an “advisory” role.
- There was no requirement to continue with current practice whereby Schools send Colleges copies of minutes of the Board of Examiner meetings (as indicated by Taught Assessment Regulation 62.2 in 2016/17. The Committee would seek to formally revise this particular regulation in 2017/18.
- It was the Head of School (or delegated nominee) who was responsible for appointing the Convener and members of the Special Circumstances Committee.

The Board of Examiners Handbook paper was approved in principle, subject to any edits to the draft that were to be sent to Mr Tom Ward by Committee members by 29 September 2016. The revised Handbook would then be finalised and published with immediate effect.

It was also noted that the approach taken in this work could be a useful template for improving and simplifying other areas of regulation and policy – whereby an initial rationalisation is follow by a later, more fundamental review.

Action: Committee members were asked to provide any further comments on this item to Mr Tom Ward on tom.ward@ed.ac.uk within a week (by 29 September 2016).

Action: Mr Tom Ward to finalise the Board of Examiners Handbook after 29 September 2016 and arrange for publication with immediate effect.

8. The future of Degree Programme Specifications in the light of Competition and Markets Authority (CMA) guidelines on consumer protection law (CSPC 16/17 1 E)

This paper highlighted issues regarding the University's compliance with CMA requirements for the provision of programme information, particularly in relation to the Degree Programme Specifications (DPS). The Committee discussed this item and agreed to pursue option 5.1.3 further:

5.1.3 Expand on the Degree Finder entries so that they can meet the CMA 'material information' requirements in full, and cease publishing DPSs (while continuing to require Schools to have DPSs – based on a revised standard University template – for all programmes for internal purposes).

It was further agreed that the next stage would be to have more detailed discussions regarding the proposals with a wider range of stakeholders (including the Service Excellence Programme) and to estimate the technical and practical resource implications of implementation, prior to making a decision on the way forward. This scoping was expected to be primarily a technical / systems analysis in the first instance, and would not commence until the Service Excellence Programme had finished its current phase of work (to be advised by Mr Barry Neilson), in case it also came up with any recommendations in this area. Mr Tom Ward would contact Niall Bradley in Communications and Marketing to let him know of CSPC's decision to investigate expanded Degree Finder entries further.

Action: Mr Tom Ward to contact Niall Bradley in Communications and Marketing after the meeting so that investigation of the possibility of expanded Degree Finder entries could begin (once the Service Excellence Programme had finished its current phase of work).

9. Programme and Course Approval and Management Policy (CSPC 16/17 1 F)

The proposed amended Programme and Course Approval and Management Policy was approved as presented, subject to some minor edits that were to be emailed to Mr Tom Ward by the following day (23 September 2016). The policy would then be sent out to Colleges next week, and was for immediate implementation. Some of the changes to the policy were fairly significant and were designed to:

- consolidate information on programme and course approval and management into one policy, in line with the simplification agenda;
- formalise good practice in relation to student recruitment;
- assist the University to comply with Consumer and Markets Authority (CMA) guidelines.

Action: Committee members were asked to provide any further minor edits to this item to Mr Tom Ward on tom.ward@ed.ac.uk by the following day (23 September 2016), so that the finalised document could be circulated to Colleges w.b. 26 September 2016.

10. Thematic Review of Mental Health Services: Support for Study Policy (CSPC 16/17 1 G)

Professor Alan Murray presented this paper, which asked the Committee to consider a recommendation that had been remitted by the Thematic Review of Mental Health Services. The Mental Health Services Review Team had recommended that the Support for Study Policy was reviewed, as the current policy lacked the option to require the students to interrupt their studies where the Support for Study panel deemed it appropriate. CSPC had been asked to make an initial response on this to the Quality Assurance Committee by Friday 23 September 2016. CSPC would then be required to make a further year on report to the Quality Assurance Committee in September 2017.

During the initial development of the current Support for Study policy, this particular issue had been discussed across the University, but there had been conflicting views, and the required interruption of studies element was finally discounted and removed from the draft prior to final submission to CSPC in April 2015. CSPC members were now being asked to re-consider this option.

Following detailed discussion, it was agreed to establish a short-life task group to explore this issue further. The group would also consider the interaction between the Support for Study policy and the Code of Student Conduct, and whether to remove specific references to potential disciplinary action from within the Support for Study policy itself. Professor Alan Murray would chair the group and would contact Committee representatives and Advice Place colleagues to seek their involvement in the group. The task group would then report back to the Committee at a future date, to enable the Committee to report back to the Quality Assurance Committee.

Action: Professor Murray to establish a short-life task group to consider whether the Support for Study policy was to be revised further, and report back to a future meeting of CSPC.

11. Review of the Academic Year (CSPC 16/17 1 H)

Mr Tom Ward presented this paper which reported on the outcomes of the recent review of the academic year. The Learning and Teaching Committee had established a task group to review the structure, and there had been widespread consultation across the University but the main message that came from the consultation was that the current model, whilst not perfect, was the best available and preferable to the alternate proposals. CSPC members were now asked to consider a number of recommendations that had been remitted by the Learning and Teaching Committee.

Mr Alan Brown raised a query about the possibility of starting semester 2 a week later. It was noted that the Committee was not in a position to review this suggestion since the University had concluded that the University should retain the current year structure.

It was agreed that the Committee would:

- continue to be responsible for considering requests to opt-outs from the academic year (valid reasons would generally relate to external factors, such as professional practice requirements);

- continue to encourage Schools to avoid teaching on the final two days of semester 1 where it was appropriate to do so, in order to maximise the amount of time for student revision;
- continue to encourage Schools to move towards examining semester 1 courses in semester 1, with a particular focus on pre-honours courses;
- consider any impact of the current variation in Online Distance Learning (ODL) programme structures upon the University's ambitions in relation to online learning. Mr Tom Ward agreed to investigate this point further with two Assistant Principals and particularly with colleagues in the College of Medicine and Veterinary Medicine and revert back to the Committee at a future date.

Action: Mr Tom Ward to investigate the impact of the variation in ODL programme structures further with two Assistant Principals and colleagues in the College of Medicine and Veterinary Medicine and revert back to the Committee at a future date.

12. Resits and Academic Failure Task Group (Verbal Update)

Dr Adam Bunni gave a verbal update on this item. The recently established Resits and Academic Failure Task Group of CSPC had met in early September 2016.

The Task Group was presented with two options for a revised approach to regulation around resits and academic failure for non-honours students: offering four attempts as an absolute entitlement; or offering two attempts as an entitlement, with a discretionary allowance of up to a further two attempts offered by the College/School. The group had dismissed the option of offering four attempts as an absolute entitlement, but was currently giving further consideration to the option of offering two attempts as an entitlement, with up to a further two attempts to be offered at the discretion of the College/School.

Dr Bunni was currently working on a consultation document which would be shared with College Undergraduate Learning and Teaching Committees. Feedback would be gathered and shared with the Task Group, who would then bring some proposals to CSPC.

Action: Dr Adam Bunni to share resit proposals with College Undergraduate Learning and Teaching Committees and gather feedback. Proposals to be brought back to a future meeting of CSPC for further consideration.

13. Degree Programme Specifications: removal of reference to Innovative Learning Week (CSPC 16/17 1 I)

The Committee noted the action taken over the summer 2016 in relation to removing reference to Innovative Learning Week from Degree Programme Specifications in order to ensure compliance with Competition and Markets Authority guidelines.

14. Student Discipline Committee Membership and Student Discipline Committee Officers 2016/17 (CSPC 16/17 1 J)

Subject to the following amendments, membership of the Student Discipline Committee 2016/17 and Student Discipline Officers 2016/17 were approved as presented:

Student Discipline Officers 2016/17:

- Professor Richard Coyne was no longer the Dean of Postgraduate Studies - Research in the College of Arts, Humanities and Social Sciences (CAHSS).

- Dr Gale MacLeod was no longer the Dean of Postgraduate Studies - Taught in CAHSS.
- Professor Neil Mulholland was now the Dean of Postgraduate Studies - Taught/Research in CAHSS.
- Professor Jeff Haywood was no longer a designated Vice-Principal on the Student Discipline Officer list following his retirement.

Action: Ailsa Taylor to publish Student Discipline Committee membership and Student Discipline Officers for 2016/17 on Academic Services website.

Student Discipline Committee:
http://www.ed.ac.uk/academic-services/staff/discipline/discipline-committee
Student Discipline Officers:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentDisciplineOfficers.pdf

15. Students' Association Priorities 2016/17 (CSPC 16/17 1 K)

Mr Patrick Garratt updated the Committee on Students' Association priorities for 2016/17.

16. Knowledge Strategy Committee Report (CSPC 16/17 1 L)

This report was received by the Committee for information.

17. Any Other Business

There was no further business.

Ailsa Taylor, Academic Policy Officer, 28 September 2016

CSPC:24.11.2016 **CSPC 16/17 2 A**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee (CSPC)

24 November 2016

Student-Led Individually-Created Courses: progress, evaluation and plans

Executive Summary

This paper reports on the progress made in implementing Student-Led Individually-Created Courses (SLICCs), including a summary of the main evaluation outcomes from the summer 2016 pilot. Plans for mainstreaming the centrally-run SLICCs pilot are provided, as is an outline of the next steps in the pilot of in-programme SLICCs. Proposals endorsed by the Learning and Teaching Policy Group for the further development of SLICCs are included as an appendix.

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

Leadership in learning; Influencing globally; Contributing locally

Action requested

CSPC is asked to note the successful outcomes of piloting, and to endorse the SLICCs approach and the move from pilot to mainstreaming for SLICCs run centrally, ready to commence for summer 2017.

How will any action agreed be implemented and communicated?

Endorsement by CSPC will be passed directly to those steering SLICCs, and implementation for summer 2017 will commence.

Resource / Risk / Compliance

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

   Mainstreaming for summer 2017 will involve staff from the central services of IAD and Careers Service, and schools that choose to be involved. IAD and Careers Service have already been providing this support and have agreed to continue this from existing resources; the School of Education is willing to continue hosting the course and the course enrolment will be determined by the number of tutors agreed (a significant number are already identified).

2. **Risk assessment**

   The University's SLICCs pilots have already commanded significant interest elsewhere in the sector. Failure to move from piloting into mainstreaming will result in competitors overtaking the University in an area where it has led innovation.

3. **Equality and Diversity**

   The SLICC model has been designed to maximise equality and diversity. This second pilot has seen a substantial spread of student activities from a wide range of student backgrounds, in particular Widening Participation students.

4. **Freedom of information**

   The paper is open.

Key words

Student-led; enhancement; independent learning; engagement through partnership; flexibility; interdisciplinary provision

Originators of the paper

Prof Lesley McAra – SLICCs Academic Champion, Assistant Principal Community Relations
Dr Gavin McCabe – SLICCs Co-Lead, Employability Consultancy
Dr Simon Riley – SLICCs Co-Lead, IAD and Edinburgh Medical School

November 2016

THE UNIVERSITY of EDINBURGH

STUDENT-LED INDIVIDUALLY-CREATED COURSES
PROGRESS, EVALUATION AND PLANS

Overview

1. This paper reports on the progress made in implementing Student-Led Individually-Created Courses (SLICCs), both centrally over the summer and locally within existing programmes and courses. A summary of the main evaluation outcomes from the summer 2016 pilot is given. A copy of the paper discussed and endorsed by Learning and Teaching Policy Group (LTPG) is attached in Appendix 1 – this sets out in more detail proposals for the future development of the SLICCs model.

Context and update

2. With the approval of CSPC, SLICCs were initially piloted in 2015 and an expanded pilot was held in summer 2016. The summer 2016 pilot included students from 18 schools; around 100 expressing initial interest, reducing to just over 50 submitting a proposal and 40 final submissions. Thirty-five SLICC tutors were recruited from 12 schools.

3. Dr Simon Riley has undertaken a secondment at IAD to co-lead the development of the SLICCs in conjunction with Dr Gavin McCabe from the Employability Consultancy. The SLICCs model for reflective experiential learning has now been developed to enable significant flexibility, either a 10- or 20-credit option, any of SCQF Levels 7, 8, 10 and 11, as individuals or as group-based SLICCs.

4. To date, SLICCs have been offered to students as additional credit in curricula. However, discussions are currently underway with over 13 schools that plan to use the centrally-developed framework and resources to build the SLICCs model into existing programmes. The first of these will be in Semester 2 of 2016/17 with over 200 second year medical students undertaking group projects.

5. More detailed information about the nature and development of SLICCs is included in the attached progress report that was given to LTPG at the end of October 2016 to ensure alignment with other Senate committees, agendas and priorities.

Evaluation

In-programme SLICCs

6. CSPC approved two forms of piloting: SLICCs for additional credit that ran over summer 2016 (evaluation details below), and in-programme SLICCs where existing degree programmes and courses could embed the SLICC reflective learning framework and supporting materials within their provision. CSPC will receive a report in 2017/18 on the in-programme work but there has been significant interest from colleagues to date, especially where SLICCs present a solution to local teaching and learning challenges – examples are given in the attached paper to LTPG.

Additional-credit SLICCs

7. The evaluation of the summer 2016 pilot engaged with both staff and students, gathering data through a blend of sources (one-to-one interviews, focus groups, and survey questions). Evaluation explored six themes and success criteria in particular:

    a. **academic rigour** by design and that is communicated and perceived;

    b. **scalability and resource efficiency** for both academic and non-academic staff;

c. **accessibility** – a generic framework that can be tailored to a wide range of student-driven settings, not limited by discipline;

d. **supporting learning and development** – developing students' skills and confidence and increasing their learning from their experiences;

e. **acting as a catalyst** for enhancement and co-creation of the curriculum; and

f. **encouraging students to integrate learning** between their learning experiences.

8. As in the original pilot, students were again particularly enthusiastic about: the focus on adopting a reflective approach to learning; the opportunity for student agency (self-designed and owned learning); the skills gained; deep and meaningful engagement with feedback, and the deeper and applied learning achieved.

9. Staff particularly valued: the focus on student ownership and reflection; the boost to students' assessment literacy; the level of student engagement and ability; the opportunity for cross-disciplinary work with colleagues; and the stimulus to staff members' own learning and teaching practices elsewhere.

10. Overall, staff and student evaluative feedback was very positive. Some areas for enhancement have been identified but no irreconcilable issues have emerged. Areas for enhancement include: additional technical support in using PebblePad; stronger explanation of the SLICCs process and preparation, drawing on student and staff examples from summer 2016; and streamlining some of the supporting materials.

11. The External Examiner (Professor Peter McGeorge, Vice Principal for Learning and Teaching at the University of Aberdeen) continued to be particularly impressed by the pedagogic approach, course design, academic rigour and the significant scope for SLICCs to be applied in multiple ways by the institution.

Next steps and contingencies

Additional credit SLICCs

12. There is substantial push and momentum for SLICCs to be mainstreamed in light of: two years of successful piloting; the role SLICCs are having in supporting innovative learning and teaching and in the University's sector leading position; the support of assessment and feedback literacy; and the significant potential for SLICCs to facilitate and support a range of key institutional agendas.

13. Importantly, the SLICCs model has major potential in developing experiential and inter-disciplinary learning across the University and in supporting community engagement and the proposals for the common core curriculum and innovation in research-led learning being developed by Assistant Principal for Research-Led Learning.

14. The LTPG discussion noted structural barriers which need to be overcome if the full potential of SLICCs is to be realised. These include: space within crowded curricula (especially when linked to a common core curriculum); incentivising schools to contribute staff resource for provision that cuts across discipline boundaries; and sustaining long-term leadership. However, these issues overlap with other agendas and a working group set up by the Senate Curriculum and Student Progression Committee, and another workstream likely to be proposed to the Senate Learning and Teaching Committee, will be identifying solutions over 2016/17.

15. Ahead of these longer-term solutions, plans are already in place to allow SLICCs to be mainstreamed for summer 2017. The central services providing the most substantial support have already agreed this from existing funds; the School of Education wishes to

continue hosting the course and the course enrolment will be determined by the number of tutors agreed (a significant number are already identified). A mechanism has been agreed to enable student funding to be shared proportionately with wherever the student support is undertaken, e.g. to the school hosting the Board of Examiners and to those schools opting to contribute staff.

16. Both 10- and 20-credit versions of the SLICC reflective learning framework have been developed. While piloting took place for 10 credits, moving to 20 credits will enable SLICCs to appropriately reflect student engagement and the learning gains, to better integrate into existing curricula, while making it economic in terms of staff time.

17. As previous discussions with CSPC and others have indicated, in mainstreaming the credit should no longer be restricted to additional credit but should be full elective credit. For students to fully capitalise on this elective credit they will have to complete a SLICC at the appropriate SCQF level in the summer *before* the relevant year of study.

18. We suggest that a longer-term evaluation of SLICCs is undertaken two to three years after mainstreaming, reporting to a range of relevant groups including CSPC.

In-programme SLICCs

19. Work will continue in supporting colleagues interested in embedding the SLICCs reflective learning framework into existing provision. Colleagues' motivating factors and any challenges faced will continue to be monitored, materials adapted where necessary and emerging themes passed to relevant individuals/groups for action as appropriate. CSPC will receive a report in 2017/18 on the in-programme work.

Consultation

20. The progress and proposals for further development of the SLICCs models have been reviewed and endorsed by LTPG.

For CSPC consideration

21. CSPC is asked to note the successful outcomes of piloting, and to endorse the SLICCs approach and the move from pilot to mainstreaming for SLICCs run centrally.

Further information

Authors
Prof Lesley McAra – SLICCs Academic Champion, Assistant Principal Community Relations
Dr Gavin McCabe – SLICCs Co-Lead, Employability Consultancy
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November 2016

Appendix 1

THE UNIVERSITY of EDINBURGH

October 2016

LEARNING & TEACHING POLICY GROUP

STUDENT-LED, INDIVIDUALLY-CREATED COURSES: PROGRESS AND VISION

> This course is unique with a highly innovative pedagogy that clearly harnesses the activity and enthusiasm of the students – the reflective nature of the learning and the understanding of learning outcomes that the course engendered in the students who participated was exemplary. The enthusiasm and ability of the staff involved in developing this and running it are to be commended and an excellent advert for Edinburgh.
>
> *External Examiner's Report 2016*
> *Professor Peter McGeorge, Vice Principal for Learning and Teaching, University of Aberdeen*

Initial aim: To lead the sector in providing a university-wide experiential reflective learning framework embedded with graduate attributes, which supports students to create personalised learning experiences. Via a scalable approach, the onus is on the student to take ownership and manage their learning. The onus on staff is light and focussed on formative feedback guidance. See the appendix for a summary diagram of the SLICCs process – more detail available on request.

Students create their own course, critically self-reflect and formatively self-assess their own learning; all supervised by tutors. There are no formal lectures, the learning outcomes are predefined and are the same for all students, who design and write a proposal for their own learning experience. This can be based on a range of activities e.g. a volunteering experience, a community or personal development project, a research project, a placement, work experience or an internship.

In SLICCs the focus is no longer on content and knowledge accrual, but on the learning process. Mistakes and failure, often the greatest source of learning, can be rewarded within reflective learning. Actively engaging in experiential learning, students develop attributes such as critical self-reflection, analysis and evaluation and are better prepared for the uncertain future awaiting them.

Ultimate vision: For SLICCs to be a unique aspect of our learning and teaching, integrated with our institutional social impact and community engagement, encouraging our students as researchers and developing their graduate attributes that will set them apart.

SLICCs will help us reduce unnecessary barriers between curricular, co- and extra-curricular activities and focus on learning in its broadest sense while retaining the primary role of the disciplines. SLICCs will help keep the University and its students at the forefront of leading change: through our approach to learning design and through students identifying and tackling new and global problems creatively, reflectively and skilfully.

Taught students at any level and any stage of their studies will be able to undertake a SLICC-type experience as part of their degree, both within and outside semester time. They will use these to tailor their University experience, integrating their passions, talents and expertise from inside and outside the classroom and their discipline. They will leave us with a learning experience that is both uniquely personal and distinctive to the University of Edinburgh.

Approach

The SLICCs model is based around three key principles:

- **Process of learning:** reflection on experiential learning empowers students to go beyond accrual of knowledge. Staff focus formative feedback on the 'front-end' when students are preparing their proposals, and midway.
- **Ownership:** students create, own, manage, reflect on and formatively self-assess their own learning, within context of the discipline, or in an inter-disciplinary way.
- **Consistency and scalability:** a University-wide framework enables academic staff time to be used to optimise the learning experience through the provision of feedback to approve academic validity and viability, and to assess at the end, within and between disciplines.

Piloted at SCQF Level 8 for 10 credits, the model and resources have been developed to allow either a 10- or 20-credit option, at any of SCQF Levels 7, 8, 10 and 11.

We have tested and enhanced the SLICCs model under CSPC approval, starting with proof-of-concept piloting in summer 2015 and an expanded pilot in summer 2016. The summer 2016 pilot included students from 18 schools; around 100 expressing initial interest, reducing to just over 50 submitting a proposal and 40 final submissions. Thirty-five SLICC tutors were recruited from 12 schools. Discussions are underway with over 13 schools that plan to use the centrally-developed framework and resources to build the SLICCs model into existing programmes. The first of these will be in Semester 2 2016/17 with over 200 Y2 medical students undertaking group projects.

Enabling learning

Pilots and discussions with schools have already proved **the flexibility and diverse ways the SLICCs model can be applied** and **the capability of our students** in independently leading, managing, assessing and responding to feedback, across the spectrum of their own learning. Schools are identifying SLICCs as a ***solution to local teaching and learning challenges***, for example:

- enabling students to reflect on their *process of experiential learning* and to refocus from knowledge accrual, or enabling students to see the bigger applied-learning picture beyond a series of multiple small tasks (e.g. practical lab write-ups, small tasks and reports);
- refocus *delivery of feedback from summative to formative* – from multiple small summative events, freeing up staff time that can be refocussed to offer formative feedback which students have to opportunity to act on and learn from. Summative feedback is provided on the holistic overview of learning gains across the series of tasks;
- enabling students (especially ODL masters in vocational areas) to develop and *apply their learning within their ongoing professional practice* and/or current job, for academic credit;
- supporting *interdisciplinary working* of individual students and groups of students;
- *groups* of students working on a common project, potentially as an interdisciplinary team (e.g. community, professional, or academic problem-based);
- *empowering the student* during Honours to holistically consider their university learning experience, and to utilise the autonomy offered by a SLICC to support their career aspirations;
- surfacing and *capturing broader learning from students' time away from the University*, e.g. vocational and professional placements, years abroad, funded international experiences.

The potential to significantly support broader institutional agendas is becoming particularly evident, *for example community engagement, interdisciplinary and research-led learning, student co-development of curricula, student autonomy and resilience, and developing graduate attributes.*

The opportunity for students to apply learning to 'real life', to personally design and own their learning experience in an area of interest, to challenge themselves, and to receive recognition of

summer activities on their transcript, have all been significant drivers of student participation. Students have particularly valued the reflective approach, the challenges of the deeper and applied learning they achieve, and their changed mindset towards learning at the University. Putting students at the heart of designing and self-assessing their learning boosts their assessment literacy, their level of engagement, their skills and self-awareness.

Next frontier

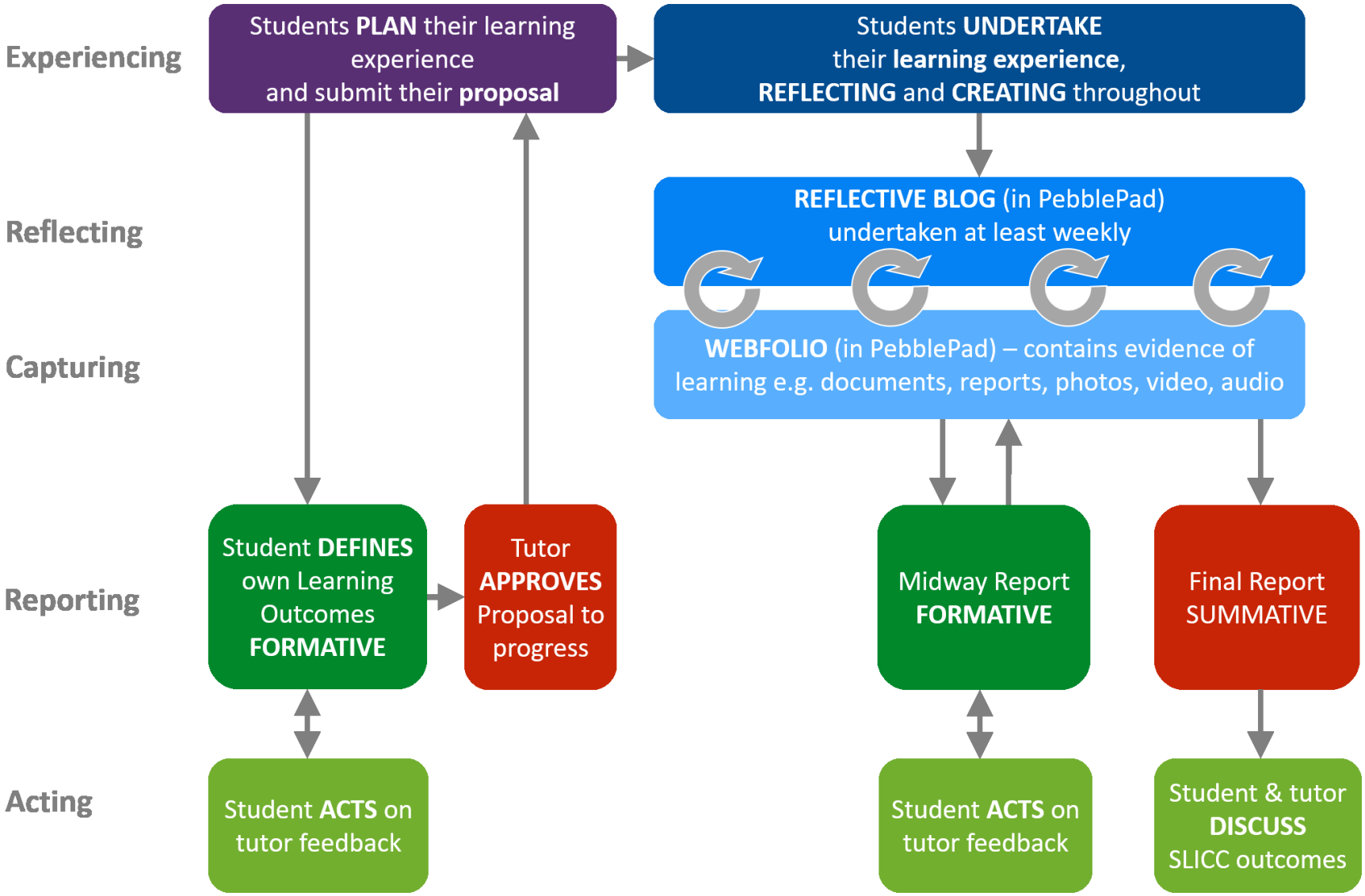
Decisions made now about stopping, continuing or accelerating the development and embedding of SLICCs **will define the extent to which the University can capitalise on current progress**. To realise the long-term vision and wider benefits described above, risks and challenges that must be accommodated include:

- **Freeing the curriculum shackles - opening up the curriculum and giving students ownership of their learning:** Curricula and timetables need to be freed up, and students given autonomy and empowered to take ownership and co-create their own curricula, develop their professional attributes, potentially in interdisciplinary ways. SLICCs offer a mechanism to provide this and enable staff to focus more on student learning and offering effective formative feedback.
- **Maintaining the central framework:** the efficiency of the SLICCs model comes from a single, University-wide framework, a common fixed set of learning outcomes and associated supporting materials that can apply to any experience or discipline. This simplified approach is essential: student and staff expectations are clear and consistent; any enhancements and resources can be cascaded out to all school and central SLICCs rather than the fragmentation or duplication caused by differing versions. This also escapes drift towards assessing students' work on the basis of content and knowledge accrual, rather than learning process.
- **Equality of credit:** SLICCs are currently only available to Y1 or Y2 undergraduates during the summer as 'additional' credit (i.e. in excess of the required 120 credits), or to students on degree programmes and courses planning to implement a SLICC locally. To ensure equal treatment, it will be important that we move to recognition that all credit gained through a SLICC counts as 'elective' credit and not solely as 'additional' credit.
- **Equality and breadth of access:** Maintaining a centrally-run SLICC open to students of any discipline will be essential, to enable interdisciplinary opportunities, and so that access is not limited to students whose programmes and schools chose to embed a SLICC locally. Currently this centrally-run SLICC is only available to Y1 or Y2 undergraduates during the summer as additional credit – broadening this to all year groups, including Honours, in summer and semester time, will be desirable. In parallel, continuing to engage and support schools in local implementations will increase access to SLICC-type experiences.
- **Growth:** supporting significant growth in student numbers on centrally-run SLICCs (summer- or semester-time) will require central oversight, leadership and support, and more tutors across disciplines. (School-based SLICCs within programmes will not require extra resource)

Providing this new type of credit-bearing course where students create their course, self-reflect and formatively self-assess their own learning as part of their experience, places the University of Edinburgh at the forefront of learning design. The challenge now is to **identify how to rapidly capitalise on the progress to date, mitigate risks and ensure the University is not overtaken by competitors in an area where it has led innovation.**

Professor Lesley McAra – SLICCs Academic Champion and Assistant Principal Community Relations
Dr Gavin McCabe – SLICCs Co-Lead, Employability Consultancy
Dr Simon Riley – SLICCs Co-Lead, IAD and Edinburgh Medical School October 2016

APPENDIX: The SLICCs Process



CSPC:24.11.2016 **CSPC 16/17 2 B**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Interpreting the Taught Assessment Regulation on Feedback Deadlines

Executive Summary

This paper summarises an issue regarding the interpretation of Taught Assessment Regulation 16 (Feedback Deadlines), and seeks the Committee's confirmation of the authoritative interpretation.

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

Aligns with the strategic goal of providing the highest-quality research-led teaching and learning.

Action requested

The Committee is invited to:

- Discuss the issue of interpretation; and
- Approve the proposed interpretation

How will any action agreed be implemented and communicated?

Academic Services will highlight the agreed interpretation in the next Senate Committees' Newsletter, and will take it into account when preparing proposals for the 2017-18 Taught Assessment Regulations.

The College representatives on the Committee are encouraged to highlight the interpretation to their Schools.

Resource/Risk/Compliance

1. **Resource implications (including staffing)**
   Confirming the correct interpretation of the Regulation may lead to some Schools changing their marking, moderation and feedback practice in a way that has some resource implications.

2. **Risk assessment**
   The paper is designed to mitigate the risk of students having inconsistent experiences of feedback on assessment.

3. **Equality and Diversity**
   Equality and diversity issues were considered at the point that this Regulation was introduced.

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

Originator of the paper

Prof Susan Rhind, Assistant Principal Assessment and Feedback

Interpreting the Taught Assessment Regulation on Feedback Deadlines

This paper summarises an issue regarding the interpretation of Taught Assessment Regulation 16 (Feedback Deadlines), and seeks the Committee's confirmation of the authoritative interpretation.

Background

In June 2013 Senate agreed to introduce new Taught Assessment Regulations regarding feedback arrangements for UG and PGT courses, including arrangements for feedback turnaround times. The 2016-17 version of the regulation on feedback deadlines is attached as an Annex.

In September 2015, in response to queries from some Schools / Colleges, the then convener of the Committee, Assistant Principal Prof Ian Pirie advised that the requirement set out in the Regulation to provide feedback within 15 working days applies to marks as well as (other types of) feedback, recognising that the marks provided within the 15 working days timeframe are likely to be provisional rather than confirmed. See Paper E, discussed at the Committee's meeting in September 2015:

http://www.ed.ac.uk/files/atoms/files//20150917agendaandpapersopen.pdf

Inconsistent interpretation of the regulation

Feedback suggests that in the Colleges of Science and Engineering, and Medicine and Veterinary Medicine, the Regulation continues to be interpreted as applying to marks as well as other types of feedback. However, feedback from the College of Arts, Humanities and Social Sciences suggests that a small number of areas within that College may be interpreting the regulation as only applying to feedback (meaning that there is no need to provide provisional marks within 15 working days, as long as they publish and meet an alternate deadline for providing provisional marks). A recent report on Online Assessment and Feedback (see below) also highlighted confusion between Schools regarding whether the return of marks in 15 working days is required by the regulation, and therefore whether Schools should be measuring the return of feedback or the return of feedback and marks.

In some respects, the regulation makes it clear that the 15 day rule applies to marks. For example, by stating that opt-outs could be considered if 'marking and moderation' cannot be concluded within 15 working days, 16.3 infers that the 15 working day rule applies to marks. However, in other respects the regulation suggests that 'marks' are separate to 'feedback', and therefore implies that the 15 working day rule does not apply to marks. It is therefore understandable that there are multiple interpretations of this aspect of the regulation.

Issues to consider

- The University continues to receive very disappointing scores on the 'Prompt feedback' question in the National Student Survey. While satisfaction on this measure has increased since the regulation was introduced in 2013-14 (from 43% in 2013), it remains, at 53% in 2016, far below comparator institutions (73% for the upper quartile of the Russell Group). The University's results for the

equivalent question in the Postgraduate Taught Experience Survey, while higher than those in the NSS, are also disappointing (67% in 2016).

- Inconsistent interpretation of the regulation would lead to students having different experiences – some would receive their (provisional) marks within 15 working days as a matter of course while others will not.

- While the primary intention of the regulation is to ensure that students have feedback on one assessment in time to be of use for their next assessment. From that perspective, it is more important to provide prompt feedback than prompt marks. However, it is likely that (like many Schools) many students will have interpreted the commitment to providing feedback within 15 working days as applying to marks as well as (other types of) feedback. Therefore, were Schools to interpret the regulation as not requiring them to provide marks in 15 working days, this is likely to reduce student satisfaction with feedback.

- There can be pedagogical arguments for providing feedback ahead of marks. However, the regulation does not require Schools to provide both at the same time – as long as both are provided within 15 working days.

- While it can be logistically challenging for staff to complete the internal moderation process and provide both feedback and (unconfirmed) marks within 15 working days, Senate has been clear that Colleges could only consider allowing Schools to opt out of the regulation for logistical reasons where the scale of the marking task or factors outside a School's control prevented it from meeting the deadline. As such, it would not be inappropriate to interpret the regulation as only applying to feedback in order to routinely allow Schools a longer timescale for the marking.

Implications for the measurement of feedback turnaround times

Schools are required to collect data regarding feedback turnaround times, in order to ascertain whether they are following the regulation. A recent report highlighted that the measurement of feedback turnaround is extremely time consuming, since Schools are collecting the data manually. The report indicated that it will be challenging to provide an effective system solution to the collection of this data without changes to business processes and to the way that data is captured on return of assessments. The prospect of a system solution would be even less likely, were Schools to measure the return of feedback (but not marks), since there is more potential for the relevant systems to hold / generate data regarding the timing of return of marks.

For Discussion

Given the scope for inconsistent interpretation on this important issue, and the potential for this to lead to impact adversely on the student experience, **the Committee is invited to confirm the appropriate interpretation**. Given the issues analysis above, and the implications for the measurement of feedback turnaround times, the Committee is recommended to confirm that the appropriate interpretation is that the 15 working days turnaround time for summative assessment applies both

to feedback and marks. For formative assessment, the regulation would of course continue to apply only to the return of feedback.

Academic Services will take of the Committee's decision regarding the correct interpretation when preparing proposals for the 2017-18 Taught Assessment Regulations.

Taught Assessment Regulations 2016-17

Regulation 16 Feedback deadlines
Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. At the start of the semester in which the course is taught, Schools will publish their timetable for returning feedback and marks for in-course work.

Application of the regulation

16.1 Feedback and feed-forward may be provided in various formats, including for example written, oral, video, face-to-face, whole class, individual or via virtual learning environments. Advice on feedback and feed-forward is available on the Enhancing Feedback webpages: www.enhancingfeedback.ed.ac.uk/

16.2 Further guidance and the University's Feedback Standards and Guiding Principles are available online:
www.ed.ac.uk/files/atoms/files/feedback_standards_guiding_principles.pdf
Relevant definitions are in the University's glossary: www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf

16.3 The School's timetable for returning feedback will specify which forms of summative in-course assessed work will not be returned within 15 working days. Schools may choose whether to meet the 15 working day deadline for single items of assessment which are equivalent to 40 credits or more (and which therefore must be double marked). For other summative assessed work, in exceptional circumstances, where the necessary marking and moderation processes cannot be concluded within 15 working days, Schools may request an opt-out from the relevant College committee.

16.4 In-course assessment includes any form of assessment other than examinations scheduled by Student Administration. There is no requirement for feedback on examinations scheduled by Student Administration to be provided within 15 working days.

16.5 The University closure period during the Christmas and New Year vacation should be discounted when calculating working days for providing feedback.

16.6 See taught assessment regulation 36 for information on the release of provisional marks.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Resubmission of Taught Masters Dissertations

Executive Summary

This paper asks CSPC to consider whether taught masters students should be permitted to resit their dissertations. University of Edinburgh appears to be out of step with many other institutions, and this has been commented on by external examiners. By not permitting a resit, we potentially disadvantage students whose performance otherwise is satisfactory, and limits the students' learning opportunities.

Earlier this year, AHSS College Postgraduate Studies Committee requested that this issue be discussed across the Colleges, and that the views of Edinburgh University Students' Association be sought. Subsequently, AHSS PG Studies Committee has reconsidered its view on the proposal and no longer wishes to support it. This paper therefore takes an unusual position of recommending that no change is made, and is presented to ensure that the previous discussion at CSPC has a clear resolution, and to ensure that in recommending the status quo, due consideration has been given to the identified risks of maintaining the current situation.

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

This is linked to the university strategic goal of excellence in education, and theme of outstanding student experience.

Action requested

AHSS requests that Curriculum and Student Progression Committee confirms its view that no change should be made to the PGT regulation concerning the resubmission of taught masters dissertations.

How will any action agreed be implemented and communicated?

If no change is made, this would be communicated through normal channels.

Resource/Risk/Compliance

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

   If a change is made, time will be needed to mark resubmitted dissertations.

2. **Risk assessment**

   Since many universities already allow taught masters students to resit their dissertations, this is unlikely to negatively impact on university reputation. There is a risk that by not

permitting dissertation resits, this could negatively impact on student experience and limit learning opportunities, and could potentially impact on recruitment.

3. **Equality and Diversity**
   The guidelines for Equality Impact Assessments indicate there are unlikely to be negative impacts related to equality and diversity.

4. **Freedom of information**

   Paper is open.

Key words
PGT dissertation, resit.

Originator of the paper
Dr Theresa McKinven, Head of the College Postgraduate Office, College of Arts, Humanities & Social Sciences

College of Arts, Humanities & Social Sciences
10th November 2016

Resubmission of Taught Masters' Dissertations

In the last academic year, College of Arts, Humanities and Social Sciences discussed a proposal originating from the School of Health in Social Sciences to permit taught masters students to resubmit their dissertation if they fail.

It was noted that external examiners had stated that they considered the lack of opportunity to resubmit as having an unduly harsh impact on the student, and out of step with policy in other institutions. The view was that permitting students to resubmit, possibly with the mark capped at 50%, would allow the student the opportunity for a fairer representation of the work they have done over the year, and permit an additional learning experience.

A survey of practice in other institutions indicates that Scottish institutions are less likely to permit resubmission than HEIs in England and Wales. Those institutions which permit resubmission may have conditions, such as the student have received at least 45% in their initial submission, may request an entirely new dissertation, may require students to have passed all other courses, and often require an additional fee.

The issue was raised at a previous meeting of CSPC, where there was an indication that a similar issue had been raised in at least one other College. The opportunity to discuss the issue was requested.

Subsequent to this, CAHSS PG Studies Committee discussed the question again at its October 2016 meeting. At this meeting concerns were expressed that the argument outlined to allow for resubmission of dissertations could also be applied to individual courses and assignments etc. It was noted that the need to resubmit is not prevalent across Schools and that other avenues for award already exist where a student's work is not up to MSc standard (for example, exiting with a PGDip). It was further noted that the University Special Circumstances policy already covers those students who fail the dissertation element with sound (documented) reason.

At its October 2016 meeting, CAHSS PG Studies Committee agreed that the request to allow resubmission of Masters Dissertations would not be supported.

This paper is presented to CSPC members in order to ensure that other Colleges are able to have the opportunity to identify whether this remains something they would wish to pursue, that the previous discussion at CSPC has a clear resolution, and to ensure that in recommending the status quo, due consideration has been given to the identified risks of maintaining the current situation.

Practice at other institutions is provided below for reference.

We therefore request confirmation from CSPC members as to whether they agree that this proposal should be closed.

Practice at other HEIs

Institution	Allow	Notes
Aberystwyth	Y	Resubmission 12 months after result Fee payable
Bristol	P	Where student achieves 45-49% and examiners recommend Under 45% only due to exceptional circumstances (counts as first submission) Capped at 50% Resubmission within 3 months (6 months if part-time)
Bangor	Y	No more than 12 months from confirmation of failure Fee payable No distinction possible Board can also decide to award PG Diploma and no resubmission
Cardiff	Y	Resubmission within 6 months
Keele	Y	No later than 10 months after result Resubmission fee Resubmissions purposes only mode of attendance
Kent	Y	No later than 12 months after decision
Liverpool	Y	Actual mark awarded, transcript indicates resubmission
LSE	Y	May resubmit up to one year if failed no other courses. Minor amendments within one month Unclear whether by exception or standard
Newcastle	Y	Max failure 40 credits other courses
Plymouth	P	Discretionary, based on overall performance and potential Can be revision of original dissertation within 16 weeks or new dissertation at date to be determined Capped at 50%
SOAS	Y	Capped at 50% Resubmission by next normal deadline
Surrey	Y	Within 6 months (unclear if only for minor corrections)
UCL	P	Minor amendments within one month
Warwick	Y	New dissertation
Scotland		
Aberdeen	N	
Dundee	P	Exceptionally
Glasgow	Y	Normally within 3 months Not an automatic entitlement
Heriot-Watt	Y	If students receive D, they can resubmit same work for a C (55%) Feedback on the original dissertation provided, no supervision Fee payable
St Andrews	N	Exit with PG Diploma
Strathclyde	P	Exceptional if overall performance merits Within one year of first submission

CSPC: 24.11.2016 **CSPC 16/17 2 E**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Restructure of the Doctorate in Psychotherapy and Counselling

Executive Summary

Proposal for a modified version of the existing Doctorate in Psychotherapy and Counselling, namely that the full-time programme is extended from three to four years and the part-time programme from six to seven years.

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

The Doctorate in Psychotherapy and Counselling is an advanced professional training programme, meeting recognised standards for psychotherapy and counselling training and education. Designed to meet the needs of both international students and local students, the programme provides a route to a qualification in psychotherapy and counselling at doctoral level. It is a recognised qualification to practise as a psychotherapist or counsellor, and combines theoretical insights from the psychodynamic and person-centred traditions with practical experience gained in a range of psychotherapy and counselling agencies and advanced research engagement.

The proposal for a four year full-time and seven year part-time acknowledges the difficulties experienced by students on the existing programme, in particular to complete within the three and six year period of study due to the highly intensive nature of the programme. The revised structure therefore meets strategic goals around Excellence in Education and Research and aims to improve and deliver an outstanding student experience.

The proposal has support from the College of Arts, Humanities and Social Science Postgraduate Studies Committee.

Action requested

The Committee is asked to consider the proposal that the full-time programme is extended from three to four years and the part-time programme from six to seven years.

How will any action agreed be implemented and communicated?

If approved the School aims to relaunch the Doctorate in Psychotherapy and Counselling from September 2017.

Resource / Risk / Compliance

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

The proposal for this revised programme structure has three main benefits:

- *the existing programme has recruited well in the past;*
- *there are minimal costs attached to revising the existing programme in this way;*
- *along with a revised and clearer fee structure, the additional year will generate income. Detailed sustainability information has been submitted to the Head of the College (AHSS) Resources Office together with a revised fee structure.*

2. **Risk assessment**

   This revised structure aims to improve the student experience and therefore reduces the possibility of reputational risk. The Doctorate programme is accredited by COSCA (Counselling and Psychotherapy in Scotland) and therefore meets high professional standards. There may be some financial risk if the programme does not recruit the numbers of students as planned. The programme offers an advanced research element, which supports the University's aim to grow its research activities. Clear ethics processes are in place.

3. **Equality and Diversity**

   The revised structure will create a more achievable, sustainable experience for a wide range of students and, with the part-time route in particular, will support those with significant caring, parental or other responsibilities in transitioning to an alternative career.

4. **Freedom of information**

   Open

Key words

Doctorate, professional training, student experience

Originator of the paper

Dr Jonathan Wyatt, Programme Director, School of Health, 6th November 2016

(Presented at CSPC by Dr Theresa McKinven, Head of the Postgraduate Office, CAHSS)

Revised DPsychotherapy programme

In January 2015 the School of Health in Social Science Management Committee approved the suspending of the DPsychotherapy programmes to new entrants with a view to opening a revised programme in 2017. The committee has now approved the business case for a modified version of the existing DPsychotherapy programme, namely that the full-time programme be extended from three to four years and the part-time programme from six to seven, both programmes containing the same curriculum as before.

Students on the programme are required to complete 540 credits currently over 3 years full-time, including 360 credits of course work, 360 hours of counselling practice and a 35 000-45 000 word thesis. This places an extremely heavy load on students, who are unable to complete all the requirements, including scheduling counselling placements, within the standard 3 years.

The full time DPsychotherapy programme will run alongside the two-year full-time Masters in Counselling (Interpersonal Dialogue) programme, which will remain as it is. The part-time DPsychotherapy programme will include the Postgraduate Diploma in Counselling, which will remain as it is.

Progression and transfer

Applicants will specify at the outset their interest in one or other of the full-time MCouns (ID) and DPsychotherapy programmes.

Those who apply and are accepted for the full-time DPsychotherapy will have their progression confirmed in October of year 2 subject to attaining:

a) An average mark of 60 or more, including

b) A mark of 60 or more for Between Counselling and Research 1 (BCR1)

However, full time students take BCR1 at the *beginning of year 1*, over a year before they start work on their thesis. Therefore if a student achieves criterion (a) but not (b), they will be offered a 'second chance' opportunity to progress if they attain:

c) A mark of 60 or more for Between Counselling and Research 2 (BCR2)

BCR2 is a required research course taken in semester 2 of year 2. Students requiring the specified mark for BCR2 would begin working on their Masters dissertation in January of year 2 and, should they achieve the required level for BCR2, transition to a doctoral thesis following the May exam board.

If students initially embark on the full-time Masters route, they will be able to register their interest in transferring to the DPsychotherapy. They would need to do so by the beginning of year 2. Transfer will be confirmed at the October exam board of year 2, subject to meeting the same criteria (a) and (b) above; and the same option of a 'second chance', (c) above, would apply if required.

If students originally apply for the part-time Masters or PG Diploma they can register their interest in the professional doctorate in Year 3 (the final year of the Postgraduate Diploma) and transfer subject to meeting the same criteria (a) and (b), or, if required (a) and (c). BCR1 and BCR2 are both taken in year 4 of the part –time programme, so transfer would be confirmed at the May exam board of Year 4. If students apply for the DPsychotherapy at the outset, their progression will be

confirmed at the same point, the May exam board of Year 4, again subject to meeting the criteria, i.e. (a) and (b), or, if required (a) and (c).

Jonathan Wyatt May 2016

Degree Programme Table: Psychotherapy and Counselling (Interpersonal Dialogue) (DPsychotherapy) (Full-time) 4 years (PTDPYPSYCO1F)

YEAR 1

This year has 9 compulsory courses (180 credits) and no course options

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11081	Ethics in Counselling Practice	11	20
CNST11061	Beginnings in Counselling Practice	11	20
CNST12007	Between Counselling and Research 1: Approaches, Issues and Debates (L12)	12	20
CNST11040	The Counselling Relationship: Theory, Practice and Process	11	20
CNST11041	Developing Narratives of Self	11	20
CNST11042	The Group in the Development of the Self and Others: A Person-Centred Perspective	11	20
CNST11064	Difference, diversity and power in counselling practice	11	20
CNST12020	Counselling and Psychotherapy Practice 1 (L12)	12	20
CNST12018	Counselling and Psychotherapy Placement 1 (L12)	12	20

YEAR 2

This year has 6 compulsory courses (120 credits) and no course options. Students start to work on their thesis in Year 2.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11043	From Two Person to Three Person to the Group: A Psychodynamic Perspective	11	20
CNST12012	Transitions, Endings and Beginnings	12	20
CNST11062	Psychological vulnerabilities and distress in counselling practice	11	20
CNST12019	Counselling and Psychotherapy Practice 2 (L12)	12	20
CNST12017	Counselling and Psychotherapy Placement 2 (L12)	12	20
CNST12013	Between Counselling and Research 2: Qualitative Methodologies	12	20

YEAR 3

This year has 4 compulsory courses (60 credits) and no course options. Students continue to work on their thesis throughout Year 3.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12015	Practice Seminar in Counselling and Psychotherapy	12	20
CNST12006	Professional Accreditation and Personal Development	12	20
CNST12016	Counselling and Psychotherapy Placement 3	12	20

YEAR 4

This year has 1 compulsory course (180 credits)

Code	*Course Name*	*SCQF Level*	*Credits*
CNST12010	DPsychotherapy Thesis	12	180

Total credits = 540 (of which 160 credits at L11 and 380 at L12)

Degree Programme Table: Psychotherapy and Counselling (DPsychotherapy) (Part-time) 7 years (PTDPYPSYCO1P)

YEAR 1

This year has 3 compulsory courses (60 credits) and no course options.

Code	*Course Name*	*SCQF Level*	*Credits*
CNST11066	Listening and Attunement	11	20
CNST11011	Self and Other	11	20
CNST11012	Ethics, Boundaries and Supervision	11	20

YEAR 2

This year has 6 compulsory courses (120 credits) and no course options.

Code	*Course Name*	*SCQF Level*	*Credits*
CNST11040	The Counselling Relationship: Theory, Practice and Process	11	20
CNST11041	Developing Narratives of Self	11	20
CNST11042	The Group in the Development of the Self and Others: A Person-Centred Perspective	11	20
CNST11064	Difference, diversity and power in counselling practice	11	20
CNST12020	Counselling and Psychotherapy Practice 1 (L12)	12	20
CNST12018	Counselling and Psychotherapy Placement 1 (L12)	12	20

YEAR 3

This year has 5 compulsory courses (100 credits) and no course options

Code	*Course Name*	*SCQF Level*	*Credits*
CNST11043	From Two Person to Three Person to the Group: A Psychodynamic Perspective	11	20
CNST12012	Transitions, Endings and Beginnings	12	20
CNST11062	Psychological vulnerabilities and distress in counselling practice	11	20
CNST12019	Counselling and Psychotherapy Practice 2 (L12)	12	20
CNST12017	Counselling and Psychotherapy Placement 2 (L12)	12	20

YEAR 4

This year has 2 compulsory courses (40 credits) and no course options. Students start to work on their thesis from Year 4.

Code	*Course Name*	*SCQF Level*	*Credits*
CNST12007	Between Counselling and Research 1: Approaches, Issues and Debates (L12)	12	20

CNST12013	Between Counselling and Research 2: Qualitative Methodologies (L12)	12	20

YEAR 5

This year has 1 compulsory courses (40 credits) and no option courses. Students continue to work on their thesis throughout Year 5.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12015	Practice Seminar in Counselling and Psychotherapy (L12)	12	20
CNST12006	Professional Accreditation and Personal Development	12	20

YEAR 6

This year has 3 compulsory courses (20 credits) and no course options. Students continue work on their thesis throughout Year 6.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12016	Counselling and Psychotherapy Placement 3 (L12)	12	20

YEAR 7

This year has 1 compulsory course (180 credits) and no option courses

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12010	DPsychotherapy Thesis	12	180

Total credits = 560 (of which 180 credits at L11 and 380 at L12)

THE UNIVERSITY OF EDINBURGH

PROGRAMME SPECIFICATION FOR

Doctorate in Psychotherapy and Counselling

1) Awarding Institution: The University of Edinburgh

2) Teaching Institution: The University of Edinburgh

3) Programme accredited by: COSCA (Counselling and Psychotherapy in Scotland)

4) Final Award: Doctorate in Psychotherapy and Counselling (DPsychotherapy)

5) Programme Title: Doctorate in Psychotherapy and Counselling

6) UCAS Code: N/A
Relevant QAA Subject Benchmarking Group(s):

7) Postholder with overall responsibility for QA: School Director of Quality Assurance

8) Date of production/revision: May 2016

9) External Summary

The Doctorate in Psychotherapy and Counselling is an advanced professional training, meeting recognised standards for psychotherapy and counselling training and education. Designed to meet the needs of both international students and local students, the programme provides a route to a qualification in psychotherapy and counselling at doctoral level. It is a recognised qualification to practice as a psychotherapist or counsellor, and combines theoretical insights from the psychodynamic and person-centred traditions with practical experience gained in a range of psychotherapy and counselling agencies and advanced research engagement.

Studying at a world-class institution, students benefit from outstanding resources to support their learning on this established and recognised programme. Learning is facilitated by core tutors who are experienced practitioners of counselling and psychotherapy, as well as by clinical tutors and practice supervisors who help students reflect on their therapeutic work. A distinctive feature of this programme is the opportunity to gain practice experience at a range of counselling agencies, including our own dedicated placement agency, Hope Park Counselling Centre, one of very few such research and practice centres in the UK.

Students who successfully complete the Doctorate in Psychotherapy and Counselling will:

- Be reflective, self-aware, safe, accountable and competent psychotherapists and counsellors
- Have an understanding of both person-centred and psychodynamic theoretical perspectives in counselling and psychotherapy.
- Have a sound understanding of the development of the person, group processes, therapeutic relationships and processes, and will critically examine the role of counselling and psychotherapy in society
- Increase their self-awareness, communication skills and interpersonal skills.
- Understand the ethical nature of the therapeutic relationship, and develop an appreciation of the need for clear boundaries and contracts.
- Understand the social, cultural, philosophical and historical contexts of the practice of psychotherapy and counselling.
- Explore the significance of difference, diversity and power in helping relationships.
- Be able to critically evaluate debates about psychological norms and psychopathology.
- Possess highly developed and transferable skills, including critical thinking, theoretical reasoning, evaluation, scholarship and research skills.
- Be able to contribute to knowledge of counselling and psychotherapy through undertaking effective practice-based research.
- Identify, conceptualise and offer original and creative insights into therapeutic practice.
- Be able to communicate research findings and advanced practice-based knowledge to a standard required of published academic, peer-reviewed work.

10) Educational aims of programme:

The overarching aim of Counselling and Psychotherapy at the University of Edinburgh is to provide postgraduate, professional training and education in counselling and psychotherapy, and to foster the development of critically reflective practitioners who are able to work in a variety of settings with a broad range of client groups. The Professional Doctorate in Psychotherapy and Counselling offers advanced level education and research training for psychotherapy and counselling practitioners. The doctorate aims to develop scholarly professionals who can, in addition to core practice skills, undertake significant and original research and scholarship within the field of professional psychotherapy practice.

11) Programme outcomes:

11a) Knowledge and understanding

The programme equips students with a critical and advanced understanding of:

- two major bodies of theory (person-centred and psychodynamic) that inform psychotherapy, counselling and related practices
- theories of the therapeutic relationships
- theoretical developments within one or more professional practice specialism
- research and research evidence in the field of psychotherapy and counselling, gained through personal research that makes a significant contribution to the development of professional practice in psychotherapy and counselling
- major developmental theories
- debates about psychological norms and psychopathology
- therapeutic practice in its wider socio-cultural context

11b) Graduate attributes: Skills and abilities in Research and Enquiry

The programme is designed and organised to support the progressive development of critical and advanced practice-based, reflective and analytical skills necessary for research and enquiry. Key skills include the capacity to:

- situate the principal theories and practices of psychotherapy and counselling in relation to wider debates
- integrate subjective experience with theoretical knowledge and research evidence
- reflect critically on the ideas that have informed the development of psychotherapy and counselling
- identify, conceptualise and offer original and creative insights into new complex and abstract ideas and issues relevant to therapeutic practice
- reflect on the therapeutic process internally and with others
- analyse what is happening within specific human relationships
- analyse specific case studies to address professional, theoretical and research debates
- search and review literature at doctoral level
- critically appraise research papers and data sources
- conceive and design an original research project in the field of professional practice

11c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy

The programme supports students to develop their personal and intellectual autonomy. Key skills include the capacity to:

- study independently
- reflect critically on texts and practice
- work effectively with others including peers, tutors, supervisors and clients

11d) Graduate Attributes: Skills and abilities in Communication

The programme supports students to develop their personal and intellectual autonomy. Key skills include the capacity to:

- present ideas to others orally and in writing
- listen attentively
- respond therapeutically
- develop research worthy of publication
- communicate research findings and advanced practice-related knowledge at the standard of published academic peer-reviewed work
- communicate research findings and advanced practice-related knowledge in conference and seminar presentations to peers both within the professional discipline and from other disciplines
- engage in critical dialogue on academic and research issues with peers both within the professional discipline and from other disciplines
- adapt communication and presentation skills for a diverse range of audiences, including psychotherapy service users, practitioners, policy-makers and other professionals

11e) Graduate Attributes: Skills and abilities in Personal Effectiveness

The programme furnishes students with a wide range of highly transferable personal skills, including

- highly developed interpersonal skills
- advanced learning and study skills, including working in groups and independently
- skills of critical thinking, theoretical reasoning and scholarship
- self-evaluation skills
- critical appreciation of professional issues in counselling and related fields
- time-management
- oral and written communication skills

11f) Technical/practical skills

The programme seeks to train practitioners who are

- competent to practise independently within professional and ethical frameworks
- safe and accountable within professional frameworks and able to deal with complex ethical and professional issues
- fair and respectful in their treatment of clients, colleagues and others
- able to make effective use of the therapeutic relationship and process
- able to sustain therapeutic relationships through beginning, middle and ending phases
- equipped with a wide range of therapeutic skills including listening, attunement, responding, assessing, contracting etc.
- equipped with specific professional expertise at the forefront of one or more practice specialisms
- competent to design and execute an original research project in the field of professional practice, making a significant contribution to professional knowledge in that area
- able to demonstrate originality and creativity in the development and application of new knowledge, understanding and practices
- able to exercise a high level of autonomy and initiative in both their professional practice and their research activities

12 Programme structure and features

This is a doctoral degree incorporating professional validation within the field of counselling and psychotherapy. It is offered full-time over four years (48 months) or part-time over seven years (84 months).

Degree Programme Table: Psychotherapy and Counselling (Interpersonal Dialogue) (DPsychotherapy) (Full-time) 4 years (PTDPYPSYCO1F)

YEAR 1

This year has 9 compulsory courses (180 credits) and no course options

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11081	Ethics in Counselling Practice	11	20
CNST11061	Beginnings in Counselling Practice	11	20
CNST12007	Between Counselling and Research 1: Approaches, Issues and Debates (L12)	12	20
CNST11040	The Counselling Relationship: Theory, Practice and Process	11	20
CNST11041	Developing Narratives of Self	11	20
CNST11042	The Group in the Development of the Self and Others: A Person-Centred Perspective	11	20
CNST11064	Difference, diversity and power in counselling practice	11	20
CNST12020	Counselling and Psychotherapy Practice 1 (L12)	12	20
CNST12018	Counselling and Psychotherapy Placement 1 (L12)	12	20

YEAR 2

This year has 6 compulsory courses (120 credits) and no course options. Students start to work on their thesis in Year 2.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11043	From Two Person to Three Person to the Group: A Psychodynamic Perspective	11	20
CNST12012	Transitions, Endings and Beginnings	12	20
CNST11062	Psychological vulnerabilities and distress in counselling practice	11	20
CNST12019	Counselling and Psychotherapy Practice 2 (L12)	12	20
CNST12017	Counselling and Psychotherapy Placement 2 (L12)	12	20

CNST12013	Between Counselling and Research 2: Qualitative Methodologies	12	20

YEAR 3

This year has 4 compulsory courses (60 credits) and no course options. Students continue to work on their thesis throughout Year 3.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12015	Practice Seminar in Counselling and Psychotherapy	12	20
CNST12006	Professional Accreditation and Personal Development	12	20
CNST12016	Counselling and Psychotherapy Placement 3	12	20

YEAR 4

This year has 1 compulsory course (180 credits)

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12010	DPsychotherapy Thesis	12	180

Total credits = 540 (of which 160 credits at L11 and 380 at L12)

Degree Programme Table: Psychotherapy and Counselling (DPsychotherapy) (Part-time) 7 years (PTDPYPSYCO1P)

YEAR 1

This year has 3 compulsory courses (60 credits) and no course options.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11066	Listening and Attunement	11	20
CNST11011	Self and Other	11	20
CNST11012	Ethics, Boundaries and Supervision	11	20

YEAR 2

This year has 6 compulsory courses (120 credits) and no course options.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11040	The Counselling Relationship: Theory, Practice and Process	11	20
CNST11041	Developing Narratives of Self	11	20
CNST11042	The Group in the Development of the Self and Others: A Person-Centred Perspective	11	20
CNST11064	Difference, diversity and power in counselling practice	11	20
CNST12020	Counselling and Psychotherapy Practice 1 (L12)	12	20
CNST12018	Counselling and Psychotherapy Placement 1 (L12)	12	20

YEAR 3

This year has 5 compulsory courses (100 credits) and no course options

Code	***Course Name***	***SCQF Level***	***Credits***
CNST11043	From Two Person to Three Person to the Group: A Psychodynamic Perspective	11	20
CNST12012	Transitions, Endings and Beginnings	12	20
CNST11062	Psychological vulnerabilities and distress in counselling practice	11	20
CNST12019	Counselling and Psychotherapy Practice 2 (L12)	12	20
CNST12017	Counselling and Psychotherapy Placement 2 (L12)	12	20

YEAR 4

This year has 2 compulsory courses (40 credits) and no course options. Students start to work on their thesis from Year 4.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12007	Between Counselling and Research 1: Approaches, Issues and Debates (L12)	12	20

CNST12013	Between Counselling and Research 2: Qualitative Methodologies (L12)	12	20

YEAR 5

This year has 1 compulsory courses (40 credits) and no option courses. Students continue to work on their thesis throughout Year 5.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12015	Practice Seminar in Counselling and Psychotherapy (L12)	12	20
CNST12006	Professional Accreditation and Personal Development	12	20

YEAR 6

This year has 3 compulsory courses (20 credits) and no course options. Students continue work on their thesis throughout Year 6.

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12016	Counselling and Psychotherapy Placement 3 (L12)	12	20

YEAR 7

This year has 1 compulsory course (180 credits) and no option courses

Code	***Course Name***	***SCQF Level***	***Credits***
CNST12010	DPsychotherapy Thesis	12	180

Total credits = 560 (of which 180 credits at L11 and 380 at L12)

Exit Awards

The programme allows for several alternative exit awards for students who are unable to complete either the academic or the professional components of the programme:

1. Students on the part-time route only who do not meet the professional suitability requirements or who do not pass all the courses of Year 1, may exit with the Postgraduate Certificate in Counselling Studies.
2. Students who complete all the course work and professional requirements of the first two years of the full-time programme may exit with the award of PG Diploma in Counselling. This is both an academic and a professional qualification at postgraduate diploma level.
3. Students who complete all the course work and professional requirements of the first two years of the full-time programme or the first three years of the part-time programme may choose to undertake the Masters dissertation of the Master of Counselling and, on successful completion of the dissertation, exit with the award of Master of Counselling. This is both an academic and a professional qualification at Masters level.
4. Students who complete all the academic requirements of the first two years of the full-time programme or the first three years of the part-time programme but who do not complete the professional requirements may exit with the Postgraduate Diploma in Counselling Theory.
5. Students who complete all the academic requirements of the first two years of the full-time programme or the first three years of the part-time programme but who do not complete the professional requirements may choose to undertake the dissertation of the MSc in Counselling Studies and, on successful completion of the dissertation, exit with the award of the MSc in Counselling Studies.

Progression

Those on the full-time DPsychotherapy will have their progression confirmed in October of year 2 subject to attaining:

a) An average mark of 60 or more, including

b) A mark of 60 or more for Between Counselling and Research 1 (BCR1)

If a student achieves criterion (a) but not (b), they will be offered a ‘second chance’ opportunity to progress if they attain:

d) A mark of 60 or more for Between Counselling and Research 2 (BCR2)

Those students on the part-time route will progress at the May exam board of Year 4, subject to meeting the same criteria, i.e. (a) and (b), or, if required (a) and (c).

Entrance requirements

As an accelerated professional training programme, this programme requires entrants to be both personally and professionally suitable for counselling training and ready to begin counselling practice within six months of programme commencement. The entrance requirements therefore combine personal suitability requirements with professional experience and academic requirements.

The entrance requirements are:

1. Academic:

EITHER an undergraduate degree equivalent to a upper second class honours degree in a subject relevant to counselling and psychotherapy

OR cognate professional qualifications equivalent to a good upper second class honours degree

OR, exceptionally, where an applicant's undergraduate degree is in an area not considered relevant to counselling and psychotherapy, they may be admitted at the discretion of the programme director so long as they meet the personal and professional suitability requirements stipulated below

AND

2. Personal and professional suitability and relevant experience:

a) ***Suitability requirements*** are laid down by the British professional bodies for counselling and psychotherapy as follows:

- Self awareness, maturity and stability
- Ability to make use of and reflect on life experience
- Capacity to cope with the emotional demands of the programme
- Ability to cope with the intellectual and academic requirements
- Ability to form and sustain helping relationships
- Ability to be self critical and use both positive and negative feedback
- Awareness of difference, diversity and power
- Capacity for psychological thinking and engagement
- Understanding of the principles and practices of counselling

b) In addition to meeting the suitability requirements, ***applicants for the full-time programme only*** are required to have ***substantial relevant experience*** of working in helping roles in counselling or a cognate area, such as education, social work, nursing, mental health practice, applied psychology or equivalent.

Personal and professional suitability and experience will be established through:

1. The completion of a separate application statement detailing how the applicant meets the personal and professional suitability and relevant experience requirements;
2. One or more references which specifically address how the applicant meets the personal and professional suitability and relevant experience requirements;
3. An interview, by telephone, webcam or in person, designed to determine personal and professional suitability and relevant experience;
4. Clearance by Disclosure Scotland.

Note: For those entering the part-time route, professional suitability is established during the course of the first year of study (as for the Master of Counselling).

AND

3. Language

If English is not the first language an IELTS score of at least 7.0 (no lower than 6.5 in each module) is required. This English language requirement is higher than the standard College requirement of 6.5, as language skills are particularly pertinent in counselling and students

will be required to communicate verbally and in writing at a high level from the commencement of the programme.

Market

The market for this programme is both home/EU and international students who are already professionally qualified or have significant professional experience in cognate fields, such as education, social work, applied psychology, nursing, mental health practice and pastoral care/ministry, who wish to undertake a full-time professional qualification at doctoral level in psychotherapy and counselling. Those entering the part-time programme do not need prior relevant experience since equivalent experience is delivered in the first year of part-time study.

Recognition of prior learning

RPL of up to 60 credits at SCQF level 11 will be available for the part-time route of this programme. Recognition of prior learning is available in the following circumstances:

- Applicants who have completed a Postgraduate Certificate in Counselling Studies, either previously at the University of Edinburgh, or at another higher education institution may apply for exemption from Year 1 (60 credits) and direct admission to Year 2 of study, subject to a satisfactory interview.

13 Teaching and Learning Methods and Strategies

Teaching and learning methods include theory seminars, practice seminar, practice and process groups, interpersonal learning groups, large group meetings, supervised practice, independent study.

Students have full access to the full range of learning resources available in the School of Health in Social Science and the wider University of Edinburgh, including excellent computing and library facilities.

Commitment to externally provided placements precludes involvement in Innovative learning week
Teaching and learning methods year 4: independent study

14 Assessment Methods and Strategies

Assessment methods include essays, seminar presentations, professional portfolio and thesis.

Extensive formative feedback is provided within each course and via a postgraduate research conference. Feedback is also provided on all summative assessment tasks.

15 Career Opportunities

The Professional Doctorate is the highest level of qualification available. It enables candidates to gain senior positions as practitioners, counselling/psychotherapy educators, managers and academics working in a range of settings, including private, statutory and voluntary or non-government sectors.

16 Other Items

1. Completion of professional requirements is an integral part of this programme. The key components of this are as follows.

Student-tutor contact time
450 student-tutor contact time over years 1 and 2 of the DPsychotherapy full-time or years 1, 2 and 3 of the DPsychotherapy part-time

Supervised counselling practice
300 hours of supervised counselling practice
Individual supervision at a ratio of 1 supervision hour to 5 counselling hours for the first 150 hours (a total of 30 hours for this period) followed by relevant supervision as stipulated by the professional accrediting body for the remaining 150 hours

This supervised counselling practice constitutes 60 of the 540 credits which make up the Doctorate. These practice placement courses are assessed as Pass/Fail only.

2. As a professional programme, Regulation 27.6 applies. This allows students who fail a course on a professional programme the opportunity to resubmit. On Counselling and Psychotherapy programmes, students are allowed one such resubmission opportunity. This means they have a total of two assessment attempts for each course. Any award, classification or progression decision must use the result obtained on the first attempt.

The total number of credits which students are allowed to fail is capped. This is built into the progression rule for each year of the programme.

November 2016

The University of Edinburgh

Curriculum and Student Progression Committee

24 November 2016

Programme and Course Approval and Management Policy

Executive Summary

This paper asks the Committee to approve minor changes to the Programme and Course Approval and Management Policy which have arisen from a series of College visits to publicise the amendments made to the Policy in September 2016.

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

Aligns with the strategic goal to provide the highest-quality research-led teaching and learning.

Action requested

The Committee is asked to **approve** the minor changes for immediate implementation.

How will any action agreed be implemented and communicated?

The amended Policy will be communicated to key staff contacts by email and placed on the Academic Services website.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None.

2. **Risk assessment**
   N/a.

3. **Equality and Diversity**
   An equality impact assessment for the Policy was completed on 21 November 2016.

4. **Freedom of information**
   Open.

Key words

Programme, course, approval, management.

Originator of the paper

Nichola Kett and Tom Ward, Academic Services, 11 November 2016

Course Organiser – Minor Changes to Courses
The Simplification Working Group meeting of 28 April 2016 suggested that a broader range of minor changes could be made by the Course Organiser. Feedback from the Senate Committees Symposium and the Simplification Focus Groups suggested that some Schools are already interpreting the Policy in this way. However, feedback from a College event highlighted:

- The Course Organiser should not be responsible for changing the Course Organiser or Course Secretary as this is a resourcing decision.
- Some Schools require an additional layer of approval of minor changes to existing courses in order to ensure programme coherence.

Text has been added to the Policy to reflect this feedback.

Changes to or Closure of Existing Courses – Timescale for Approval
Clarification was sought as to the timescale for approval of major changes to existing courses. There was concern that an extensive lead time could result in the loss of ability to respond quickly to student feedback on courses. Text has been changed in the Policy to confirm that a major change to an existing course would only require an extensive timescale for implementation where there is a major change to published information about **the future structure of a** course. We are working with Student Systems to explore how we can add text to programme and course information on the Degree Regulations and Programmes of Study (DRPS) to clarify that it is applicable to a specific academic session only. We also plan to add this text to the Policy on course and programme handbooks as this is where detailed information about the current structure of programmes and courses is published. With these clarifications, Schools should not consider DRPS and course / programme handbook information about the current version of a course to require them to have such long timescales for implementation of major changes to the future delivery of courses. Schools would still need to follow those timescales if the planned change does result in a major change to the information published which relates to future structure of programmes and the constituent courses (for example programme information in the degree finder). However, that published information is normally relatively high level and should not typically contain the level of detail about the aspects of a particular course that, if changed, would constitute a major change to an existing course.

Programme Closure – Responsibilities to Students
This text has been revised to take into account feedback from Student Recruitment and Admissions, to ensure that it aligns with the rest of the Policy and to simply language.

Minor Changes
The link to information on the Bologna Process and European Higher Education Area as an external reference point has been removed as its requirements are covered through the implementation of the Scottish Credit and Qualifications Framework. Therefore, it is not something that we would expect individual members of staff to consider as part of programme and course approval and management.

The Universities and Colleges Admissions Service deadline for publishing information has been changed to the end of March as requested by Student Recruitment and Admissions.

Added the Work-based Learning and Placement Policy as an internal reference point.

Programme and Course Approval and Management

THE UNIVERSITY of EDINBURGH

Purpose of Policy

This Policy outlines for staff and students the University's approach to programme and course approval and management (including design, development, approval, changes and closure, but not monitoring).

Overview

The Policy was developed following the publication of the UK Quality Code for Higher Education Chapter B1: Programme design, development and approval.

Scope: Mandatory Policy

Applies to staff and students who are involved in programme and course design, development, approval, changes and closure and to both taught and research programmes. The University's Quality Framework covers annual and periodic monitoring and review. This Policy covers all credit bearing provision.

Contact Officer	Nichola Kett	Head of Enhancement Team, Academic Services	Nichola.Kett@ed.ac.uk

Document control

Dates	**Approved**: 2~~42~~.11~~09~~.16	**Starts:** 22.09.16	**Equality impact assessment:** ~~16.04.15~~ 21.11.16	**Amendments:** 2~~24~~.11~~09~~.16	**Next Review:** 2019/2020

Approving authority	Senatus Curriculum and Student Progression Committee
Consultation undertaken	Staff in Schools, Colleges and support departments (including those who formed the Working Group), students, Project Board
Section responsible for policy maintenance & review	Academic Services
Related policies, procedures, guidelines & regulations	Curriculum webpages (Academic Services) Enhanced Course Descriptor Guidance Non-Credit Bearing Online Course Approval: Procedure for External Release
UK Quality Code	Chapter B1: Programme design, development and approval
Policies superseded by this policy	Draft University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.
Keywords	Programme, course, design, development, approval, changes, closure, Board of Studies

Programme and Course Approval and Management

THE UNIVERSITY of EDINBURGH

The University is required to have strategic oversight of and to consistently apply effective processes for the design, development, approval, changes and closure of programmes and courses. Programmes and courses are defined in the University's glossary of terms.

This Policy, and the curriculum pages of the Academic Services website, constitute the University's approach to and management of the processes for design, development, approval, changes and closure of programmes and courses. Supplementary College level guidance provides additional information on local practice such as timescales, specifics roles and responsibilities, and templates:

- College of Arts, Humanities and Social Science – undergraduate | postgraduate
- College of Medicine and Veterinary Medicine
- College of Science and Engineering

Programme and Course Design and Development

Programme and course **design** is a creative activity which may result in innovative ideas for higher education provision. It is followed by a process of **development** which leads to the creation of a programme or course. This is where the content, modes of delivery, structure and components of the programme or course (including assessment and feedback methods and the means by which students will be engaged with the curriculum) are considered and, for programmes, developed into a coherent programme of study. This development process may also be used to enhance an existing programme, for example in response to the outcomes of programme monitoring and review. Programme design and development is carried out at the School or subject area level.

Criteria for Proposals

Programme and course proposals must demonstrate the following (please note: some aspects are not directly relevant for postgraduate research programmes):

Programmes	Courses
Purpose	
Learning outcomes (LOs) necessary to meet that purpose.	
Mechanisms by which students demonstrate the extent to which they have achieved the LOs.	
Organisational aspects such as workload, volume and nature of assessment in order for students to meet LOs.	
Details of the level of award and credits	Details of the credit level and credits
The programme as a whole is coherent	The relationship of the course to programme(s) and how the course delivers and assesses the learning outcomes set out in the Degree Programme Specification (not applicable for standalone courses).
Where other Schools are involved and/or impacted: evidence of consultation; consideration; communication of impact; and support for the proposal. Confirmation of primary responsibility should be defined at the outset (there can only be one owning School).	
Consultation with relevant support services (e.g. Library, IS) and (where relevant) any external providers/contacts (e.g. employers, alumni, business, industry or professional contacts)	

Programmes	Courses
Evidence of consideration of Internal Reference Points: • Degree and Assessment Regulations • The University of Edinburgh's Strategic Plan 2016-2021 • The Curriculum Framework • The Feedback Standards and Guiding Principles Policy • The Accessible and Inclusive Learning Policy • The Graduate Attributes Framework • Work-based and Placement Learning Policy	**Evidence of consideration of Internal Reference Points:** • Degree and Assessment Regulations • The Curriculum Framework • The Feedback Standards and Guiding Principles Policy • The Accessible and Inclusive Learning Policy • The Graduate Attributes Framework • Work-based and Placement Learning Policy
Evidence of consideration of External Reference Points: • QAA Subject Benchmark Statements • Scottish Credit and Qualifications Framework (SCQF) • Professional, Statutory and Regulatory Body (PSRB) requirements • Employers and Industry • ~~European Higher Education Area~~ • Designing programmes to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics	**Evidence of consideration of External Reference Points (as appropriate):** • QAA Subject Benchmark Statements • Scottish Credit and Qualifications Framework (SCQF) • Professional, Statutory and Regulatory Body (PSRB) requirements • Employers and Industry • ~~European Higher Education Area~~ • Designing courses to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics
Student involvement Students must be proactively involved at the earliest practicable point in programme and course design, development, approval, changes and closure processes. Their involvement should be proportional to the activity taking place and representative and could include student feedback from the quality assurance processes (course evaluations, student surveys, Staff Student Liaison Committee minutes etc.). The opportunity to be involved must allow for representation from students with protected characteristics. Consultation should involve students academically closest to the proposed changes and be in line with the EUSA and University Student Engagement Statement.	
For Online Distance Learning Online Distance Learning Policy	
Evidence of expertise from outside the programme. In programme approval, the involvement of individuals external to the University is required to offer independence and objectivity to the decisions taken.	

Key issues to consider when developing proposals include:

- Business case: potential student demand (market analysis); potential for funding; scale; resource implications (e.g. staffing, requirements for IT, library or other facilities, requirement for External Examiners).
- Curriculum, syllabus, assessment methods, feedback opportunities, timeline and profile of learning and assessments (aligning with the University's academic year), moderation methods.
- Whether a course is core, compulsory, optional and the implications this has for its assessment and for award and classification decisions.
- Whether the course or programme is compliant with the University's Curriculum Framework and academic year.
- How the course/programme/award fits into the subject or discipline environment.

- Sustainability, social responsibility, and internationalisation.
- Delivery method: campus-based, online, teaching team, lectures, tutorials, laboratories, practicals, field work, placements, year abroad, timing of delivery.
- Awards: proposals for programmes that involve new qualifications should include information about exit awards and whether the qualification can be awarded at Ordinary/Honours level or, for taught postgraduate degrees, includes the award of named diploma or certificate.

Collaboration/Partnerships

Details about the University's collaborative agreements and arrangements, and guidelines for developing collaborative provision, are available from the Governance and Strategic Planning website: Collaborative Activity

Distance / Flexible PhDs

When developing proposals for Distance / Flexible PhDs, Schools should consider the Checklist attached as an Appendix, along with the main body of this Policy.

Documentation for Proposals

Programme and course proposals must ensure a transparent and auditable 'paper-trail' providing a rationale for decisions. Documentary evidence must include the following:

Programmes	Courses
For taught programmes: Degree Programme Specification (the final version is posted on the Degree Regulations and Programmes of Study)	Course creation, approval and maintenance information (EUCLID)
Details of the structure of the programme (informs the Degree Programme Table once the programme is approved)	More detailed documentation requirements will be in College Guidance.
Distance / Flexible PhDs – Checklist (see Annex)	
For proposals for non-standard tuition fee arrangements, Programme Proposal Template for Fees Strategy Group approval	
More detailed documentation requirements will be in College Guidance	

Following approval of a programme: (1) complete New Programme Request Form and (2) create Degree Programme Table.

Programme and Course Approval, Changes and Closure – Levels of approval

The University programme and course approval, changes and closure processes ensure institutional oversight of standards and quality. Authority is delegated by the University, via the Senate Curriculum and Student Progression Committee (CSPC), to Colleges and, where appropriate, to School Boards of Studies. Colleges may elect to wholly delegate the authority to approve all changes to existing courses, proposals for new courses, and closure of courses to Schools but must retain a method of oversight, particularly to ensure that decisions are taken independently of the home subject area of the course. Colleges must retain authority to approve major changes to existing programmes and new programmes, and the closure of programmes. All programmes and courses are approved indefinitely unless otherwise stated.

Programme and Course Approval and Management

THE UNIVERSITY of EDINBURGH

Minimum Levels of Approval

COURSE ORGANISER
Approve (*where they comply with the Curriculum Framework and the academic year structure and there are no wider implications*):
- minor changes to existing course

BOARD OF STUDIES (SCHOOL)
Approve (*where they comply with the Curriculum Framework and the academic year structure and there are no wider implications*):
- minor changes to existing programmes
- major changes to existing courses
- new courses
- closure of courses

Endorse:
- changes to existing/new/ closure of courses/programmes that are not compliant with the Curriculum Framework, the academic year structure and/or with wider implications
- major changes to existing programmes and awards
- new programmes and awards
- closure of programmes

COLLEGE COMMITTEE
Approve (*where they comply with the Curriculum Framework and the academic year structure and there are no wider implications*)**:**
- major changes to existing programmes and awards
- new programmes and awards
- closure of programmes

Oversight (*method to be determined by the College*)**:**
- major changes to existing courses
- new courses
- closure of courses

Endorse:
- changes to existing/new/ closure of courses/programmes that are not compliant with the Curriculum Framework, the academic year structure and/or with wider implications

SENATUS CURRICULUM AND STUDENT PROGRESSION COMMITTEE

Approve:
changes to existing/new/ closure of courses/programmes that are not compliant with the Curriculum Framework, the academic year structure and/or with wider implications

Minor and Major Changes to Existing Programmes

Changes to any of the following are **major** and require College approval:

- The name of the programme: any change made to the name of a programme, other than to correct spelling or syntax, is considered a 'major change' and requires a new programme to be proposed and approved.
- The overall content of the programme: major change to the content of a programme is defined as the addition or closure of courses or major changes to existing courses (see below 'Minor and Major Changes to Existing Courses') comprising 20% of the total credit volume of the programme, or at least 50% of the credit volume in any single year of the programme.
- The overall approach to assessment for the programme.
- The structure of a programme: major change to the structure of a programme is defined as a change in the balance of credits between different components of the programme (e.g. between core/option courses or dissertation/taught courses) comprising 20% of the total credits of the programme, or at least 50% of the credits in any single year of the programme.
- The mode of study – part time, full time or intermittent
- The place of study - on campus or distance learning
- The period of study
- Collaboration or change of partner
- The home School or College

All other categories are regarded as **minor** change and therefore can be approved at School level.

Minor and Major Changes to Existing Courses

The categories outlined below are regarded as **major** changes:

- Name of the course*
- Level of the course*
- Credit value*
- Learning outcomes
- Balance of assessment types and their weightings (components of assessment)
- Home subject area*

* Will result in a new course being created

Changes to all other categories, which generally cover course content and administrative aspects, (e.g. course descriptions, transferable skills, reading lists/learning resources, Course Organiser and Secretary, and delivery information) are regarded as **minor**. ~~and are within the power of the Course Organiser to approve.~~ As a minimum, Course Organisers can approve these changes (with the exception of changes to the Course Organiser and Course Secretary) although Schools may choose to add an additional~~the required~~ level of approval for these changes, for example, to ensure programme coherence. Decisions regarding changes of Course Organiser and Course Secretary are management decisions made by the School in line with normal practices.

New Degree Qualifications

New degree qualifications, with degree titles not already used by the University, need to be approved by CSPC, on the basis of a proposal from the relevant College committee. CSPC asks the University Court for any necessary degree Resolution and adds the degree qualification title to

the list of degrees in the annual Court Resolution on undergraduate or postgraduate degree regulations. The Resolution to create the degree qualification needs to come into effect before the University opens the programme for applications. The Secretary to CSPC can advise on whether a degree needs a Court Resolution. For example, an MA or BSc for a new discipline does not need a Resolution.

Programme and Course Approval, Changes and Closure – Responsibilities

This Policy covers academic aspects of programme and course design, development, approval, changes and closure. The responsibility for consideration of the business case and resourcing aspects resides with the School (or Deanery in the College of Medicine and Veterinary Medicine) and/or College and takes place in consultation with other support services as appropriate. Information on the requirements for business case and resourcing aspects will be detailed in College level guidance.

Senate Curriculum and Student Progression Committee

The remit and operation of CSPC are detailed in the Committee's Terms of Reference.

College Committee

Each College should produce a clear Terms of Reference setting out the remit and operation of their Committee(s) responsible for programme and course approval and management.

School Boards of Studies

The University's Board of Studies Terms of Reference sets out the purpose, role, remit, governance, operation and composition of Boards of Studies. The text below provides some supplementary guidance on specific aspects of the Terms of Reference (ToR).

List of Members and Composition: At the beginning of each academic session each School produces an agreed list of the members of its Board(s) of Studies and makes this available online and/or sends it to their College Office. This membership needs to align with the Board of Studies Terms of Reference and must include relevant student and external members. It can include members from other areas of the University, for example from other Schools or from relevant support services.

Quorum: There is no formal quorum for the Board of Studies, but the minimum composition of Board of Studies meetings needs to provide effective academic oversight of the decisions made by the Board and therefore some roles may have to be represented for the Board to be considered robust. Colleges may have particular requirements detailed in their guidance.

Student representatives: Student members need to represent the range of subjects covered by the Board and to be linked to the appropriate School Representation structure. If student members are unable to attend, it is appropriate for them to send an alternate student representative or provide comments to the Board of Studies in advance. For student members, the School should invite the School Convenor, School Undergraduate Vice Convenor, and/or School Postgraduate Vice Convenor who was elected in the Edinburgh University Students Association (the Students' Association) elections in the first instance. If they are unable to attend, other possible student members are other Student Representatives who have attended the Students' Association's representation training.

Timing of Meetings: The timing of Board of Studies meetings should align with the School and College committees to which the Board reports, and any other key dates.

Key Information Sets and Accreditation Information: Boards of Studies are responsible for the annual approval of Key Information Set Learning, Teaching and Assessment course information and Degree Programme Accreditation information.

Timescales for approval of proposals for new courses and programmes and changes to existing courses and programmes

It is important that accurate information regarding programmes is available to applicants when they submit their applications, and to offer-holders when they decide whether to accept offers. As such, Colleges need to approve new programmes and significant changes to existing programmes sufficiently early that accurate and complete information can be included in the relevant corporate publications. Failure to meet these timescales will result in Schools / Colleges having to undertake additional communications with applicants and offer-holders. It may also create additional obligations towards those applicants and offer-holders, and expose the University to reputational and financial risk.

It is also important that accurate information regarding courses is available well in advance of the academic session, to enable students to make informed decisions regarding their choices of courses and to prepare for their studies.

Schools / Colleges should therefore approve proposals within the following timescales.

	Undergraduate	**Postgraduate**
New programmes	November, for the admissions cycle starting the following September (ie 20 months in advance of entry of students onto the programme)	By April, for the admissions cycle starting in October, for entry the following September (ie 16 months in advance of entry of students onto the programme) – to allow for inclusion in Print School-level Brochures. In principle, if the programme is not to be included in the Print School Brochures, Schools could approve new programmes later than this (eg as late as July for programmes opening for applications in October). However, in practice, this is rarely advisable since it leaves little time for recruitment.
Major changes to existing programmes	Aim for same timescales as for new programmes, although it can be possible to approve changes as late as August, for the admissions cycle starting in September, as long as the	Aim for same timescales as for new programmes, although it can be possible to approve changes as late as September for the admissions cycle starting in October, as long as

	Print Prospectus entry has anticipated these changes.	the entry in the Print School Brochure has anticipated these changes.
Programme closure to new entrants	Timescales as for new programmes. In exceptional circumstances, a programme may be closed later, providing no applications have been received.	Timescales as for new programmes. In exceptional circumstances, a programme may be closed later, providing no applications have been received.
New courses	Prior to the Semester in which they are to run.	Prior to the Semester in which they are to run.
Changes to or closure of existing courses	Where this would constitute a major change to published information about ~~a~~ the future structure and content of a programme, the same timescales apply as for major changes to existing programmes Otherwise, Schools should aim to make changes by the end of March, for the following session (although minor amendments to the published course descriptors could be made subsequently between April and August, for example to take account of issues raised during the course review and monitoring)	Where this would constitute a major change to published information about ~~a~~ the future structure and content of a programme, the same timescales apply as for major changes to existing programmes Otherwise, Schools should aim to make changes by the end of March, for the following session (although minor amendments to the published course descriptors could be made subsequently between April and August, for example to take account of issues raised during the course review and monitoring)

Arrangements for publishing information on approved courses and programmes

Programme and course information is entered into EUCLID, which feeds information to the Degree Regulations and Programmes of Study (DRPS), and forms the definitive record of programmes and courses. In addition to these publications, Schools / Colleges are responsible for publishing accurate, complete and up to date information on approved courses and programmes in other corporate publications for recruitment purposes. The timescales for publication are as follows:

Publication	Type of information	Timescales
EUCLID Course Descriptor	Detailed information regarding the course	Annual update to be complete by end of March, prior to publication of the Degree Regulations and Programmes of Study (DRPS) for the next session. Minor amendments to the published course descriptors could be made subsequently between April and August.
Degree Programme Specification	Summary information including programme learning	Annual update to be complete by end of March, prior to

	aims and objectives and how they are demonstrated and achieved	publication of the Degree Regulations and Programmes of Study (DRPS) for the next session.
Degree Programme Table	Information regarding the curriculum structure for the programme	Annual update to be complete by end of March, prior to publication of the Degree Regulations and Programmes of Study (DRPS) for the next session.
Key Information Sets (UG only)	Information regarding aspects of programmes including types of assessment and contact time.	End June, for the UCAS applications opening in September that year with entry the following September
Undergraduate Prospectus (Print)	General subject/discipline overview, year by year breakdown of courses studied (relevant to the whole subject area), additional costs, and approach to learning and assessment, along with careers outcomes. Details of any professional accreditation, placements and careers opportunities. Location of study. Any significant changes to programmes anticipated, the details of which cannot yet be confirmed.	Annual update to be complete and returned to Communications and Marketing by December for publication in March – for UCAS applications opening in September that year with entry the following September
Undergraduate Degree Finder (Online)	Subject information as above for print prospectus. In addition, for programmes: Overview of the programme. Details of courses studied each year. Details of any professional accreditations, placements and careers opportunities. Location of study. Approach to learning and assessment.	Timescales in line with Undergraduate (Print) Prospectus. Amendments approved after the December deadline can be made up to early August, before UCAS applications open.

	Any significant changes to programmes anticipated, the details of which cannot yet be confirmed. Entry requirements. Additional costs.	
Universities and Colleges Admissions Service (UCAS)	Brief summary regarding the reasons for studying the programme, along with brief information about career opportunities	Annual update to be undertaken by ~~late May~~end of March for UCAS applications opening in September that year with entry the following September
Postgraduate School-Level Brochures (Print)	Programme level information including: summary description and structure; breakdown of compulsory and optional courses offered. Careers opportunities and additional costs Entry requirements	Annual update to be complete by July for publication in September to apply to applications for entry the following September.
Postgraduate Degree Finder (Online)	Programme title, award and study modes. Programme description (PGT only) Programme structure (PGT and PGR) Learning outcomes (PGT only) Career opportunities (PGT only) Online learning (PGT only) Work placements / internships (PGT and PGR) Research profile (PGR only) Training and support (PGR only) Facilities (PGR only) Entry requirements Additional costs Scholarships and funding	Annual update to be complete by the end of September for applications opening on 1 October for entry the following September (note however that agreement for any changes to entry requirements must be secured early in line with Student Recruitment and Admissions policy)

Changes to programmes – responsibilities to students, offer-holders and applicants

If, after starting to accept applications for a programme of study, a School or College approves changes to the programme or to courses within it which lead to a divergence from that described in the published information regarding the programme, the School or College owning the programme is responsible for amending the published information at the earliest possible opportunity. This applies irrespective of the School which owns the individual courses that are changing.

If the approved changes are significant – that is, they constitute 'major' changes to the programme (in the terms set out above), the professional accreditation / recognition status of the programme changes, or the location at which the programme is taught changes significantly (for example, the location of the owning School changes from one campus to another) - the School or College is also responsible for:

- Informing all students, applicants and offer-holders about the changes at the earliest possible opportunity;
- Where students / applicants / offer-holders request this, seeking to offer a suitable replacement programme for which they are qualified at the University, or, if the University is unable to offer a suitable replacement programme, seeking to refer students / applicants / offer-holders to a comparable higher education institution offering a suitable replacement programme;

In the event that students, offer-holders or applicants choose to withdraw as a result of significant changes to a programme, the University may also consider making an appropriate refund of tuition fees and deposits paid prior to notification of the change.

Student Recruitment and Admissions and Academic Services are able to provide Schools and Colleges with advice regarding whether any changes to a programme should be treated as 'significant' for these purposes.

Programme Closure – Responsibilities to Students

~~Programmes may be withdrawn for a variety of reasons such as a decline in student demand, a reduction in funding or in funded student numbers, or a change in University/College/School priorities for academic development.~~

Only in the most exceptional circumstances may a programme on which students have applied for, been offered a place on, have been accepted on, ~~admitted to,~~ or are matriculated on be closed. In the event of such a decision the situation must be resolved in line with the University's admissions Terms and Conditions.~~to discontinue a programme, measures must be taken to notify and protect the interests of students matriculated on, or accepted for admission to, the programme. The~~ No ~~programme to which students have been admitted or matriculated~~ programme may be withdrawn until the University's obligations to those students have been reasonably and fairly fulfilled. In addition, the University can have obligations to applicants to programmes even if no offer has been made. These obligations should also be considered before making a decision regarding programme closure.

In the event of closure of a programme, Schools must ensure appropriate management and resourcing of the final student cohorts in the programme to be closed. Collaborative partners must also be informed in a timely manner.

~~In normal circumstances a programme must be supported for every student matriculated or accepted onto the programme. Only in the most exceptional circumstances may a programme on which students have been offered a place, admitted to, or matriculated be closed. In these circumstances, the students(s) must be informed and the Head of School must ensure that the situation is resolved in line with the University's admissions Terms and Conditions. No programme to which students have been admitted or matriculated may be withdrawn until the University's obligations to those students have been reasonably and fairly fulfilled.~~

Programme and Course Management – Responsibilities

Programmes

The Head of College is formally responsible for degree programmes. Within this overall responsibility each programme, and course within it, is owned by a particular School which ensures its management. The Head of School or Director of Teaching delegates responsibility for the management of a degree programme to a Programme Co-ordinator or Director (or equivalent).

Courses

Course Organisers are responsible for individual courses within a School. The Head of School or Director of Teaching appoints Course Organisers to take responsibility for individual courses. The scope of the Course Organiser's remit varies according to local School organisation, but in outline the Course Organiser is responsible for:

- general course management
- assessment and feedback
- advising and supporting students on course-related matters
- monitoring and reviewing courses
- agreeing minor changes to courses

Staff Support and Development

Training and support is available for those involved in programme and course design, development, approval, changes, and closure from the Institute for Academic Development.

22 September 2016

Appendix – Distance / Flexible PhD Programmes – Additional School Requirements

In deciding whether to set up a distance learning programme, or accept students once a programme has been established, the School should consider the following in addition to addressing the issues in the main body of the Policy:

Is distance learning research methods and generic skills training available online? If not, how will students access it?	
Availability of orientation programme	
Availability of training for potential supervisors of distance PhD students	
Have potential supervisors undergone training in supervising distance learning students?	
Supervision arrangements, including arrangements for joint supervisor/local advisor	
Is the technology available in the department to support supervising distance students?	
Is there a cohort, or likely to be a cohort in place?	
How will the School support a community and stimulating academic environment? Consider: - How to enable access to residential PhD student communities, research seminars or research groups - Technology-based solutions for capturing and streaming	
Is English language support available on an online basis?	
What are the arrangements for conducting annual reviews and the viva?	
Will there be a requirement for study visits?	
- By the applicants to Edinburgh?	
- By the supervisor to the site of study?	
- If so, who is responsible for paying travel fees?	
- Will this be written into the student contract/memorandum of agreement?	
- Will the requirement be compatible with UKVI visa requirements?	
How will any student issues related to the distance learning nature of the programme be addressed?	
Do any potential funding bodies permit students to study by distance? (Note that some funding bodies require students to be resident where they are studying)	

H/02/27/02
CSPC: 24.11.16

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The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Enhanced Course Descriptor Update

Executive Summary

This paper provides the Committee with an update on the impact of implementation of the enhanced course descriptor in January 2015.

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

Aligns with the strategic goal to provide the highest-quality research-led teaching and learning.

Action requested

The Committee is asked to **note** the paper.

How will any action agreed be implemented and communicated?

N/a.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None.

2. **Risk assessment**
   N/a.

3. **Equality and Diversity**
   Equality impact assessment

4. **Freedom of information**
   Open.

Key words

Course, descriptor

Originator of the paper

Nichola Kett, Academic Services, 17 November 2016

Activity

	Comparing January-early April 2014 and 2015	Comparing January-early April 2015 and 2016
Course amendment activity	72% increase	24% increase
Distinct users amending courses	43% increase	27% increase
Academic staff amending courses	265% increase	49% decrease
Closure of courses with no enrolments	Over 700 courses	*See below*

Between January and April 2015, 313 courses were closed that had had no student enrolments for the previous 4 years. In the same period in 2016, 135 such courses were closed.

In June 2016 the Committee approved a proposal to move towards deleting courses which had had no student enrolments in the last four year period. This work is currently being progressed by Student Systems.

Gap Analysis of Fields

Field	% null		
	April 2014	**2015**	**2016**
Was: **Syllabus and Academic Description** ***Now:*** **Course Description**	78 and 96	1	1
Was: **Transferable Skills** ***Now:*** **Graduate attributes and skills**	91	72	67
Was: **Summary of intended learning outcomes** ***Now:*** **Learning Outcome 1**	<1	3.5	3.5
Learning Outcome 2	89	28	25
Learning Outcome 3	90	31	28
Learning Outcome 4	96	43	43
Learning Outcome 5	97	60	60
Was: **Reading list** ***Now:*** **Reading list/learning resources**	75	49	47

CSPC:24.11.2016 **CSPC 16/17 2 H**
H/02/27/02

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Update on Teaching Excellence Framework (TEF)

Executive Summary

This paper briefs the Committee on the arrangements for the second year of the TEF. The Committee may wish to note in particular that one of the core metrics for the TEF is non-continuation (measured by HESA PIs). This metric is the proportion of undergraduate students who start but do not continue their studies. Students are counted between their first and second year of study. Students who continue studying at HE level at the same or at another provider are deemed to have continued, all other students are deemed non-continuers.

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

The paper aligns with the University's strategic aim to "provide the highest-quality research-led teaching and learning".

Action requested

The Committee is invited to note the paper.

How will any action agreed be implemented and communicated?

No communication or implementation actions required at present.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A – for information only.

2. Risk assessment

N/A – for information only.

3. Equality and Diversity

N/A – for information only.

4. Freedom of information

Open

Key words

Teaching, excellence, assessment, quality

Presenter

Tom Ward, Director of Academic Services

Author of Report

Tom Ward, Director of Academic Services
November 2016

Update on Teaching Excellence Framework (TEF)

This paper updates the Committee on the arrangements for the second year of the TEF.

Background

The White Paper: *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice* (May 2016) reiterated the UK Government's manifesto commitment to introduce a Teaching Excellence Framework (TEF). It signalled that:

- In 'Year One' of the TEF (2016-17), all providers with any form of successful QA award would receive a rating of 'Meets Expectations';

- Year Two (2017-18) would be a trial year for the introduction of different TEF ratings at institutional level, with providers having the option of entering on a voluntary basis;

- Year Three (2018-19) would be the first full year of assessment at provider level, and that during Year Three there would also be pilots of subject-level TEF assessment; and

- Year Four (2019-20) would, subject to the results of the subject-level pilots, be the first year of subject-level assessment. It is also the earliest year in which the TEF would include taught postgraduate provision.

Arrangements for Year Two

Following a Technical Consultation, in September 2016 the Department for Education published a specification for the operation of TEF in Year Two:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/556355/TEF_Year_2_specification.pdf

The specification is broadly in line with the proposals outlined in the technical consultation, although there is now greater clarity regarding how the process will operate and there have been a few material changes, including:

- While there will still be three possible outcomes, these have now been labelled Gold / Silver / Bronze;

- Some changes and clarifications to how the process will operate for providers in the devolved nations.

Further information on the arrangements is set out below.

Metrics and benchmarks

- The core TEF metrics have been confirmed as:
  - Teaching Quality: NSS questions on 'Teaching on my course' and 'Assessment and Feedback';
  - Learning Environment: NSS questions on 'Academic support'; Non-continuation (measured by HESA PIs);
  - Student Outcomes and Learning Gain: Employment/further study (measured by DLHE); Highly-skilled employment/further study (measured by DLHE).

- The TEF metrics provided to assessors will be averaged over the most recent three years of available data;

- Each metric will reported separately for a number of sub groups (eg full-time and part-time students);

- Core and split metrics will be 'flagged' if they are significantly and materially above or below a benchmark (a weighted sector average) – differences of more than 2% from benchmark, with a standard deviation of +/- 1.96 (meaning a 95% confidence that the difference is not due to chance);

- In addition to the core metrics, assessors will be supplied with standard contextual data on each provider, including data on the provider's student population, broken down by age, ethnicity, disability and other characteristics.

Provider submission

- Providers will be allowed to make a submission to add context, explain performance against the metrics, put forward other evidence of performance against the assessment criteria, or provide further evidence of performance for specific student groups;

- The provider submission can be no longer than 15 pages;

- Students can only provide input via their provider's submission, for example by writing part of the submission.

Assessment process and ratings

- There will be three possible outcomes, as previously proposed. However, these have been renamed to Gold, Silver and Bronze, rather than Outstanding, Excellence, and Meets Expectations, as previously proposed:
  - Gold - provision is consistently outstanding and of the highest quality found in the UK Higher Education sector;

    - Silver - provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education;
    - Bronze - provision is of satisfactory quality.

- The specification provides more information on the criteria for performance at each level;

- The specification indicates that assessors will consider the metrics alongside the evidence in the provider submission to inform their judgements. This assessment process is very heavily based on performance against benchmarks. For example, where a provider has three or more positive flags and no negative ones, the starting point will be that they should be considered Gold unless additional evidence justifies a different award, whereas a provider with two or more negative flags would be initially considered Bronze;

- The specification indicates that assessors must be careful not to overweight information coming from the NSS bearing in mind that stretching and rigorous course design, standards and assessment, could adversely affect NSS scores;

- There will not be any site visits, and while assessors may seek clarification or verification of information in the provider submission, they will not otherwise engage with providers;

- While the Technical Consultation had indicated a likely distribution based on performance against the core metrics (approximately 20% of participating providers would receive the lowest rating, approximately 20-30% would receive the highest rating and the remaining 50-60% would receive the intermediate rating), the specification confirms that this distribution is only indicative and not a quota and the TEF panel will not be expected to force an allocation of providers to categories based on these proportions.

How the process applies to providers in devolved nations

- The specification sets out some adaptions to the process for providers in Scotland, Wales and Northern Ireland, including:

    - Guidance and support for TEF panel members and assessors on differences in the operating context for higher education in Scotland, Wales and Northern Ireland;

    - Modifications to the eligibility criteria and assessment process to recognise different approaches to quality assessment, access and participation across the UK – for Scotland, this will mean recognising Outcome Agreements in place of Access Agreements, using the Scottish Index of Multiple Deprivation in place of POLAR for some benchmarking purposes, and acknowledging structural reasons for lower retention rates in Scotland.

Outcomes

- Outcomes will be announced in Spring 2017;

- Awards made in Year 2 are valid for three years, although providers can choose to re-enter TEF in Year Three or future years to obtain a new award;

- Provider submissions, core and split metrics, outcomes and statements of findings will be published (as part of this, the outcomes and links to the metrics and submissions will be published on UCAS and Unistats);

- Outcomes in Year Two will not be associated with differential fee uplifts for providers in England – rather, all those achieving a rating of Bronze or higher will receive the full inflationary uplift. From Year Three, TEF ratings will inform a differentiated approach to fees, with providers with a Bronze rating eligible for 50% of the inflationary uplift that year, whereas those with Silver and Gold will be eligible for 100%;

- The specification introduces an appeals process (but appeals can only be made on the basis of a significant procedural irregularity).

Other points

- The idea (proposed in the Technical Consultation) of awarding commendations in Year Two for providers who excel in particular areas has been dropped;

- Transnational Education (TNE) is out of scope in Year Two;

- The deadline for providers to apply for TEF Year 2 is 26 January 2017.

Tom Ward, Director of Academic Services
November 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Academic Year Dates 2018/19 and Provisional Academic Year Dates 2019/20

Executive Summary

This paper provides the proposed academic year dates for 2018/19 and provisional academic year dates for 2019/20, for approval.

The academic year dates for 2017/18 have already been approved by CSPC and are available at http://www.ed.ac.uk/semester-dates/201718

For information - in November 2017 the annual approval cycle will be such that Committee will be asked to agree academic year dates for 2019/20 and provisional dates for 2020/21. Current projections mean that in 2020/21 a potential induction start date of 14 September 2020 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.

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

Aligns with the strategic objective of Leadership in Learning.

Action requested

For approval

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 http://www.ed.ac.uk/semester-dates

Resource/Risk/Compliance

1. **Resource implications (including staffing)**
   No resource implications
2. **Risk assessment**
   No key risks associated with this paper
3. **Equality and Diversity**
   Equality and diversity issues have been considered. No impact assessment is required.
4. **Freedom of information**
   The paper is open.

Originator of the paper

Ailsa Taylor, Academic Services, 17 November 2016

Academic Year Dates 2018/19

Week	Week commencing	Activity	Teaching block
1	10 September 2018	Induction*	
2	17 September 2018	T1	1
3	24 September 2018	T2	1
4	01 October 2018	T3	1
5	08 October 2018	T4	1
6	15 October 2018	T5	1
7	22 October 2018	T6	2
8	29 October 2018	T7	2
9	05 November 2018	T8	2
10	12 November 2018	T9	2
11	19 November 2018	T10	2
12	26 November 2018	T11	2
13	03 December 2018	Revision	
14	10 December 2018	Exams	
15	17 December 2018	Exams	
16	24 December 2018	Winter vac 1	
17	31 December 2018	Winter vac 2	
18	07 January 2019	Winter vac 3	
19	14 January 2019	T1	3
20	21 January 2019	T2	3
21	28 January 2019	T3	3
22	04 February 2019	T4	3
23	11 February 2019	T5	3
24	18 February 2019	Flexible Learning Week	
25	25 February 2019	T6	4
26	04 March 2019	T7	4
27	11 March 2019	T8	4
28	18 March 2019	T9	4
29	25 March 2019	T10	4
30	01 April 2019	T11	4
31	08 April 2019	Spring vac 1	
32	15 April 2019	Spring vac 2	
33	22 April 2019	Revision	
34	29 April 2019	Exams	
35	06 May 2019	Exams	
36	13 May 2019	Exams	
37	20 May 2019	Exams	
38	27 May 2019	Summer vac 1	
39	03 June 2019	Summer vac 2	
40	10 June 2019	Summer vac 3	
41	17 June 2019	Summer vac 4	
42	24 June 2019	Summer vac 5	
43	01 July 2019	Summer vac 6	
44	08 July 2019	Summer vac 7	
45	15 July 2019	Summer vac 8	
46	22 July 2019	Summer vac 9	
47	29 July 2019	Summer vac 10	

48	05 August 2019	Resits/Summer vac 11	
49	12 August 2019	Resits/Summer vac 12	
50	19 August 2019	Summer vac 13	
51	26 August 2019	Summer vac 14	
52	02 September 2019	Summer vac 15	

*Formal induction dates TBC

Provisional Academic Year Dates 2019/20

1	09 September 2019	Induction	
2	16 September 2019	T1	
3	23 September 2019	T2	
4	30 September 2019	T3	
5	07 October 2019	T4	
6	14 October 2019	T5	
7	21 October 2019	T6	
8	28 October 2019	T7	
9	04 November 2019	T8	
10	11 November 2019	T9	
11	18 November 2019	T10	
12	25 November 2019	T11	
13	02 December 2019	Revision	
14	09 December 2019	Exams	
15	16 December 2019	Exams	
16	23 December 2019	Winter vac 1	
17	30 December 2019	Winter vac 2	
18	06 January 2020	Winter vac 3	
19	13 January 2020	T1	
20	20 January 2020	T2	
21	27 January 2020	T3	
22	03 February 2020	T4	
23	10 February 2020	T5	
24	17 February 2020	Flexible Learning Week	
25	24 February 2020	T6	
26	02 March 2020	T7	
27	09 March 2020	T8	
28	16 March 2020	T9	
29	23 March 2020	T10	
30	30 March 2020	T11	
31	06 April 2020	Spring vac 1	
32	13 April 2020	Spring vac 2	
33	20 April 2020	Revision	
34	27 April 2020	Exams	
35	04 May 2020	Exams	
36	11 May 2020	Exams	
37	18 May 2020	Exams	
38	25 May 2020	Summer vac 1	
39	01 June 2020	Summer vac 2	
40	08 June 2020	Summer vac 3	
41	15 June 2020	Summer vac 4	

42	22 June 2020	Summer vac 5	
43	29 June 2020	Summer vac 6	
44	06 July 2020	Summer vac 7	
45	13 July 2020	Summer vac 8	
46	20 July 2020	Summer vac 9	
47	27 July 2020	Summer vac 10	
48	03 August 2020	Resits/Summer vac 11	
49	10 August 2020	Resits/Summer vac 12	
50	17 August 2020	Summer vac 13	
51	24 August 2020	Summer vac 14	
52	31 August 2020	Summer vac 15	

Academic Services
17 November 2016

CSPC:24.11.2016 **CSPC 16/17 2 J**
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The University of Edinburgh

Senatus Curriculum and Student Progression Committee

24 November 2016

Senate Committee Planning 2017-18

Executive Summary
In Spring 2016, the Committee noted that a new two-stage approach to planning the work of the Senate Committees would apply for the planning round for 2017-18. In line with this new approach, at this meeting the Committee is invited to identify any major developments that may require resourcing via the planning round.

How does this align with the University / Committee's strategic plans and priorities?
Aligns with University Strategic Plan Goal of Excellence in Education.

Action requested
The Committee is invited to identify any major developments that may require resourcing via the planning round.

How will any action agreed be implemented and communicated?

Any major developments with resource implications will be discussed - and may or may not be funded - alongside all the other issues under discussion in financial planning.

If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-Principal will invite them to take them into account when developing their planning round submissions.

If the Senate Committees identify any major developments that may require additional resources for Schools or Colleges, the College representatives on the relevant Committees are encouraged to inform their College Registrars so that they can take account of them during the planning round.

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 ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

3. **Equality and Diversity**
   No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

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

Tom Ward, Director of Academic Services, 24 October 2016

Senate Committee Planning
2017-18

This paper sets out out the framework for Senate Committee planning for 2017-18, and invites the Committee to identify any major developments that may require resourcing via the planning round.

Background - 2016-17 plans

At its meeting on 1 June 2016, Senate endorsed the Committees' plans for 2016-17, see Paper B at:
http://www.ed.ac.uk/files/atoms/files/agendaandpapers.pdf

Approach to 2017-18 planning cycle

The 2015-16 Light-touch Governance Review of Senate and its Committees indicated that, while the Senate Committee members were broadly satisfied with the approach to planning, that Review also identified a potential disconnect between the timing of prioritisation of Senate Committee activity and the timing of the University's annual planning processes. In the light of this, the Learning and Teaching Policy Group proposed that, from 2-16-17, the Senate Committees' planning would involve two distinct stages:

- In the latter part of Semester One, the Committees would be invited to identify any major developments that may require resourcing via the planning round; and

- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

The Senate Committees were content with this approach.

For comment - identifying any major developments that may require resourcing via the planning round

In line with stage one of this process, the Committee is invite to identify any major developments that may require resourcing via the planning round in 2017-18. These could include, for example:

- Major projects that the Committee would like to make a case for, which would require significant support from support services which may not be possible to accommodate within existing resources;

- Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;

- Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University.